



# Behaviour & Rewards Management Policy

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**Date of Review:** 01.09.2021

## Hazel Wood High School Vision and Values

Hazel Wood High School, as part of the Oak Learning Partnership, is passionate and determined to operate a school community where rights, respect and aspiration are at the heart of all we do and are embedded in every part of school life.

**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 policy echoes our school vision and is underpinned by our values. As such, we strongly believe that high standards of behaviour, positive relationships, respect and kindness are at the heart of a successful school that enables all pupils to develop as whole person.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We will work as a partnership between parents/carers, students and staff to ensure that the school's values become central to the lives of our students.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Definition of Key Terms

Hazel Wood High School has chosen the following definitions:

**Misbehaviour** is defined as:

- Disruption in lessons, on corridors, between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Impolite or defiant behaviour.
- Incorrect uniform or equipment.
- Poor punctuality.

**Defiance** is defined as point blank refusal to follow an instruction or correct behaviour having been given the choice and time to comply. Having to be removed from a classroom and/or a request for on call made.

**Serious misbehaviour (Red Line behaviours)** is defined as:

- Repeated or persistent incidents of the above
- Any form of bullying or threatening behaviour
- Refusal to hand over a mobile phone when asked to
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Truancy
- Fighting or assault
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items and may include
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Our Response/Responsibilities**

### **The Governing Body & Trust**

The Governing Body and Trust will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation. The Governing Body and Trust are responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The Governing Body and Trust are responsible for convening a pupil disciplinary committee meeting in the event of the Headteacher imposing a permanent exclusion.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body and Trust. The Governing Body and Trust will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **The Deputy Headteacher**

The Deputy Headteacher is responsible for line managing the Assistant Headteacher whose specific responsibility lies with behaviour management and rewards.

### **The Senior Leadership Team**

The Senior Leadership team (SLT) are responsible for regularly reviewing the effectiveness of the policy to include monitoring of achievement and behaviour points and monitoring rates of exclusions, rates of contact with external agencies and alternative provision providers.

### **Assistant Headteacher- Engagement**

Is responsible for ensuring the day to day monitoring of the policy, collecting the necessary data to inform pastoral and academic staff about student performance in relation to behaviour and rewards. The Assistant Headteacher-Engagement is responsible for ensuring robust quality assurance of policy and practice occurs and is reported back to SLT, DHT, HT and Governing Body and Trust at regular intervals.

### **Pastoral Year Leader and Pastoral Year Managers**

Are responsible for ensuring all record keeping and contacts with external agencies are kept up to date and fed back to AHT Engagement at twice weekly Inclusion meetings. They are responsible for maintaining and recording levels of pastoral interventions on school-based tracking system.

## **Staff**

Staff are responsible for:

- Setting an excellent example to pupils at all times
- Using rewards, sanctions and reasonable force consistently and in line with the behaviour policy
- Helping students take responsibility for their actions
- Informing families of behaviour incidents to foster good relationships between the school and pupils' home life

Implementing the behaviour and rewards policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents on SIMS and/or alerting key staff and parents/carers to incidents of serious misbehaviour

Classroom management - Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Create and maintain a stimulating environment that encourages pupils to be engaged

## **All staff should:**

- meet and greet at the door
- use 'Steps 2 Success' to drive progress and record behaviour on SIMs and should inform the pupil if there is a change from 'Accepting the Challenge'
- use a range of strategies throughout every lesson to praise and reward good behaviour e.g. recognition board, above and beyond and praise notes
- display consistent and calm adult behaviour
- model positive behaviours and build relationships
- plan lessons that engage, challenge and meet the needs of the students
- follow up every time, retain ownership and engage in reflective dialogue with students use 'On Call' if serious disruptive behaviour occurs

## **Parents**

Parents are expected to:

Read and agree to the home-school agreement

- Support their child in adhering to the pupil code of conduct and home-school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with school staff promptly

### Students are expected to:

- Be polite
- Be punctual
- Be prepared for school and wear the correct uniform at all times
- Participate fully in lessons.
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### Our Process and Strategies

Everything we do at Hazel Wood High School (HWHS) is based on the following four rights:



These four rights are fundamental to our values of *aspiration, respect and responsibility*. Without order there can be no effective learning. Our students respond well to routine and consistency. Students should face the same behaviour and rewards management procedures, consistently applied, in each classroom by each teacher. This helps us to support each other and in particular supports new colleagues in establishing themselves.

The classroom teacher has primary responsibility for managing classroom behaviour and issuing rewards for positive behaviour and sanctions for breaches of the behaviour code. The Form tutor has primary responsibility to record and monitor the majority of achievement points. There is a significant amount of support available to the classroom teacher via the Director of the Faculty, the Pastoral Year Leader, the Pastoral Managers, the Pastoral Team and the Leadership Team.

From day one the expectations of staff and students is that we will all adhere to the four rights. It is at the forefront of all we do. We call this **The Hazel Wood Way**.

**The Hazel Wood Way:** At Hazel Wood we are:

**Respectful;** We are polite, we listen and care.

**Responsible;** We follow the rules and engage in our learning.

**Aspirational;** we embrace challenge, work hard and celebrate success.

We want to help all our students succeed and in order to achieve that our behaviour policy applies to the following areas:

- The journey to and from school.
- In the classroom.
- Between lessons.
- During break times.
- In the dining room.

By stressing the need to maintain positive behaviour at all times we create a strong and secure learning environment for the entire school community. The behaviour and rewards policy is a feature of our website and available on request for communication to home. Staff and students are given training in the agreed policy at the beginning of term.

We aim to inspire all our students to want to succeed through our curriculum and values, giving them confidence and belief in their ability to achieve, and to become the very best they can be.

To minimise behaviour issues in the first instance, ensure consistent use of the positive behaviour for rewards system:

### **The Hazel Wood Way- Reward Scheme**

We reward our students by giving them:

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

#### **Aspiration points**

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

- Excellence in class- 1,3 or 5 points.
- Completion of homework 1point.
- Star of the week 2 points.
- Each teacher also grades students' attitude to learning 'Steps to Success' 1-4 each lesson. If students gain 10 or more 1's in a week their form tutor will award 10 points.

## Respect and Responsibility points

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

- Attendance 100% each week – 5points
- Punctuality to school- 5 points.
- Ready to learn (equipment and journal each day)- 5 points.
- Contribution to school – 1,3 or 5 points.
- Character development programme (year 7&8 only) - 10 points per task completed.

These points will be added in dedicated tutor time each week, shared with students and total points recorded in student journals. Form tutors will be provided with a spreadsheet with all data on it each week.

## The Hazel Wood Way Badge Scheme

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 (250- yrs 9-11)
- Silver- 500 points (400- yrs 9-11)
- Gold- 800 points (700- yrs 9-11)
- Platinum – 1,000 points (900- yrs 9-11)

Certificates will be recorded on Klooodle (a digital Record of Achievement across school life) 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.

In the event of having to issue a sanction for misbehaviour staff should follow the P point system.

### **The P point system.**

P points can be given for failing to adhere to being:

<p><b>Punctual</b></p> <p>Arrive to school and lessons ready to learn</p>	<p><b>Participate</b></p> <p>Show very high levels of engagement in your learning (on task)</p>
<p><b>Polite</b></p> <p>You will be respectful and cooperative at all times</p>	<p><b>Prepared</b></p> <p>Wear your uniform with pride</p> <p>Have the correct equipment</p>

Further P points can be added for **Defiance** and in cases of serious misbehaviour a **Red line** can be issued. See table below for ladder of consequences

Misbehaviour	Category	Sanction																	
<p>Student is not polite, punctual, prepared for school (including wearing correct uniform) or does not participate in lessons.</p> <p><b>For Polite &amp; Participate points- Students must be given an opportunity to correct their behaviour first using a corrective conversation that models the behaviour you wish to see.</b></p> <p>If a student continues to be non-compliant they can be removed</p>	P point	<ul style="list-style-type: none"> <li>• 1 P point in a day= 30 min correction</li> <li>• 2 P points in a day = 1-hour correction</li> <li>• Failed correction results in SLT correction= 1hr 30 mins</li> <li>• Failed corrections at SLT/Head level = 1 day in inclusion</li> </ul> <p>Parents notified by SIMS parent app or text msg.</p>																	
<p>Student has been moved to a HOF, or refuses to leave classroom.</p> <p>HOF/class teacher administers a defiance point. If they then continue to disrupt learning and /or are now being defiant they are removed using on call.</p>	Defiance	<p><b>Defiance defaults to a 1-hour correction</b></p> <p><b>Levels of defiance are monitored by HOY. Repeated defiance will result in parental meeting and time in 'Reflect'</b></p>																	
<p>Smoking</p> <p>Exited from exam</p> <p>Setting off fire alarm</p> <p>Truancy</p> <p><b>Dangerous behaviour</b></p> <p><b>Assault</b></p> <p><b>Fighting</b></p> <p><b>Theft</b></p> <p><b>Sexual Misconduct</b></p> <p><b>Bullying</b></p> <p><b>Racist Incident</b></p> <p><b>Damage to property</b></p> <p><b>Abusive or threatening behaviour</b></p> <p><b>Drug/Alcohol related incident</b></p>	<p>Red Line</p> <p>These are stand-alone offences and will carry 1 day in Reflect.</p> <p>The remaining red line offences are cumulative</p>	<table border="1"> <thead> <tr> <th data-bbox="999 1137 1185 1211">Count</th> <th data-bbox="1185 1137 1399 1211"></th> </tr> </thead> <tbody> <tr> <td data-bbox="999 1211 1185 1294">1</td> <td data-bbox="1185 1211 1399 1294">1 day Reflect centre</td> </tr> <tr> <td data-bbox="999 1294 1185 1377">2</td> <td data-bbox="1185 1294 1399 1377">2 days Reflect centre</td> </tr> <tr> <td data-bbox="999 1377 1185 1460">3</td> <td data-bbox="1185 1377 1399 1460">3 days Reflect centre</td> </tr> <tr> <td data-bbox="999 1460 1185 1543">4</td> <td data-bbox="1185 1460 1399 1543">1 day Fixed term exclusion</td> </tr> <tr> <td data-bbox="999 1543 1185 1626">5</td> <td data-bbox="1185 1543 1399 1626">2 days Fixed term exclusion</td> </tr> <tr> <td data-bbox="999 1626 1185 1767">6+</td> <td data-bbox="1185 1626 1399 1767">Fixed term exclusion 1 -5 days</td> </tr> <tr> <td colspan="2" data-bbox="999 1767 1399 1980">Consider Managed transfer</td> </tr> </tbody> </table>	Count		1	1 day Reflect centre	2	2 days Reflect centre	3	3 days Reflect centre	4	1 day Fixed term exclusion	5	2 days Fixed term exclusion	6+	Fixed term exclusion 1 -5 days	Consider Managed transfer		
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P points are recorded and logged on SIMS. Each time a P point, defiance or red line is logged parents using SIMS Parent App will receive a notification.

P points 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 1 hour.

Legally schools can issue corrections without notice and without consent of parents however our policy is to, where possible, contact parents by Sims parent app, telephone, text message or note in planner in advance of the correction.

Where pupils fail to attend corrections, they will be issued with an SLT correction until 4.15 on Friday afternoon

### **Red Lines**

This is used as an alternative to fixed term exclusion. Students may be sent to the Reflect centre during lessons (red line offences) or be timetabled to attend if they are disruptive, and they will be expected to complete the same work as they would in class.

For persistent incidents of red line behaviours, a fixed term exclusion may be issued. Parents will be informed of this by a phone call and letter. See appendix 1-P Point protocol.

### **Fixed term and Permanent exclusion**

Only the Head Teacher can decide whether to exclude a pupil, for a fixed term or permanently, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Headteacher has the power to permanently exclude a pupil for a one-off offence if it is deemed to be of a serious nature such as possession of or dealing in illegal substances, unprovoked assault on staff or students or serious damage to school property e.g. Arson.

In ALL cases a return to school from fixed term exclusion will carry with it a half or full day of internal isolation and a reintegration meeting between the pupil, parents and the school. There will be a consistent procedure for those students who receive multiple fixed term exclusions. In the case of a permanent exclusion parents will have the right to make a representation to the School Governors and also an additional appeal to an independent appeal panel.

Hazel Wood High School will fulfil its duty to provide suitable education for the excluded pupil from the sixth day of any fixed period of exclusion of more than five consecutive school days. The local authority will provide suitable full-time education from the sixth school day of a permanent exclusion.

Please be aware that the behaviour of pupils outside school can be considered as grounds for Permanent or Fixed Term exclusion for example on school trips, away school sports fixtures, or work experience placements. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a head teacher may exclude a pupil if there is a clear link between that behaviour

and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgement for the head teacher.

Exclusion is viewed as the strongest sanction possible and is available to the school only through the authority of the Headteacher. The Headteacher can exclude a student if they misbehave in or outside school.

A decision to exclude (fixed term or permanent) a student from school may be taken

- a) In response to serious breaches of the school's behaviour policy or
- b) If allowing the student to remain in school could seriously harm the education or welfare of the student or others in the school.

Permanent exclusion may result from serious on-going behaviour problems. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence.

These may include:

- a) Serious actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault;
- c) Supplying an illegal substance; or the possession of an illegal substance
- d) Carrying an offensive weapon

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. See Appendix2- protocol for FTE.

### **Reflect (Inclusion)**

When Red Line offences are committed staff must record the actions on sims. The AHT-Engagement is responsible for moderating red lines and scheduling day/s in the school 'Reflect Room' This sanction is opposed to a fixed term exclusion. A student in Reflect will have an altered day from their peers and will be isolated away from the student body. 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 who have been removed from lessons for Defiance may also be placed in Reflect for the remainder of that lesson.

### **School Rewards and Trips**

School organises a range of initiatives, events and trips to reward pupils for their good behaviour. Pupils whose behaviour is deemed unacceptable will not be allowed to attend.

Participation in all trips, extra-curricular activities and the Y11 Prom is dependent on students having excellent behaviour standards. School reserves the right to withdraw

students from trips and events if their behaviour falls below our standards which may result in the loss of deposit.

### **Supporting our students**

At Hazel Wood, we are committed to supporting and nurturing our young people to enable them to become good citizens with a strong moral compass. Where pupils make decisions that compromise their safety, their relationships or their progress, staff at Hazel Wood will use a range of strategies and interventions to ensure pupils learn from their mistakes and have 'a way back'. We do this by:

- the form tutor monitoring and tracking behaviour, progress, punctuality and attendance
- the Pastoral Year Leader will co-ordinate any necessary pastoral support by liaising with a range of staff in school from the safeguarding team, attendance officer, student services, pastoral team or the senior leadership team
- using restorative practices in order to resolve conflict and to enable pupils to reflect on their behaviour and set targets to 'make things better'
- involving external agencies for additional support when appropriate
- Report system and Pupil support cycles- appendix 3 and Pupil support record of interventions- appendix 4.

### **Pastoral Support Team**

Hazel Wood also operates an additional level of support for pupils who continue to struggle to cope with various aspects of school life. This provision is managed by pastoral team in conjunction with the SENCO Team and its purpose is to support pupils through bespoke interventions focusing on the students behavioural, social or emotional needs. Much of this work is done within the SEN base, but pupils will also be monitored and supported within lessons where appropriate. Pupils are referred to this provision through Pastoral Year Leaders or Heads of Department following departmental or pastoral interventions. If necessary pupils will be referred to the Bury SEMH Hub if it is felt that they need more specialist and intensive support.

### **Confiscation, screening and power to search**

The school has the power to search and is not required to inform parents/carers before a search takes place or to seek consent to search their child. "Headteachers and staff authorised by them have a statutory power to search pupils for their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item". Please see DFE guidance Searching, screening and confiscation.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. The law protects staff from damage to and loss of any confiscated items provided staff have acted lawfully.

Staff will always inform parents when they have conducted a search.

Sanctions for the discovery of these items will depend upon the items themselves. E.g. weapons and knives must be handed over to the police, but in all cases parents/carers will be informed. All incidents of poor behaviour are logged on the SIMS conduct log. Parents can access their child's record through SIMs 'Parent App'.

**Prohibited items are:**

- weapons/knives
- alcohol
- illegal drugs (or associated equipment)
- stolen property
- tobacco and cigarette papers (including associated equipment e.g. lighters)
- chewing gum
- fireworks
- pornographic images
- any article that is likely to be used to commit offence, cause injury or damage to property
- intent to cause personal injury to, or damage to the property of, any person (including the person)
- any item banned by the school rules

At Hazel Wood this includes: - items brought into school with the intention of selling them for personal profit - vaping equipment / paraphernalia

**Use of Reasonable Force (July 2013)**

Staff also have the power to use reasonable force (see school Restraint Policy) when conducting such a search without consent for the items listed above with the exception of the last item. Staff are also empowered to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order discipline in the classroom. The use of corporal punishment is illegal in all circumstances.

**Other Rules**

**Uniform Rules**

***“Remaining the same in all cases and at all times; unchanging in form or character.”***

1. GREY BLAZER – WITH A HWHS BADGE ON THE TOP POCKET
2. GREY SCHOOL TROUSERS, FABRIC SHOULD BE THE SAME AS YOUR BLAZER
3. OPTIONAL HWHS GREY JUMPER- MUST BE WORN UNDER SCHOOL BLAZER
4. TROUSERS SHOULD NOT CONTAIN LYCRA OR BE TIGHT FITTING
5. YOU ARE NOT ALLOWED TO WEAR JEANS
6. LEGGINGS ARE NOT ALLOWED
7. THE ONLY SCHOOL SKIRT ALLOWED IS THE NEW HWHS TARTAN SKIRT
8. WHITE SHIRTS TO BE TUCKED IN AT THE WAIST

9. TIES MUST BE WORN TO A REASONABLE LENGTH
10. FOOTWEAR – LEATHER SCHOOL SHOES, COMPLETELY BLACK
11. NO WHITE OR COLOURED STRIPES OR SOLES ARE ALLOWED
12. NO BACKLESS SHOES ARE ALLOWED
13. SOCKS MUST BE BLACK OR GREY
14. YOU MAY WEAR NATURAL OR BLACK TIGHTS
15. THE ONLY JEWELLERY PERMITTED IS A SMALL PAIR OF STUDS OR SLEEPERS
16. NO OTHER PIERCINGS ARE ALLOWED
17. MAKE UP SHOULD NOT BE WORN, IF IT IS OBVIOUS THAT STUDENTS ARE WEARING IT, THEY WILL BE ASKED TO WASH IT OFF
18. NAIL VARNISH SHOULD NOT BE WORN FOR SCHOOL

### **Mobile Phones & Electronic Equipment**

Pupils are allowed to bring mobile phones to school for emergency use only. Phones should be switched off and should remain in a safe place such as an inside Blazer pocket. If a pupil feels that they need to use their phone during the school day, they must see their Form Tutor or Head of Year to ask for permission. If a pupil is found to be using their phone without permission, they will have one warning, if they subsequently are found to be using it again, it may be confiscated and kept in the Safe at the School Office. The first time this happens, the pupil may be allowed to collect their phone at the end of the school day. If a pupil continues to use their phone without permission, the phone may be confiscated and Parents/Carers asked to come and collect it. The pupil may then be asked to deposit their phone with their Form Tutor or Head of Year each morning for a fixed period until they can be trusted not to attempt to use it.

External speakers and earphones are not allowed in school and if seen will be confiscated.

### **Electronic devices**

School staff may examine any data or files on an electronic device if they think there is good reason for doing so. As with physical items the device and/or files may be returned via parents; passed to the police or erased depending on the circumstances

### **Anti-Bullying (see separate policy on Anti-Bullying)**

Hazel Wood High School does not tolerate bullying of any kind. It is the responsibility of all staff to ensure that respect for the individual is the underlying principle of the school's ethos. All incidents which are contrary to this spirit should be dealt with immediately by the member of staff who is aware of or in the vicinity of the incident.

The Anti-Bullying Policy sets out how staff should respond to any incidents of bullying.

## **Complaints**

Hazel Wood High School is keen to build and maintain an effective partnership between the school, home and community. Despite our best efforts there may be occasions where we do not meet expectations and things go wrong.

Our hope is that a discussion with the appropriate member of staff would normally resolve any concerns that you may have. In many cases this member of staff is likely to be your child's teacher. If the teacher feels unable to resolve the matter alone then it may be necessary for him or her to consult with a more senior teacher (including an Assistant Headteacher, a Deputy Headteacher or the Headteacher).

Our Complaints Policy and Procedure will:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Respect confidentiality duties
- Address all the points at issue and provide an effective response and appropriate redress, where necessary
- Keep the complainant informed of the progress of the complaints process, adhering to the established timescales wherever possible
- Provide information to the Trust's senior management which can be considered in school improvement evaluation processes

If you feel the need to make a complaint please see our Complaints Policy on the school website which sets out the steps that need to be taken and explains how the school will respond.

## **Development of Policy**

The development of this policy began in 2018. It has included the co-production of various stakeholders:

- July 2018- Staff questionnaire
- July 2018- Whole staff CPD visioning exercise undertaken 'How we want behaviour to look like'
- July 2018- Student voice survey
- March 2019- Revised policy – Staff and student council
- March 2020- Rewards- Student Council activity

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

1. Behaviour and discipline in schools
2. Searching, screening and confiscation at school
3. The Equality Act 2010
4. Use of reasonable force in schools
5. Supporting pupils with medical conditions at school
6. Keeping Children Safe in Education 2019
7. And also special educational needs and disability (SEND) code of practice.
8. In addition, this policy is based on:
  9. Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
  10. Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
  11. Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

## **Equal Opportunities Statement**

Please refer to our Equal Opportunities policy published on school website.

Hazel Wood High School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

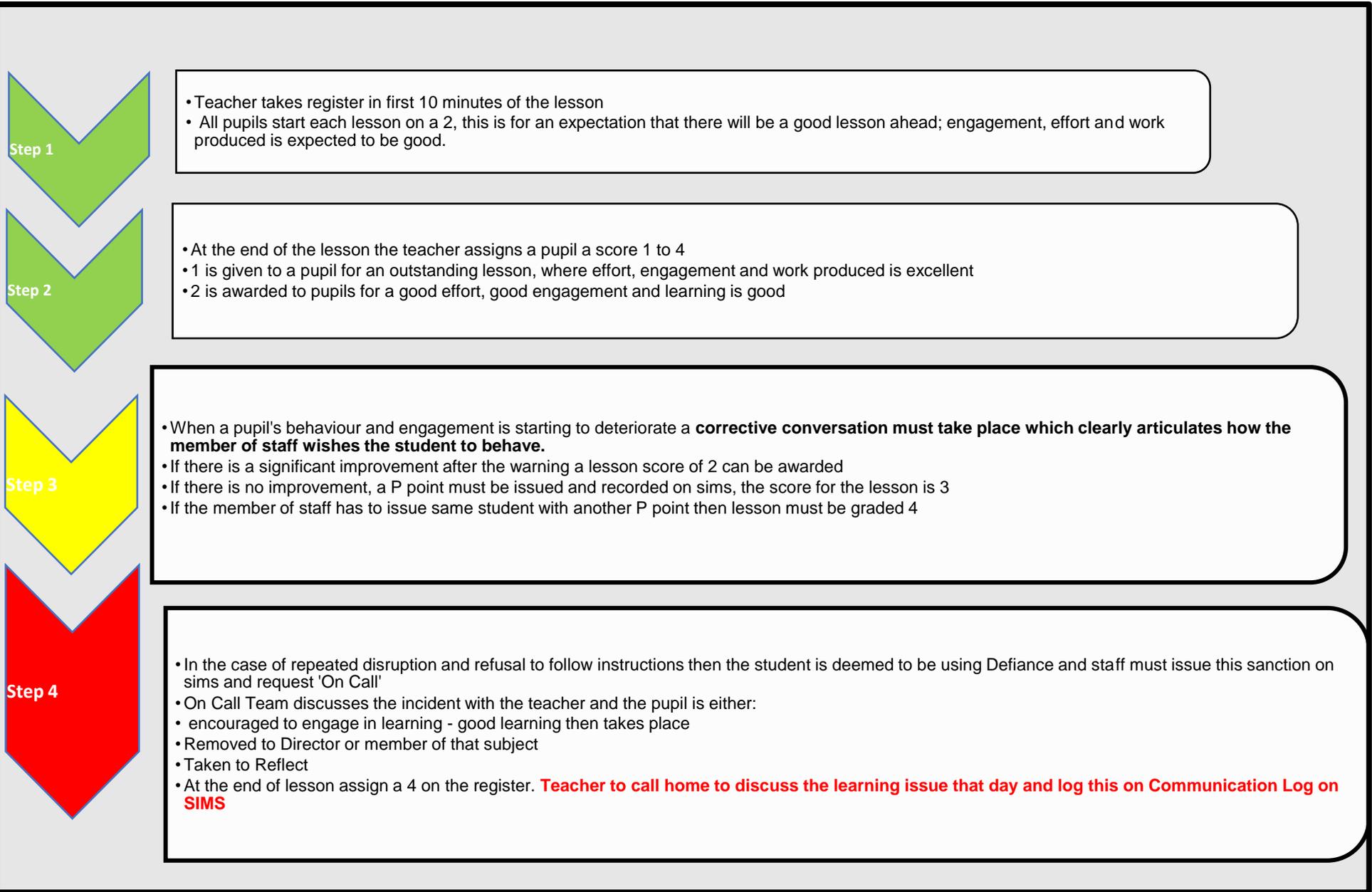
We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **Related Policies**

- Exclusions
- Anti-Bullying
- Safeguarding
- Equal Opportunities
- SEN
- Teaching and Learning
- Complaints

## Appendix 1- P Point Protocol



# Fixed Term Exclusion Protocol

Very poor / dangerous behaviour leading to a member of staff seeking SLT / HOY support

SLT/HoY support to contact Deputy Headteacher / Headteacher to report behaviour concerns and seek advice

DHT / HT to make a decision following the collection of staff / student statements that are shared to support the decision making process

FTE decision made - Home contacted by SLT - Clear information shared with follow up call at the end of the day advising on length of FTE - Communication Log to be updated

Chart in reception completed then advance Team advising of student name / Length of FTE / Start and End date - authorised by JHL or PGH  
Attendance data will be accurate from this point

FTE form completed with E Tetlow and J Rishton for completion of official FTE Letter.  
FTE Tracker to be updated

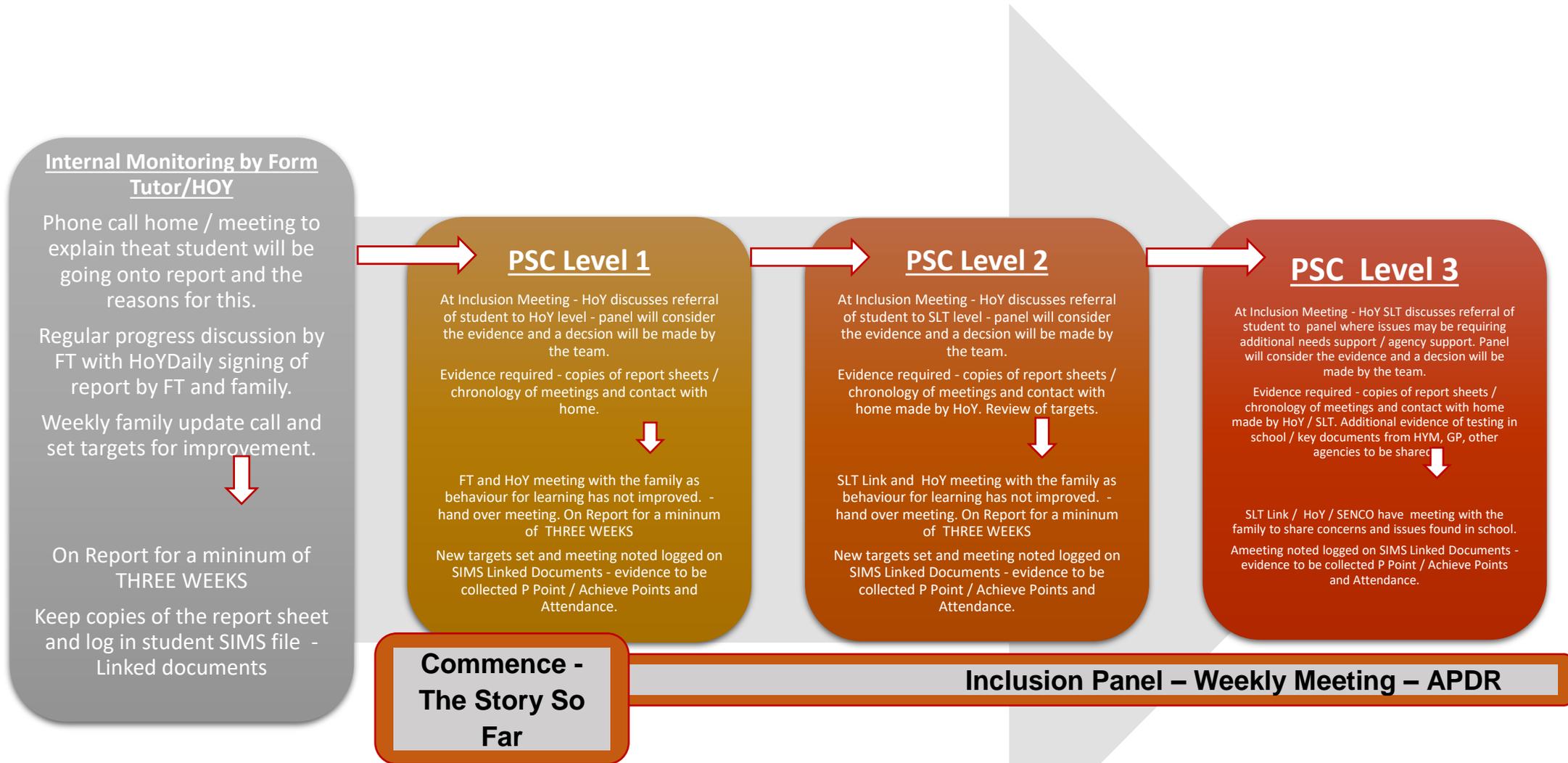
Date and time of return to school meeting to be shared with ET / JR following end of day phone call with family.  
Discussion of work and collection during this phone call.

Inventory when signing student out must indicate FTE commencing and time.  
Family contact to be named - taking responsibility for student at this point.

All details of FTE to be shared with JHL / PGH at the end of the day by Hoy / SLT.  
ET and JR to inform Bury LA the next day.

Work to be requested immediately the next day - 8.30am at staff briefing and collected / distributed by Reception Team.  
Collation of subject returns to be recorded and calls home to advise collection.

## Hazel Wood High School- Pupil Support Cycles



## Appendix 4- Pupil Support Record- Levels of Interventions.

	<b>Intervention</b>	<b>Date</b>	<b>Notes</b>
<b>Curriculum</b>	Extra-Curricular or positive experiences		
	Learning assessments to ensure appropriate setting		
	Identify appropriate teaching staff		
	Check for appropriate curriculum		
	Adapted timetable		
	Alternative provision considered / implemented		
	CEIAG interview		
<b>SEND</b>	In house SEN learning assessments		
	Further recommendations and referrals to ANT/Ed Psych/HYM/GP etc		
	Pupil profile / Passport		
	Pupil placed on the Code of Practice		
<b>Stakeholder</b>	Regular / Parental involvement and evidence of meetings		
	Governors involvement		
	PSP/APDR Log – (The schools target setting support programme)–		
<b>Behaviour Intervention</b>	School Reporting Systems e.g. daily report		
	Evidence of early stage sanctions – detentions, internal exclusion, exclusions		
	Evidence of return from FT exclusion meetings		
	PPP, or offer of PPP		
<b>Emotional or social or family support</b>	Mentoring / Counselling		
	Use of external agencies		
	EHFSP / TAF / CIN/ CP		
<b>Other</b>			