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Principles

The Hazelwick School Behaviour Policy is a practical working document and as such is subject to on-going review in the light of developing practices and initiatives (internal and external) to ensure that it remains relevant and reflective of the current situation. The policy aims both to guide and to reflect the school's good practice as we set out to:

- promote good behaviour, self-discipline and respect
- ensure that students complete assigned work
- regulate the conduct of students
- support and reflect the school's values and ethos.

The policy outlines what we have in place by way of:

- structures which encourage and reward positive behaviour
- support structures for students, parents and staff
- behaviour management strategies including:
 - an effective system of referral
 - fair, appropriate and consistent sanctions to be applied as situations demand

The policy, as with all school policies, should be viewed in context. In particular, see the:

- school's approaches to teaching and learning
- Attendance Policy
- Child Protection Policy
- Anti-Bullying Policy
- Hazelwick School Rules

This policy takes full and appropriate account of DfE guidance for schools regarding the Use of Reasonable Force, Confiscation and Screening and Searching.

1. Behaviour Policy Aims

Hazelwick's Behaviour Policy aims specifically to create an atmosphere, both in classrooms and on the school site, which allows staff and students to engage in worthwhile and constructive activities in class, and to move freely, safely and in good order around the buildings and grounds, treating each other and visitors with politeness and mutual respect. The policy should:

- encourage and reward good behaviour
- develop mutual respect between staff and students and between all students themselves
- allow the effective teaching of the school's curriculum
- develop in students a sense of responsibility for their own actions, whether these affect:
 - their own progress in class
 - the progress of others
 - the happiness and safety of other students in the school
 - their relationships with members of the teaching and non-teaching staff
 - visitors to the school
 - the upkeep of the buildings and the general school site
 - the reputation of the school in the community.

2. Recognising achievement

Hazelwick understands the importance of recognising and celebrating students' achievements. The development of schemes and systems to facilitate forms of motivation and encouragement is an ongoing whole school priority.

Awards Evenings

Towards the end of the school year subject areas are asked to nominate deserving students who have achieved excellence or made great progress in school work. Awards are given out also for charity work, sport, drama, music, dance and good attendance. Awards Evenings are held for Years 8, 9 and 10.

SIMs (Behaviour Management) Achievement Points

- Teachers are able to record an individual student's achievements via the SIMS Behaviour Module recognising Effort and Achievement and, in addition, Progress against the Learning Pillars
- They are also able to recognise 'extra-curricular' achievement and positive contributions to Hazelwick or the wider community
- Form Teachers:
 - have access from their home page to the achievement record of students in their form. This allows them to reinforce and recognise students' efforts on a daily/weekly basis
 - are provided with weekly reports giving details of the achievement points awarded to members of their form. Students have access to these reports and update their personal record using tracker sheets during tutorial periods
- Heads of Year have instant access to the records of all students in the year group and are able to recognise this achievement via, for example, assemblies, notice boards and prizes, and in addition communicate success to parents.

- Subject Leaders have access to the records of students within their area and can use the information to further recognise achievement through, for example, letters to parents and access to trips.
- The SLT receive weekly updates of high achievers from SIMS and support the process through, for example, 'well done' breakfasts, and awards in Assembly.

'Purple slips' and Pledges

Teachers are encouraged to use the 'Purple slip' system to report a particularly high level of effort and/or achievement to the relevant Year Team Office (the traditional paper slip has increasingly been replaced by email). In response to such notification the Year Team will:

- send for the student to acknowledge and congratulate this achievement
- write to the student's parents to share the child's achievement with the family.

Congratulations

During every report session teachers have the opportunity to "congratulate" students they feel are deserving of recognition as a result of their efforts within their subject. This award is noted against the relevant subject(s) on the student's reports. Congratulations lists are produced by the Heads of Year and these lists are displayed around the school. These Congratulations lists are often used to help compile groups of students for congratulations trips (see below).

Congratulations Trips/Events

On occasions congratulations trips/events are organised to recognise and reward students' achievements. Achievement points and/or Congratulations lists are often used to identify the various groups of 'deserving' students. Some of these trips take place during the school day and others are organised in the evenings or holiday periods.

Focus Groups

In addition to the Congratulations Trips described above, other trips/activities are organised for particular 'focus groups' or individual students with the aim of improving motivation and/or developing a positive sense of inclusion within the school community.

Assemblies

Assemblies provide regular opportunities for student achievement to be recognised. Awards following, for example, sporting successes are often made, and news of charity events, 'Super-Form' activities, whole-school events and Duke of Edinburgh activities are covered. In addition, there is always the opportunity to say "well done" and/or "thank you" to groups and individuals within the Year Group.

Achievement Boards

Students' achievements, including "Congratulations", are displayed around the building. Achievement boards are established outside the Heads of Year offices. At various times these boards incorporate:

- photographs of particular extra-curricular achievements
- lists of praiseworthy students provided by departments
- purple slips - stars
- nominations of individuals or groups by teachers
- lists of high Achievement Points scores

- news of charity efforts
- Duke of Edinburgh's award scheme news
- pictures and write-ups of reward trips
- local newspaper coverage

Subject Area display boards can also be used to publicise the achievement of students within the Departments.

'Well Done' Mornings/Breakfasts

Groups of students are invited to meet with the Headteacher or other senior members of staff for informal gatherings. This can be to recognise particular achievements in an area of school life or to say thank you to children who have made a positive contribution.

Subject area recognition

Subject Leaders are encouraged to develop their own strategies for recognising and rewarding achievement within their departments. The strategies currently include the use of stickers, prizes/awards, displaying lists of students, letters home, postcards home, gatherings and trips.

3. The structure and application of sanctions

As previously stated, the school understands the importance of encouragement and positive reinforcement of students' achievements and contributions to school life. It also works hard to make clear the boundaries of acceptable behaviour to the student and the wider school community. Where a student's behaviour fails to meet the school's expectations, sanctions will be applied. We will use our professional judgement to ensure that the sanctions applied are reasonable and proportionate to the circumstances of the case, taking due account of guidance on 'Behaviour and discipline in schools' from the Department for Education (February 2014).

'Behaviour and discipline in schools – teachers' powers

(Extract from - 'Behaviour and discipline in schools' from the Department for Education, February 2014).

'Key Points:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside school.
- Teachers have the power to impose detention outside school hours.
- Teachers can confiscate students' property'.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the Behaviour Policy. A range of disciplinary measures are used within the school, including:

Verbal Reprimand

For minor misdemeanours and incidents causing low level disruption in class, an immediate reprimand is required. This could be accompanied by a number of actions; e.g. follow-up conversation at the end of the lesson, verbal warning, moving the students to another place in the classroom, turning their desk to the wall at the rear of the class, tidying the classroom before they leave. The teacher should make an entry on SIMS to record a behaviour point against the student's name.

Detention

At Hazelwick detentions may be used as a sanction on occasions when a student's behaviour falls below the school's required standards.

Detentions may be given:

- before school
- during morning break
- during lunch-time
- after school
- on INSET days

Details of the school's procedures regarding Detentions can be found in the Student Planners

Break or Lunch-time Detentions

Individual teachers, Subject Leaders or the Pastoral Team (Head of Year or Head of Key Stage) may issue students with detentions during morning break or lunchtime. These are given for repeated or more serious misdemeanours or incomplete/missing work and are of fifteen to thirty minutes' duration. Failure to attend a break or lunch-time detention may result in an after-school detention. All details of detentions should be entered in the student's Planner.

After-School Detentions

Individual teachers, Subject Leaders or the Pastoral Team (Head of Year or Head of Key Stage) may give students after-school detentions. These may be held between 3.10 and 4.10pm. Details will be entered by the teacher in the student's Planner.

A series of after-school detentions may be set and supervised by the Heads of Year. These may be set as a result of the Review process or serious/persistent misdemeanours or a period of truancy. In this case the details will be communicated to the parents or carers by the relevant Year Team.

For ongoing or more serious misdemeanours students may be placed in Senior Staff (School) detention. These are held on Fridays after school (3.10-4.30pm)

Details of after-school detentions should always be noted in the Planner and students are expected to inform their parents that the detention has been set.

INSET Day

In response to a particular behaviour issue or where students have been uncooperative or disobedient with regard to sanctions issued during the course of a term, students may be instructed to attend school during an INSET Day. Appropriate work/tasks will be provided.

Referral

Subject Areas may arrange for students to be withdrawn from their normal lessons and placed with other classes.

Subject Area Reports

These may be used following problems which have arisen in a particular subject area and are usually monitored by the Subject Leader.

School Report Forms

Various report forms are used within the school for persistent misbehaviour, poor progress, or following truancy or frequent punctuality problems. These are monitored by the Heads of Year or, on occasions, by the Head of Key Stage. Parents are asked to check and sign these reports every day. Reports include:

- Work/Behaviour/Attitude/Effort Report
- Homework Report
- Truancy Report
- Punctuality Report
- Uniform Report
- Returning from Exclusion Report (monitored by the Head of Key Stage)

Class Reports

These may be issued when a number of staff are reporting problems with a particular teaching group. These are monitored by the Heads of Year.

Community Service

Following misdemeanours including minor acts of vandalism such as graffiti, or participation in anti-social behaviour, students will be given tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying.

Other sanctions:

In addition to the sanctions listed above, other measures may be applied in response to unacceptable behaviour. These might include, for example:

- extra work or repeating unsatisfactory work until it meets the required standard
- the setting of written tasks as punishments, such as writing lines or an essay
- loss of privileges
- extra physical activity

Confiscation of inappropriate items

Ref. Searching, screening and confiscation (DfE Advice for Headteachers, school staff and governing bodies, January 2018).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Teachers and other school staff have a statutory power to use confiscation as a sanction. There are two sets of legal provisions which enable school staff to confiscate items:

1. **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances.
2. **Power to search without consent** for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Searching

As detailed in the most recent Department of Education guidance, schools can search any student for any item with their verbal consent.

The Headteacher, or a member of staff authorised by the Headteacher, may search a student and their belongings without their consent if they have reasonable grounds for suspecting that the student is in possession of a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion.

The member of staff conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. A member of staff can carry out a search of a student of the opposite sex and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device: • In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device

to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy.

At Hazelwick confiscation will be applied in a reasonable and proportionate way as part of the school's Behaviour Policy. In addition to the 'prohibited items' listed above, our criteria for confiscation will include:

- An item which poses a threat to others; for example, a laser pen
- An item which could be used or has been used to make unsanctioned video or audio recordings in class or around the school generally, if considered to be against the school's interests or an individual's well being
- An item which poses a threat to good order for learning; for example, a personal music player or mobile phone
- An item which is against school uniform rules; for example, rings, baseball caps
- An item which poses a health or safety threat; for example, items of jewellery worn during PE
- An item which is counter to the ethos of the school; for example, material which might cause tension between one ethnic group and another
- An item which is illegal for a child to have; for example, racist or pornographic material

Withdrawal from lessons by the Heads of Years

This will be used for serious misdemeanours or as the result of a build-up of inappropriate or uncooperative behaviour at the discretion of the Head of Key Stage or Head of Year. The student will be isolated or will accompany the Head of Year during the day. Details will be published to staff via email. Parents will be notified if an extended period is required, or a note will be made in the student's Planner.

Internal Exclusion

When it is felt necessary, the withdrawal process outlined above will be formalised as an 'Internal Exclusion'. This will usually follow an interview with the Head of Key Stage and/or the Deputy Headteacher. The parents will be informed by letter and warned that on-going or further misdemeanours may result in a period of external exclusion.

Exclusion - Fixed Term and Permanent

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used on a student. The process of external Exclusion will always follow the DfE guidance outlined in *'Exclusion from maintained schools, academies and Student Referral Units in England' (DfE – 2012)*.

If a student is excluded, the parents will be informed as soon as practicable, initially by telephone and then by letter. Hazelwick's policy on exclusion is designed to be understood very easily both by students and by their parents/carers.

Fixed Term Exclusion

Certain types of behaviour in school will always lead to a **fixed-term exclusion**. At Hazelwick fixed-term exclusions are employed automatically as a sanction against specific forms of unacceptable student behaviour. The most frequent forms of such behaviour are listed below, although the list is not exhaustive

and other forms of unacceptable behaviour will also lead to a fixed-term exclusion if the school deems it necessary.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion:

- refusal to accept the normal discipline of the school
- repeated unwillingness to complete the normal activities of that student's programme(s) of study both in school and for homework
- abusive language towards a member of staff or a fellow student
- physical violence or threatening/intimidating behaviour towards another student or a member of staff
- serious harm to the reputation of the school through grossly irresponsible behaviour outside school
- persistent bullying or intimidation of another student or a member of staff
- significant involvement by a student with items or substances that should not legally be in his or her possession in school

Permanent Exclusion

The Headteacher has the power to Permanently Exclude a student from the school. We hope and expect that this sanction will only be used extremely rarely. We will, however, have no hesitation in seeking a permanent exclusion for a student who, for example:

- has proved over the long term or through an outrageous single act to be beyond the reasonable control of the school
- represents a risk to the well-being and/or safety of other members of community and/or the individual themselves
- through their behaviour jeopardises the effective education of other students

A permanent exclusion may arise from any of the student behaviours listed under **Fixed Term Exclusion** or as a result of a single outrageous act. Examples of a single outrageous act which might lead to Permanent Exclusion include:

- bringing weapons, such as a knife, into school
- threatening behaviour with, or use of, weapons
- the distribution, possession and/or use of drugs
- large-scale theft of property from the school site
- extreme acts of violence against a member of the school community
- sexual assault against a member of the school community

See also point 4 below - **Accusations against school staff**

4. Accusations against school staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department for Education.

Where students are found to have made malicious allegations, the school will apply an appropriate sanction. This could include fixed-term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

5. The power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves, or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives, all weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Reference:

'Use of reasonable force' (DfE July 2013) and 'Searching, screening and confiscation - Advice for Headteachers and school staff' (DfE February 2014)