



Hazel Wood
High School

Respect Responsibility Aspiration

Behaviour for Learning Policy

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Part of the

Oak



Learning Partnership

Hazel Wood High School Vision and Values

Our Vision: Fostering a sense of pride and community and providing opportunity for all to excel.

Our Values are:

Respect: to be a role model to others, demonstrate positive interactions with all, use good manners, treat others how we wish to be treated, engage with others, be considerate and kind, be prepared, organised and to listen to others.

Responsibility: provide consistency of procedures, policies and professional behaviours, ensure the safety and wellbeing of all, engage, enthuse and inspire our learners through the whole school journey, be inclusive and understanding of the whole child and their needs and to promote the ethos of the school within the wider community.

Aspiration: to demonstrate a 'can do' attitude, see every challenge as an opportunity to shine, work with integrity in order to be a good role model, reflect on our practice and seek to improve as a life-long learner and to create a safe environment where no one is afraid to try.

Our commitment and intent

- The School, Quality of Education Board members and staff of Oak Learning Partnership School are committed to providing a learning environment which will support the children and young people in our care.
- The School has very high standards and expectations of our students. The School believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the School that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- The School recognises the importance of praise and reward. They ensure that each school has a positive climate for learning where praise, encouragement and positivity are the norm. Whilst there are some common threads running through all our schools' rewards policies, they have the autonomy to implement their own strategy.
- The School believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The School's

rewards system is based around the awarding of achievement points which in turn lead to badges, certificates and other rewards.

- This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.
- For some students with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

Definition of Key Term

Misbehaviour is defined as:

- Disruption in lessons, on corridors, between lessons, and at break and lunchtimes. (Polite/Participate)
- Non-completion of classwork or homework. (P-Hwk)
- Impolite behaviour. (Polite)
- Incorrect uniform or equipment. (Prepared)
- Poor punctuality. (Punctual)

Our response/responsibilities

Throughout this policy there is a reference to key pastoral staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. Pastoral Year Leaders and Key Stage Directors operate the day-to-day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in the School.

The roles of other key stakeholders in ensuring the successful implementation of the policy, such as the Headteacher, QEB and Parents/Carers are outlined below:

The Role of the Headteacher

- The role of Headteacher is to ensure that this policy is applied fairly and consistently across their school.
- The Headteacher will be responsible for reporting to Quality of Education Board on the implementation of the Behaviour for Learning Policy.

The Role of the Quality of Education Board (QEB)

- School QEB members will be responsible for monitoring the behaviour of students through QEB committee meetings.
- The QEB members will form a behaviour panel to deal with exclusions.

The Role of Parents and Carers

- Reference to this policy will be included on the school website and in students' planners.
- The policy is available in full via the School's website.

Our process and strategies

The School's Non-Negotiables

All students at school are asked to meet the following:

- Follow staff instructions first time and without questions. Students should follow any instruction given by a member of staff in lessons and around the School.
- Be punctual in the morning and to all lessons with a full set of equipment. Any student who arrives late to school or their lessons and without their equipment may be required to undertake an after-school correction.
- Always have a polite and positive attitude towards staff and peers. Students should display a polite and positive attitude in their lessons and around school.
- In all lessons have your planner out on the desks, record homework and complete it on time. This enables staff to easily communicate rewards or concerns with parents. Students who do not complete homework will have an extension to the deadline, failure to hand in second deadline will result in a 15 min lunch time correction.
- Speak only with the teacher's permission during lessons. Students should follow the teacher's instructions in relation to speaking in class which may vary depending on the focus of the lesson. This ensures students stay on task and focus on learning.
- Endeavour to speak clearly, correctly and in full sentences. Students should speak clearly and correctly at all times, and will be encouraged to do so by staff.
- Walk calmly and quietly around the building; do not have inappropriate physical contact with other students. Students are expected to have regard for the safety of themselves and others whilst moving around school buildings, throughout the day, including break and lunch times. Students who fail to do so and disrupt the good order of a school will receive a sanction (for example an after-school correction, Reflect etc.) depending on the nature of the incident. Pushing, shoving and play fighting can make the environment unsettled and dangerous.
- Respect the building – never drop or leave litter. Students are expected to treat the School building and its contents with respect.

Behaviour for Learning System

The School understands the importance of praise, encouragement and reward and how it creates a positive environment where students understand that their hard work and accomplishments are recognised and valued. Praise reinforces positive discipline and is a main driver in improving attitudes to learning. Our schools have the freedom to use different strategies and policies when it comes to rewards. An overview and examples are provided in Appendix 1.

The Behaviour for Learning System is at the core of the School's Behaviour for Learning approach. The system is detailed in Appendix 2

Suspension and alternatives to suspension and exclusion

Appendix 5 refers to the School's policy and practices in agreeing suspension and permanent exclusion.

Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Heads of Schools, staff and governing bodies.' In addition to the practice identified in the DfE guidance, the School also bans any item brought into a school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion, will cause disruption to the School or be detrimental to school practice. As a result, the School is able to search students for these items. Appendix 6 refers to the School's policy on confiscating items.

CCTV

The School reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour.

Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force' which is advice for Headteachers, staff and QEB. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the School. It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

Discipline beyond the school site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the School premises which pose a threat to a member of the public or a student to the police as soon as possible. If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff, the Senior Leadership Team must be informed. In addition, if the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the School's Safeguarding and Child Protection Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The School will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on any School site.

Where poor behaviour occurs when a student is travelling to and from a school, the School reserves the right to issue a consequence, or a suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Where behaviour takes place outside of school that may interfere with the smooth running of the School, whether the student is in uniform or not then this may result in an exclusion.

Police

The School will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the School will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

Reasonable adjustments

The School will ensure that students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students in their groups, including appropriate strategies and reasonable adjustments to meet their needs.

The reasonable adjustments could include adjustments to the Classroom Consequence System, amending or extending the timeline before suspension is considered. All students and staff will be supported to understand reasonable adjustments.

Governors Disciplinary Panel

Under DfE Guidance 'Exclusion from maintained schools, academies and student referral units in England' 2022, "a meeting of the Governors disciplinary panel must be convened by the Clerk" to the panel) when:

- A student has received over 15 days' suspension in one term.
- A student has received between 5 and a half and 15 days in one school term and the parent requests it.
- Recommendation of permanent exclusion is made by the Headteacher for a one-off incident.

The Meeting of the Governors disciplinary panel will comprise of three members of the QEB who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Governors disciplinary panel can decline to reinstate or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened before the 15th school day after the date of the receipt of notice to consider the exclusion.

The clerk will circulate the paperwork for the Governors disciplinary panel meeting to all parties invited to attend at least five days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Headteacher and Assistant Headteacher (Engagement) will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Governors disciplinary panel. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority.

The parent/carer has 15 school days after the day on which notice in writing was given of the Governors disciplinary panel's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

Where the Governors disciplinary panel declines to reinstate, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First- Tier Tribunal who deal claims of discrimination.

Independent Review Panel

The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the Governors disciplinary panel) declining to reinstate following a permanent exclusion.

Parents will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.

The legal time frame for an application to the Independent Review Panel is set out in the DfE guidance.

Complaints

For details on how to raise any concerns or complaints in relation to this policy please refer to the Complaints Policy located on our website here: <https://www.hazelwoodhigh.co.uk/key-information/complaints/>.

Equal Opportunities Statement

In implementing this policy all members of staff must consider the school's Equal Opportunities Policy. *Staff must ensure that no pupil involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.*

Related policies

This policy has a significant impact on the 'daily life' of The School schools, and as such is linked to several policies. Throughout this 'Behaviour for Learning

Policy' there is reference to the following DfE documents, which should be read in conjunction with this policy:

- Behaviour in Schools; advice for headteachers and school staff Sept 2022
- Exclusion from maintained schools, academies and pupil referral units in England 2022
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Preventing and Tackling Bullying. Advice for Heads of Schools, staff and governing bodies
- DfE Advice for Schools
- DfE report on peer on peer abuse
- Use of Reasonable Force
- Behaviour and Discipline in Schools
- Screening, Searching and Confiscation
- Ensuring Good Behaviour in Schools
- DfE Dealing with allegations of abuse against teachers and other staff

In addition, there are a number of policies linked to this policy, including:

- Anti-Bullying Policy
- Teaching and Learning Rubric
- SEND Policy

This policy links to the Department of Education's statutory guidance and related legislation including:

- Education and Inspections Act 2006.
- Equality Act 2010 - specifically The School's responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the act.

The School reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

Monitoring and evaluation

The QEB will evaluate the impact of this policy by receiving written data from the Headteacher in his/her written report at each QEB meeting:

- The number of suspensions and permanent exclusions.
- The number of internal exclusions (Reflect) and off-site inclusions at other schools.
- Instances of bullying and the action taken.
- Support provided for the victim.
- Number of fair access moves



Appendix 1 – Rewards

1.1 The power of praise, encouragement and reward is acknowledged as a prime motivator in maintaining high standards of behaviour within our schools. Students work better when they are affirmed for key aspects of the learning process. Praise, reward and encouragement should feature at all levels of school life. Our praise system shall be applied equitably across the age and ability range. It is clear that all students value a transparent and fair system that does not simply reward the disruptive for desisting from disruption.

1.2 Students thrive on rewards and praise; and staff should aim to praise and reward disproportionately more than issuing warnings or sanctions. Whilst our schools choose to give points, certificates, prizes amongst other things they also know that immediate positive praise is highly important and powerful. We reward our students by giving them:

- 1. Aspiration points**
- 2. Respect and Responsibility points**

Aspiration points

1.3 These points are given by the class teacher and can be awarded for:

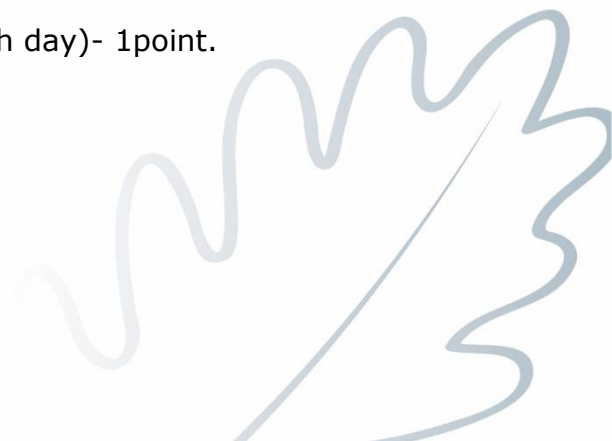
- Steps to Success grade 1- 5 points
- Steps to Success grade 2- 3 points
- Homework above 50%- 1point
- Homework above 75%- 2 points
- Star of the week 20 points.
- Star of the lesson 10 points
- Assessment above track- 10 points
- Assessment on track- 5 points
- Aspiration point- 1 point

Each teacher also grades students' attitude to learning 'Steps to Success' 1-4 each lesson. If students can gain 5, 10, 15, or 20 achievement points depending on how many grade 1 lessons are recorded each week.

Respect and Responsibility points

1.4 These points are given by the form tutor daily and can be awarded for:

- Attendance to school – 1point
- Punctuality to school- 1 point.
- Ready to learn (equipment and journal each day)- 1point.
- Respect point- 1 point
- Responsibility point- 1 point



These points will be added in dedicated tutor time each day, shared with students and total points recorded in student journals weekly. Form tutors will be able to access this data from Class Charts.

The Hazel Wood Way Badge Scheme

1.5 Students accumulate points throughout the year and will receive badges and certificates in half termly reward assemblies (monitored by Pastoral Year Leaders) when they reach:

- Bronze – 300 points
- Silver- 600 points
- Gold- 900 points
- Platinum – 1,000 points

Certificates will be given in half termly assemblies and used in employment, apprenticeships or college applications.

Students will also be able to experience reward trips each half term based on set criteria issued by the Pastoral Year Leader.

Rewards Events

1.6 Reward assemblies take place in schools at the end of each half term which ensures that good and improved behaviour and attendance is celebrated regularly and the positive culture is regularly re-enforced. Reward trips will occur twice per academic year. Alongside this, the school has additional celebratory events which parents and carers can attend.

Reward Boards

1.7 Achievement points will be displayed on reward boards. They will not be used to cancel any sanctions.



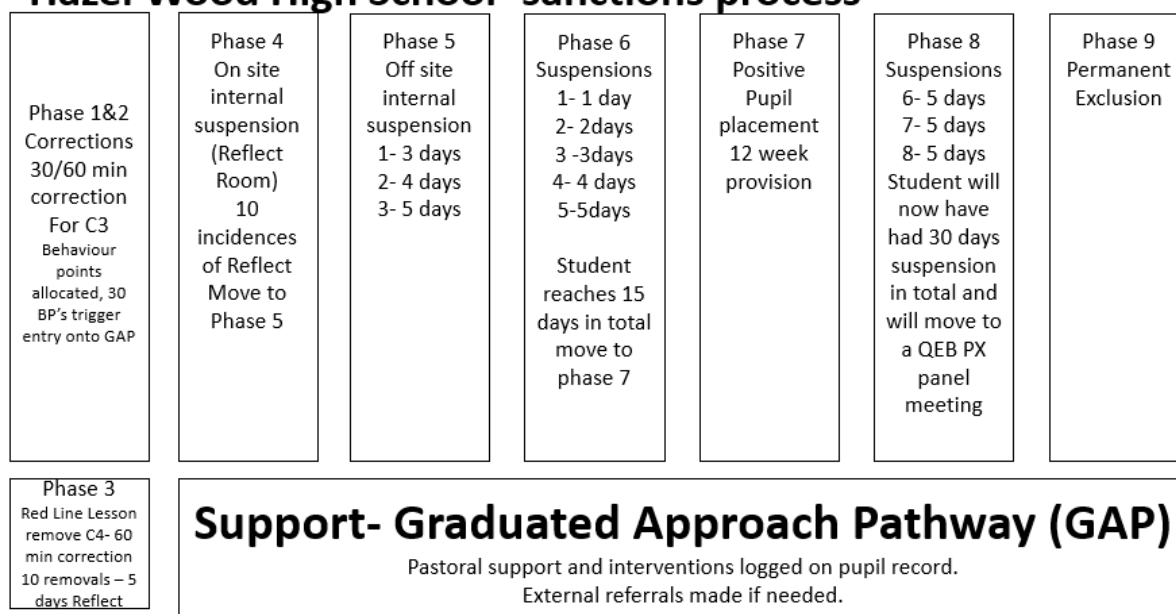
Appendix 2 – Behaviour for Learning System

Classroom Consequence System

2.1 The Classroom Consequence System is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour (misbehaviour), i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The school has very high standards and expectations and believes that students have the capacity to achieve their full potential. Disruption to learning is defined as any act that has a negative impact on their own or others learning. The sanctions process is outlined below.

Hazel Wood High School- sanctions process



All staff are trained at induction to use the classroom consequence system consistently and fairly by undertaking CPD in corrective conversations, least invasive and positively framed classroom management strategies.

2.2 The Classroom Consequence System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive:

C1 – Corrective conversation. The type of behaviour being displayed needs to be clearly articulated by the class teacher and how they would like to see the behaviour corrected articulated. A script for a corrective conversation can be seen in Appendix 3. The pupil's name will be recorded on the consequences board, clearly visible in every classroom.

Protocol for C1- Corrective conversation

- Name the student
- Name the misbehaviour being observed
- Clearly articulate how the behaviour is to be corrected
- Pause, and allow time (no more than 30 seconds) to observe a change in student behaviour. State that you expect the student to comply as a non-negotiable, thank the student (this will assume compliance).

Example scripts to be used when identifying C1 misbehaviour

'Billy, I can see that you are turning around in your seat and talking when I have not asked you to. I would like you to correct your behaviour by turning your body around in your chair, face the front, track me as your teacher and stop talking, if and when it is appropriate for you to talk, I will give you permission to do so. I want you to do this immediately, thank you.'

'Leonie, I can see that you have not started to engage in the Do Now activity. I want you to pick up your pen focus on the board and read the instructions. Do this now please, thank you. (Pause...) I would now like you to begin the activity, if you do not understand the activity please raise your hand and I will come and help you.'

'Alan, I can see that you have not got your equipment and planner out on the desk. I would like you to correct your behaviour by quickly and quietly, without fuss, getting your equipment out. I expect you to do this now please, this is a non-negotiable. Thank you.'

C2 – If a student's behaviour continues or a new misbehaviour is observed the teacher will give a final warning, a further corrective conversation and implement a behaviour for learning strategy as identified in Appendix 3. A C2 will be recorded on the classroom consequences board against the student's name and logged on class charts for behaviour analysis.

Protocol for C2- Warning

- If a teacher identifies continued misbehaviour by a student look to utilise the most appropriate least invasive strategy, positively framed in conjunction with a further corrective conversation
- Make it completely explicit that if this continues there will be an absolute consequence to the student's actions (i.e.- P point correction).

Example script and actions to be used for C2 misbehaviour

Teacher observes continued low level talking and off task behaviour. The teacher anonymously positively frames individuals and groups of students complying with expectations, makes non-verbal eye contact of student not complying then manoeuvres body position to be in 'close proximity.' Teacher then has private, individual corrective conversation, narrating the expected outcome.

'I can see that nearly everyone in class are focused, on task and working hard. Well done.' Teacher crouches at desk, on student level, and whispers, 'Billy, I

have given you a C1 already for talking, I have observed you continuing to talk despite this. Unfortunately, this is now a C2. I want you to keep focused by having your body facing the front, tracking me and to not turn around to talk. If you choose to do this doing this again there will absolutely be a C3 logged, and you will have a correction. Now, show me your best, let's not have a C3 Thank you.'

C3- If the student fails to address their behaviour and continues to disrupt learning they will receive a C3 – a P point which will equate to a same day correction after school. Please see below 'Corrections'. This will be logged on Class Charts and the classroom consequence board against the student's name.

C4 Red Line Lesson Remove- Should the student continue to disrupt the lesson they will be given C4-a Red Line Lesson and On Call will be requested (via sims). The student will be removed from class and be placed in Reflect for the remainder of the lesson. The teacher must record a C4 on class charts and the classroom consequence board. The student will receive a 60-minute correction. If a student receives two Red Line Lessons in a day they will remain in Reflect for the rest of that day in addition to their 60-minute correction.

P points are recorded and logged on Class Charts. Parents will see this by logging onto their account. Invite and link to Class Charts will be updated at the start of each new academic year.

P points and red lines are collected during periods 5&6 from the previous day and periods 1-4 of that day. Parents and pupils will be informed of same day corrections via Parent app or text message. After school corrections can last for up to 60 minutes. Legally schools can issue corrections without notice and without consent of parents, however our policy is to, contact parents, where possible by 2pm on the day of the correction. Where pupils fail to attend correction, they will be issued with a 'second chance 60 min correction,' if they do not attend their second chance they will be issued a 1hour 30 min SLT correction.

2.2 Consequences given to students during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind students of where they are within the Classroom Consequence System.

2.3 Please note all consequences from 'C3' onwards are recorded by the School as Behaviour Points (BP's) using the following scale; C3 = 1BPs, Red Line = 5 BPs. Student behaviour records are analysed weekly by the Pastoral Support Team and where there are concerns these are communicated to parents/carers and interventions are put in place following the Graduated Approach Pathway (GAP). See Appendix 3.

2.4 Note: Staff have the right to issue a student with an immediate 'Red Line Serious' and 'Red Line Defiance' at any point during the school day if they believe the student's behaviour is inappropriate, goes against the school values of Respect, Responsibility and Aspiration and may have an adverse effect on the learning and/or safety of others or themselves. See definition of Red Line Serious behaviours below

Correction

2.5 The school operates a one- hour correction each evening, and a further SLT correction of one hour 30 mins each night. Corrections are as follows:

Daily corrections 3.15- 4.15pm

SLT correction 3.15- 4.45pm

- One P point in a day- 30 mins
- Two P points in a day -60 mins
- Three P points in a day – 90 min SLT correction
- C4-Red line lesson remove offence- one period in Reflect and 60 min correction
- Second C4-Red line lesson remove in a day- remainder of day in Reflect - 60min correction
- Red line offence- serious incident- remainder of day in Reflect and 60 min correction (possible further days in Reflect).
- Failed attendance at correction – One-hour correction on next day (second chance)
- Failure to attend first correction and second chance- 90 min SLT correction on next available day

Definition of Red Lines

2.6 Please see definition of each category of red lines:

C4-Red Line Lesson Remove

Persistent low- level misbehaviour that continues to disrupt learning taking place in the classroom despite 3 previous consequences. On call must be made at this point and the student will be removed.

Red Line Defiance

Outright refusal to follow an instruction from a member of staff, despite being given time to correct the named behaviour. This can and should be used at any point in the school day where a student is refusing to follow the school's non-negotiable standards of behaviour. Additionally, refusal to hand over a mobile phone when asked to.

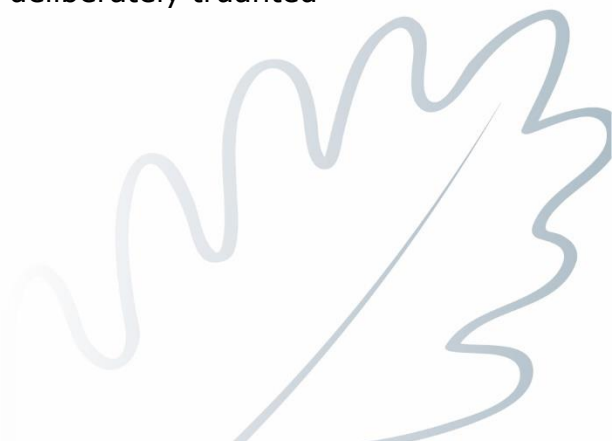
Red Line Truancy

To be issued when a student has been found to have deliberately truanted internally within the school day.

Red Line Serious

To be issued for the following:

- Any form of bullying or threatening behavior



- Harmful sexual behaviours which include- contact and non-contact behaviours. Online and offline behaviours (including technology assisted behaviours, and group, gang and/or peer influenced behaviours
- Sexual harassment which includes- sexual comments, sexual 'jokes' or 'taunting' physical behaviour and online sexual harassment
- Vandalism
- Theft
- Fighting or assault
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items
- Direct use of foul language towards a student or member of staff

2.7 For persistent incidents of red line behaviours, or refusal to attend Reflect, a suspension may be issued. Parents will be informed of this by a phone call and letter to confirm the suspension.

Reflect

2.8 When Red Line offences are committed staff must record the actions on Class Charts. The Assistant Head teacher in conjunction with Inclusion Manager is responsible for moderating red line serious incidents and scheduling day/s in the school 'Reflect Room' This sanction is opposed to a suspension. They will follow their normal curriculum subjects and should have the opportunity to reflect upon their behaviours and undertake some restorative work with the pastoral team and or the member of staff involved in the red line incident wherever this is possible.

Students may be placed in 'Reflect' for the following reasons:

- C4- Red Line Lesson Remove for persistent disruptive behaviour
- A Serious Red Line incident
- Red Line- Defiance
- Red Line-Truancy.
- Persistent lates/uniform issues

Note: Students may be placed into Reflect for any serious breach of school rules (see Appendix 4). Whilst in Reflect students must meet the school's expectations. Students who fail to meet these expectations will receive a suspension and will complete two days in Reflect, upon return to school, and will stay until 4pm. Additionally, a return to school interview with parents will take place. The AHT Engagement will monitor suspension rates for failed Reflect and report half termly to the headteacher.

Reasonable adjustments - Discussion between Assistant Headteacher and the SENDCo will take place before any child with significant additional needs is placed in Reflect. - A facility is available which can act as an alternative to Reflect (SEND base). This is multi use area that can be used for vulnerable students where they can work separately from the rest of the School.

Reflect Room Sanctions	Sanction Tariff
Removed from a class for C4-red line lesson remove (continued disruption)	Rest of lesson in Reflect. Two removes will result in remainder of day in Reflect plus 60 min correction
Removed from a class for red line Serious	Placed for rest of day and may also receive further sanction plus a 60 min correction on first day
Failed SLT correction	Placed for a day, Re-scheduled SLT correction.
Failed SLT correction -second occurrence	Placed for 2 days
Failed SLT – third occurrence	Placed for 5 days
Failed Reflect centre	Remainder of day. 1-day suspension and 2 days reflect on return
Failed Reflect centre – second occurrence	Remainder of the day. 1-day suspension and 5 days reflect on return
Return to school after a suspension	Discretion of HT but a minimum of 2 days Reflect



Appendix 3 – Graduated Approach Pathway

At HWHS we are committed to being fully inclusive for all students. Underpinning the whole sanctions process outlined above are levels of support and targeted interventions from phase 4 onwards.

Students who reach this phase will enter into the Graduated Approach Programme (GAP). Weekly meetings are held by key pastoral staff and Senior Leaders in the school to review individual student progress with regards to behaviour and specific interventions, internal and external support mechanisms will be put in place, monitored for impact and communicated to the student and their parent/carer.

The list below, whilst not exhaustive, shows some examples of possible support interventions, please see the GAP document for full details:

- Phone calls home (Class teacher, Form tutor, Pastoral Year Leader, Director of Key Stage, Senior Leadership)
- Positive coaching reports with identified school mentor to monitor progress
- Reduced timetables
- Review of curriculum offer
- Referral to external agencies for support- CAMHS, School nurse, Early break,
- Small group tuition
- One to one tuition
- Referral to SEND
- GL assessment of learning needs undertaken
- Mindfulness interventions
- Boxall profiling- Effect of Early Childhood experiences
- Opportunities to engage in leadership experiences

The electronic copy of Hazel Wood High School's GAP paperwork can be found on SharePoint here:

<https://oaklp.sharepoint.com/Shared%20Documents/Hazel%20Wood%20High%20School%20Documents%202022%20-%202023/Pastoral%202022%20-%202023/HWHS%20Graduated%20Approach%20document.xlsx?d=w7f36c481020a488c87a389938872baac>

Graduated Approach Pathway (GAP)

3.1 Behaviour Points, Red Lines and time spent in the Reflect centre accrued by students are monitored and analysed by the Assistant Headteacher Engagement and Director of Key Stage 3&4 on a fortnightly basis. Decisions to place students onto the **GAP** are made at this meeting; interventions are put in place, logged and communicated to parents and monitored for impact. See below for GAP cycle. Trigger point to begin the GAP is usually 30BP's

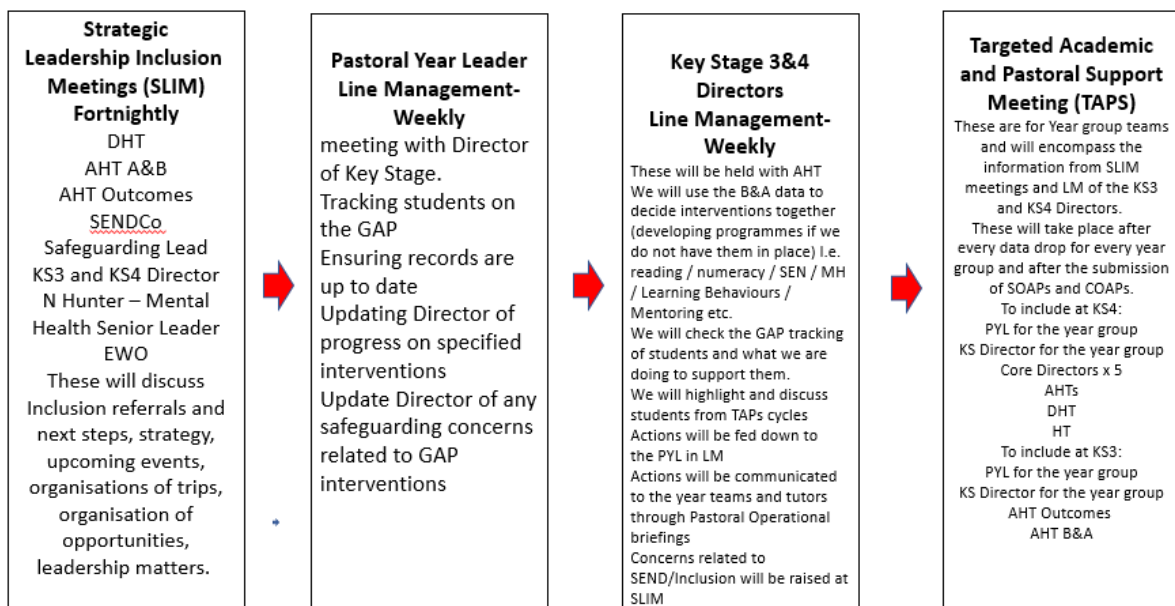
3.2 Students who have been placed on report, as an intervention in the GAP must have their report signed every lesson and at the end of the day by the relevant member of staff.

The decision to remove students from report, remain on report or be graduated to the next level of report will be made by the Assistant Headteacher and Director of Key Stage in their fortnightly review meetings based upon behaviour/reward data and progress to targets.

3.3 A HOY/PYL can place a pupil on a coaching report at any given time if they feel this would benefit the pupil's behaviour. This is to be done in conjunction with the pupil and their parents.

3.4 Students who are persistently late to lessons will be placed on a report.

Hazel Wood High School- Quality assurance meeting cycle for behaviour and GAP



Appendix 4 – Serious Breach of School Rules

All decisions to exclude are serious and only taken as a last resort or where the breach of the School rules is serious.

The following are given as examples and is not an exhaustive list:

- Failure to comply with a reasonable request from a senior member of staff. E.g. repeated failure to wear school uniform which has been provided (where possible) for a student who is wearing incorrect uniform is regarded as failure to comply with a reasonable request
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs or drug related paraphernalia and/or alcohol related offences
- Failure to comply with the requirements of the 'Consequence System' see section 2 above
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual Harassment and/or Harmful sexual behaviours
- Theft
- Making a false allegation against a member of staff
- Behaviour which called into question the name of the School
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of school rules



Appendix 5 – Suspension and alternatives to suspension

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities'

(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- DFE 2022.)

Suspensions

The School will use Suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Suspensions will also be used when the good order of the School is threatened and/or student behaviour could potentially damage the reputation of the School.

The Headteacher (and the Deputy Headteacher, Assistant Headteacher Engagement, at the discretion of the Headteacher) may exclude for the following reasons:

- Serious breaches of the School rules (for example – see Appendix 4)
- Repeated breaches of the School rules
- Refusal to engage with Reflect
- Repeated disruption whilst in Reflect
- Five occasions in inclusion

The number of days students are suspended for will be at the discretion of the Headteacher.

Suspension data is closely monitored by the Deputy Headteacher in conjunction with the Assistant Headteacher and Pastoral Support Team. It is the responsibility of the Assistant Headteacher to report to the Senior Leadership Team on suspensions and ensure that the process has the desired positive impact on both standards in The School and on the majority of students involved in the process.

The School is keen to ensure a balance is met, between the use of Suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Suspension period of five days for any single incident in the process.

No student will receive greater than 45 days' suspension in any one academic year. Please note that the Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. In addition, the Headteacher retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

Offsite Inclusion

In some cases, off site inclusion may be considered as an alternative to suspensions. Schools in the Partnership work with other schools too in their locality so that students can spend time off site in other school's inclusion rooms. This may be used to avoid prolonged suspensions and ensures that good order is maintained, a consequence is issued but a student can remain in supervised care.

Permanent Exclusion

'A decision to exclude a student permanently should only be taken:

- *in response to serious or persistent breaches of the School's Behaviour Policy; and*
- *where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the School.'*

(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- DFE 2022).

The Headteacher will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another student or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Possession of an illegal drug with intent to supply
- e) Carrying an offensive weapon
- f) Making a malicious serious false allegation against a member of staff
- g) Potentially placing students, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community.

The Headteacher may also permanently exclude a student for:

- One of the above offences

- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying)
- Possession and/or use of an illegal drug or drug paraphernalia on school premises
- Any serious incident which the School deems to be of an extremist nature
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community

Definition of Key Term

Offensive weapons:

The School has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the School.

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher, senior leaders or the QEB to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the School also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the School computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

Phased Reintegration Timetable

As an alternative to suspension a Headteacher may, in exceptional circumstances, make use of a phased reintegration to support a student. The phased reintegration will be for an agreed, fixed period of time, for example one half term. In the last week of the agreement it will be reviewed by the School and parents.

In addition to the above the school will follow guidance set out in **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- DFE 2022.)**

Appendix 6 – Confiscation Guidance

In addition to the below, the school will follow all updated guidance in [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school) updated July 2022.

1. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
2. Staff should hand the confiscated item to the relevant member of support staff (SLT, Pastoral Staff, Main Reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
3. Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.
4. Items confiscated by the School (other than mobile phones) can be collected by parents/carers except where the School has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters, matches.
5. The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
6. The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
7. Electronic equipment, jewellery and other expensive items will be confiscated and held by the School for a period of one year. If, at the end of the year, the item has not been reclaimed then the School reserves the right to destroy the item.
8. Where alcohol has been confiscated the School will retain or dispose of it. This means that the School can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances should this be returned to the student).
9. Where the School finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
10. Where the School finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them

to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs', laser pens, replica weapons, energy drinks. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

11. Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
12. Where a member of school staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the School can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
13. Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
14. If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the School carries out its own investigation.
15. Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
16. Where a member of staff finds an item, which is banned under the School rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
17. Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the School carries out its own investigation.

Mobile phone use and confiscation

Our approach to electronic devices including mobile phones, smart phones, MP3 devices and other similar devices is simple – they are not to be seen, heard or used at any point during the School day (including lunch and break).

Students will be fully focused on their learning and enjoy the varied experiences the School offers. We recognise the use of these devices when a student is travelling to and from the School, but if a student chooses to bring a device into the School it is their responsibility and at their own risk. Parents/carers and students should be aware of the following:

- If a student is seen using any device during the School Day, it will be confiscated immediately.

- The first time it is confiscated a student will be permitted to collect it at the end of the School day from Reception/Student Services.
- In cases of subsequent instances, parents will be informed and be required to pick up the device from Reception at their convenience. Reception is staffed from 8.20am to 4pm Monday to Friday.

Our Student Services desk provides a way for students to contact home in an urgent situation, where necessary.

Using a mobile device inside the School is a behaviour issue, and as well as the device being confiscated a Behaviour Point will be given.

Energy Drinks and Chewing Gum

These items will be confiscated and disposed of if students are found to be consuming them any time during the school day.



