

Document Owner:	Deputy Headteacher
Committee:	Curriculum & Standards
Date of Policy:	February 2025
Review Date:	February 2026
Location:	School Website

## 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/carers and staff
- behaviour management strategies including an effective system of referral and 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
- the Attendance Policy
- the Child Protection Policy
- the Anti-Bullying Policy
- the Hazelwick School Rules

This policy takes full and appropriate account of DfE guidance for schools regarding the Behaviour in Schools, 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 across 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 dignity, kindness and respect. The policy should:

- encourage and reward good behaviour
- develop mutual respect between staff and students and between all students themselves
- allow the effective delivery 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.

All staff receive support and training on student behaviour and praise.

Hazelwick recognises each child as an individual. The needs and behaviours of a child are considered on a case-by-case basis within the wider context of the school and this behaviour policy. The SEND team and wider pastoral staff are consulted as required to support the implementation of the policy.

## **2. Recognising achievement**

Hazelwick understands the importance of recognising and celebrating students' achievements. The use and implementation of systems to increase and deliver motivation and encouragement is an ongoing whole school focus.

### **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 Evenings are held for Years 7, 8, 9 and 10. The Head of Year Award and House Awards are also given alongside awards for academic subjects.

### **SIMS Achievement Points**

- Members of staff are able to record an individual student's achievements via the SIMS Behaviour Module recognising effort and achievement and 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
- 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/carers
- Heads of Departments 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 monthly updates of high achievers from SIMS and support the process through, for example, 'well done' breakfasts, and awards in Assembly
- Parents/carers can track and monitor their child's achievement points via Insight.

### **Purple slips**

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. In response to such notification, the Year Team will send for the student to acknowledge and congratulate this achievement and will write to the student's parent/carer to share the child's achievement with them.

### **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. 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.

### **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, attendance 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, charity events, House events, 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 are displayed around the school. Achievement boards are established outside the Head of Year offices. At various times these boards incorporate:

- photographs of particular extra-curricular achievements
- purple slips - stars
- lists of high Achievement Points scores
- news of charity efforts
- 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.

### **Celebration 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**

Heads of Department 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, 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 students 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 (January 2022).

Where behaviours are an indication of, or lead to, a safeguarding risk, the Designated Safeguarding Lead will be contacted and actions will follow procedure outlined in KCSIE and the Child Protection Policy.

## **‘Behaviour and discipline in schools – teachers’ powers**

*(Extract from - ‘Behaviour in schools’ from the Department for Education, September 2022).*

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 those outlined below.

- Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. See Hazelwick School Rules.
- Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil’s misbehaviour occurs outside of school (see paragraphs 91 to 94).
- A sanction will be lawful if it satisfies the following three conditions:
  - a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
  - b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
  - c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

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 those outlined below.

### **Child-on-Child Abuse**

Incidents of Child-on-Child abuse are dealt with under the Child Protection Policy and the Behaviour Policy. Students are informed of what constitutes Child-on-Child abuse and staff are trained to support students. Sanctions and education are used in instances of Child-on-Child abuse to support students and reduce future occurrences.

### **Bullying**

Bullying is defined as a behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group. All members of the Hazelwick community have the right to learn and work in a safe, inclusive and positive environment with the fear of being bullied. Any incidents that do occur are dealt with swiftly and seriously.

We recognise that it is the responsibility of all members of the school community to prevent bullying. If it occurs, we all share the same responsibility to report it.

The Hazelwick School Values refer to *“the culture of respect, acceptance and an appreciation of the uniqueness of all.”* These values are shared and discussed with students through Form Time, assemblies and PSHE and provide a key pillar for the positive and inclusive ethos of the school.

Students or staff should report any concerns about bullying, whether it is towards them or someone else, to the appropriate Head of Year in the first instance, or to the Head of Lower School or Head of Middle School. When reporting bullying, the reporter will be listened to, will be reassured that they have done the right thing and will be given the chance to share full details of their concern. They will then be given support as required. All reports will be fully investigated and, where required, bullying behaviour will be sanctioned in line with the sanctions detailed below.

To educate students and prevent the occurrences of bullying in school, expectations are shared with students through a range of forums. Assemblies are delivered by senior staff to state what does and does not

constitute appropriate interaction between people, both in person and online. This is supported and reiterated by pastoral teams in 1-to-1 conversation with students. Students are taught about e-safety and appropriate online.

Prejudicial language is never tolerated as is sanctioned strongly when it occurs. Students are taught about the impact of prejudicial language in PSHE lessons and the Equalities Society deliver assemblies to educate students on appropriate language. This behaviour is modelled by staff in their relationships with students and fellow staff.

### **Mobile phones**

The Department for Education released *Mobile Phones in Schools* guidance in February 2024. The guidance states: *“One of the greatest challenges facing schools is the presence of mobile phones. (..) Mobile phones risk unnecessary distraction, disruption and diversion. We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. (..) By removing mobile phones, the environment becomes safer, protecting pupils not only from the short-term distraction of a notification but also the background noise of their lives outside school”*.

At Hazelwick, mobile phones are not allowed to be used by Years 7 – 11 from 8.25am until 3.00pm. Using a phone will lead to the phone being confiscated and it will need to be collected at the end of the day. Repeat issues with phone use will lead to escalated sanctions and phones having to be handed in to the Heads of Year at the start of the day.

### **Behaviour off the School Premises**

We recognise that students continue to represent the school beyond the school gates. The Behaviour Policy may be applied for behaviour when taking part in any school-organised or school-related activity:

- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- when behaviours pose a threat to another pupil
- that could adversely affect the reputation of the school

Assemblies, meetings and one to one conversations are used to inform and remind students of the school rules and support them in meeting them.

### **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, tidying the classroom before they leave. The teacher should record a behaviour point on SIMS 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

### **Break or Lunch-time Detentions**

Any member of staff may issue a student with a detention during morning break or lunchtime. These are given for repeated or more serious misdemeanours or incomplete/missing work and can be up 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 on Satchel:One.

### **After-School Detentions**

Any member of staff may give a student an after-school detentions. These are held from 3.00pm. Details will be entered by the teacher on Satchel:One and parents/carers are notified by Satchel:One. These may be run individually by the staff member or via the centralised system.

A series of after-school detentions may be set and supervised by the Heads of Year or Heads of Lower/Middle School. 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 or for non-attendance of other detentions, students may be placed in SLT (School) detention. These are held after school (3.00-4.30pm)

Repeated poor behaviour and non attendance of detentions may result in a student moving to same day after school detention. Parents/Carers will always be informed of this change prior to it starting.

### **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 for a limited period of time 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 Head of Department.

### **School Report Forms**

Various report forms are used within the school to track a student's behaviour and for persistent misbehaviour, poor attitude, or following truancy or frequent punctuality problems. These are monitored by the Heads of Year or, on occasions, by the Head of Lower School/Middle School. Parents/Carers 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 Suspension Report (monitored by the Head of Lower School/Middle School)

### **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 may be given community service tasks. These may include cleaning/tidying, litter-collecting 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
- loss of privileges

## Confiscation of inappropriate items

*Ref. Searching, screening and confiscation (Advice for School, July 2022).*

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
  - is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3)
  - is evidence in relation to an offence
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. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for.
  3. The list of prohibited items is:
    - knives and weapons
    - alcohol
    - illegal drugs
    - stolen items
    - any article that the member of staff reasonably suspects has been, or is likely to be used:
      - to commit an offence, or
      - to cause personal injury to, or damage to property of; any person (including the pupil)
    - an article specified in regulations:
      - tobacco and cigarette papers
      - fireworks
      - pornographic images

## Searching

As detailed in the most recent Department of Education guidance, schools can search any student for an item listed above with their 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 listed above. 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).

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. Where a member of staff conducts a search without a witness, they should immediately report this to another member of staff, and record the search.

All searches are logged on CPOMS.

If a student refuses to cooperate with a search, sanctions may be used in line with the school's Behaviour Policy.

### **Electronic devices**

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/keeping-children-safe-in-education-2024.pdf). The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

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, vapes

If a concern about a serious incident is raised, an investigation will be undertaken. During the investigation, students may work at the Head of Year office, or in a class different to their own, to enable the investigation to progress smoothly and effectively and to enable the student to be effectively supported. This is not a punitive measure.

### **Withdrawal from lessons by the Heads of Year**

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 Lower School/Middle School or Head of Year. The student will be removed from the lessons and will work in 6<sup>th</sup> form classes or with the Head of Year, Head of Lower/Middle School or member of SLT. Details will be published to staff via email. Parents/Carers will be notified if an extended period is required.

### **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 Year, Head of Key Stage and/or the Deputy Headteacher. The parents/carers will be informed by letter and warned that on-going or further misdemeanours may result in a period of external exclusion.

### **Evening School**

When appropriate, a student is placed into Evening School. When this occurs, the parents/carers are informed the day before and the student must arrive in full school uniform at 10.30am. They work in isolation from their timetable in Upper School. At 3pm, the student moves to work with a member of the Senior Leadership Team until 5pm when they are allowed to leave.

### **Suspension and Permanent Exclusion**

In extreme circumstances of disciplinary breakdown, the sanction of suspension will be used on a student. The process of suspensions will always follow the DfE guidance.

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

### **Suspension**

Certain types of behaviour in school will always lead to a suspension. At Hazelwick suspensions are employed 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 suspension if the school deems it necessary.

Examples of student behaviour likely to lead to a suspension:

- 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 their possession in school
- inappropriate, damages or hurtful use of technology/social media, including taking photos/videos in the school community.

## **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 and will always be a last resort. 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 **Suspension** or as a result of a single outrageous act. Examples of a single outrageous act which might lead to Permanent Exclusion include, but are not limited to:

- bringing weapons, such as a knife, into school
- highly threatening behaviour towards another person
- 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 suspension 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 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 (DfE July 2022)*