SECTION: Behaviour & Safety / Personal Development and Welfare
SECTION GRADE: 2

CONTEXT: EVIDENCE THAT SUPPORTS THIS JUDGEMENT

- Child Protection and Safeguarding was judged to be Outstanding in the Ofsted inspections from 2010 to 2016 (excluding 2013 when there was not a separate Care Ofsted report).
- Behaviour is managed so as not to disrupt learning. New Behaviour for Learning systems structures and recording methods were introduced using Behaviour Watch database to support monitoring and therefore enable the staff to become more precise about the impact of our interventions.

Consistency is embedded within whole school practice, supported by whole school monitoring systems. Students’ progress underpins all Behaviour for Learning work, linking impact to outcome. For example, exclusions are down by 65% (2014 / 2015 to 2015 / 2016. The implementation and use of Behaviour Watch, has had a positive impact on student engagement and, therefore, progress.

- Hailey Hall consistently experiences a high number of casual admissions (47%) / hard to place students (71% in last academic year 11). These pupils have, over the past few years thrived at Hailey Hall. – See progress data.
- All staff are trained in Herts STEPS (which is a behaviour de-escalation and restraint reduction system). This has helped to reduce the number of restraints in Hailey Hall fall dramatically. For example, In a comparison of Academic Year 2014 / 2015 and 2015 / 2016 there was an 87% reduction in the number of recorded incidents.
- Following the principles of the Respect Agenda Hailey Hall is a diverse, harmonious community that reflects high levels of respect and tolerance for different cultures and each other (British values). The community is orderly, business-like and hard working. Students are generally respectful to staff, visitors and their peers, and have been.
- the school ethos is evident in all aspects of provision. PSHE and Citizenship are delivered within and across the curriculum. Anti-bullying and safety are discrete threads running throughout the curriculum. Outdoor Adventurous Activities are used effectively to promote community and corporate skills and to develop resilience in our pupils.
- Students are increasingly aware of how to learn as a result of the Behaviour for Learning initiative and are given opportunities to work on their own and lead learning. We promote a sense of belonging. The Headteacher promotes the philosophy to all pupils that “This is your school”, and pupils respect this back. Research demonstrates the importance of this in determining pupil investment in school and learning.
- An extensive programme of Study Support provides a range of additional learning opportunities that support achievement, progress and development. For example, Year 11 and Year 10 worked with PetXi, a reputable tutoring company, on coursework for one week in January 2015. The results were that boys achieved increased grades in coursework.
- Hailey Hall’s ethos is closely associated with British values, (see policy on the website and speak to staff and boys). Within the context of our boys having behavioural, social, emotional and mental health issues, they are very respectful. This has been enhanced by the school’s promotion of the “RESPECT AGENDA” in school which was devised by school council. The impact has been seen, for example, in the wearing of the correct school uniform. This ethos is underpinned by the work the boys do in the personal social health citizenship education (PSHE and Citizenship) lessons. This para is out of place – it needs to move up to the other bit on respect!
ATTENDANCE TABLE

The full analysis is available on our website and/or on request. The new DfE target is 90%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Dates</th>
<th>Attendance with PNA</th>
<th>Attendance without PNA</th>
<th>No of PNA</th>
<th>Mean with PNA</th>
<th>Mean without PNA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>5/9/13 - 21/7/14</td>
<td>90.1%</td>
<td>96.3%</td>
<td>23</td>
<td>94.3%</td>
<td>96.4%</td>
</tr>
<tr>
<td>2014/15</td>
<td>4/9/14 – 17/7/15</td>
<td>92.4%</td>
<td>96.7%</td>
<td>18</td>
<td>95.6%</td>
<td>97.25%</td>
</tr>
<tr>
<td>2015/16</td>
<td>3/9/15 – 25/7/16</td>
<td>89.8%</td>
<td>97.1%</td>
<td>20</td>
<td>96.1%</td>
<td>97.27%</td>
</tr>
</tbody>
</table>

EXCLUSION TABLE

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of fixed term exclusions</th>
<th>No. of students</th>
<th>Total number of permanent exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>56</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>2014/15</td>
<td>31</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>2015/16</td>
<td>11</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>
SECTION: Behaviour & Safety / Personal Development and Welfare continued

STRENGTHS:

- Hailey Hall is a diverse community where students respect the multi-cultural nature of their school and socialise positively with little or no need for adult intervention. Positive feedback about our students is regularly received. (See the School website for quotations quotes).
- Students at KS3 develop resilience and leadership skills through the OAA programme. This is evidenced by feedback from students and parents / carers.
- Student safety is at the heart of the work of the school, and consequently students know how to keep themselves safe with few reported incidents of unsafe behaviour.
- In spite of the number of casual admissions, 47% of all boys achieve well. This implies that 53% of boys do not do well! (See outcomes).
- The school promotes a sense of belonging and has a thorough induction process for all pupils, including casual admissions. The work we do is ratified by D Flitcroft and C Kelly’s Research (Manchester 2016) as being good practice. This shows an appreciative exploration of how schools create a sense of belonging to facilitate the successful transition to a new school for pupils involved in a managed move.
- Trends show a sustained (at least 5 years) decrease in the number of negative behaviour incidents against a rising NOR.
- There is an affirmative “Can Do!” culture within the school, where positive attitudes and a positive climate for learning are promoted, recognised and rewarded.
- Inclusive Behaviour for Learning systems and structures underpinned by core British values encourage and support inclusivity / equality.
- A number of boys achieve 100% attendance. Attendance analysis identifies a three year trend of rising standards and improvement in the schools’ vulnerable groups. Attendance data for 2015 / 2016 (3/9/2015 – 25/7/2016) is currently 89.8% (with persistent non-attenders) and at 96.1% (without persistent non-attenders). The median is 96.1% (with persistent non-attenders) and 97.27% (without persistent non-attenders).
- Students demonstrate pride in their school, the buildings and their learning environment. Students talk highly of the school and are our ambassadors. The lack of graffiti and litter around the school are examples of the pride they have for their learning environment.
- Students are aware of all types of bullying and incidents of bullying, racist, xenophobic or homophobic behaviour are rare. The school responds immediately and proactively to the above and works effectively with agencies such as the Police and Social Care to address and educate on these issues.
- Feedback confirms that stakeholders are unreservedly positive about the school. “Very relaxed, yet disciplined”.
- “Very impressed”.
- “Very good, kind caring adults, professional”. (See website for quotes from parents / carers and visitors).

WHAT WE NEED TO DO TO GET TO OUTSTANDING:

- Consistently demonstrate positive respectful attitudes to learning so that all students are able to manage their own behaviour.
- Continuing to raise students own aspirations to support outstanding Behaviour for Learning so that all students make at least good progress across the curriculum.
- Increase attendance to 96% by reducing the number of PNA.
- Further embed British values so that all students demonstrate their knowledge and understanding of democracy, respect, equality and of the rule of law.
- Continue to embed practices to ensure our students are not subject to being influenced by extremist views.