

Hazel Oak School  
**Behaviour Policy**

This policy was written following a whole school community consultation with stakeholders on the 'Statement of Principles'.

The following policies should also be referred to:

Safeguarding Policy

Acceptable use of ICT policy (incorporating cyber-bullying)

Anti-bullying policy

This policy will be reviewed annually.

**Introduction**

Hazel Oak School believes that all pupils and adults are entitled to learn in a safe and happy environment. It is recognised that due to the nature of our pupils' difficulties, a consistent approach to behaviour management is vital, which supports the young people to develop and maintain positive relationships and socially acceptable behaviours. High standards and expectations of behaviour enable

- a) all pupils to make the best possible progress in all aspects of school life and education and
- b) all staff to be able to teach and promote good learning without undue interruption or harassment, whilst understanding that some individuals may need additional support to help them manage their behaviour.

**Respect**

All pupils, staff, governors and visitors have the right to feel safe at all times in school and mutual respect is expected between staff and pupils and between pupils. This should also apply to all visitors to the school.

**Equality**

Consistent with our legal duty under the Equality Act (2010), this policy aims to ensure that everyone responsible for its implementation will do so with fairness and consistency, with no discrimination according to disability, ethnicity, culture, religion, gender, disability, pregnancy or sexual orientation.

**Anti-bullying**

Hazel Oak school does not condone any type of bullying, and incidents of bullying will be dealt with using appropriate sanctions. There is a separate policy on anti-bullying.

**School Rules**

Our school rules are based on the home-school agreement which parents and carers are asked to read and sign. Any pupil who breaches one or more of the school rules will be given a sanction.

1. Be polite and courteous to each other, staff and visitors
2. Do your very best in lessons

3. Follow instructions from staff at all times for learning and safety
4. Behave well at all times, including when travelling to and from school and out of school
5. Do not engage in any type of bullying of other pupils, either in school or out of school. This includes cyber-bullying
6. Attend school regularly
7. Come to school with the correct equipment and kit
8. Take care of your property and respect others' belongings
9. Wear school uniform
10. Keep the school building clean and tidy and use litter bins
11. No smoking on the premises
12. Mobile phones are not allowed on the premises (with the exception of independent travellers)
13. Electronic gadgets/mp3 players used on school transport must be handed in to the office at the beginning of the day. (KS4 and 5 are excepted as they can use these at break and lunchtimes)
14. Do not leave the school premises without permission

Classes are expected to draft their own rules, which support the ethos of the whole school rules and reinforces the principles of fairness, mutual respect, courtesy and kindness.

### **Rewards**

These are used to encourage good behaviour in the classroom and school, as well as recognizing individual achievements. Individual classes are able to develop their own systems for rewards which will take in to account individual needs; there are also a range of departmental and whole school rewards for pupils. All reward systems should be applied with consistency and fairness, ensuring that pupils have an understanding of expectations.

Approaches include: points system, positive comments (written or verbal), reward cards, stickers, referral to member of SLT for praise and reinforcement, praise postcards, house points, dojo avatars, end of term reward trips, end of term awards and trophies.

### **Sanctions**

Whilst staff work proactively to prevent inappropriate behaviour through a de-escalation/distraction approach, there may be times when sanctions need to be applied as a consequence of displays of inappropriate behaviour and all staff share the responsibility of giving sanctions (with the exception of exclusions). These are shared with staff and pupils to ensure consistency. Key stages 1 and 2 follow a colour-coded system of sanctions. Key stage 3 and 4 use the consequence system for pupils and these range from C1 - C3 (see appendix 1). Consequences entail time out periods, a loss of daily points, lunchtime detentions and/or internal exclusions or meetings with parents. Sixth form have their own system of sanctions which are devised and agreed by the students, with guidance from staff and ensuring adherence to the school rules.

For more serious incidents fixed term exclusions may be used. Exclusions are only used as a last resort, and when the incident is considered to be very serious e.g. assaulting a pupil or member of staff, damage to property.

Where there is continuous disruptive behaviour, advice and guidance may need to be sought from a range of agencies as well as a consideration of whether the school placement is an appropriate one through the review process.

If there is evidence of a criminal act or fears that one may take place, the Head Teacher may choose to notify the police and/or safeguarding authorities e.g. cyber bullying, criminal harassment, grooming, illegal drugs and offensive weapons.

Behaviours and sanctions are monitored through the school's MY CONCERN recording system. This information may be shared with parents and agencies where it is considered appropriate. Anonymised analysis of behaviour is shared with the Governing Body's Performance and Standards committee.

### **Team Teach**

Team Teach is an approach to behaviour management, which focuses on de-escalation of behaviours. All staff who work with pupils are trained in this approach, which includes training in safe and appropriate physical intervention. Any physical intervention should only be used for the shortest period of time and with the least amount of force necessary. Under Section 550A of the Education Act 1996, staff are legally able to physically intervene using reasonable force with pupils where they are likely to harm themselves, others or damage school property. If a pupil has been subject to physical intervention then parents should be informed on the day of the intervention by phone or letter. Hazel Oak has four Team Teach Instructors who are responsible for carrying out regular updates for staff, and delivering training to new members of staff (Mrs Garry, Mrs Lowney and Mr M<sup>c</sup>Cluskey).

Any concerns or queries about this approach should be directed in the first instance to the Team Teach tutors.

### **Restorative justice**

Restorative Justice is a process used within behavior management to resolve conflict. It is part of a larger ethos also known as Restorative Practices/Approaches. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. The practice not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future, this gives participants a personal stake in the success of the contract. All Hazel Oak staff have trained as Restorative Practice facilitators. Any concerns or queries for restorative justice should be sought from Mr Tulloch in the first instance.

### **Positive Handling Plans**

Some pupils who need additional support and intervention to manage their behaviour will have a positive handling plan. This is a personalized plan which details specific approaches to managing behaviours, identifying positive strategies for

working with the individual, triggers for unacceptable behaviour and motivators for the pupil. These are shared with parents to ensure consistency.

### **Allegations against members of staff, including Malicious Allegations**

Allegations of inappropriate behaviour/abuse made against a member of staff will be dealt with quickly, fairly and consistently, ensuring that there is effective protection for the child and support for the person who is the subject of the allegation. The Head Teacher/Chair of Governors will follow the advice given in '*Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children*' (March 2010) as well as advice from the Local Authority's Designated Officer (LADO) for Safeguarding. A member of staff may not automatically be suspended. Every effort will be made to maintain confidentiality whilst the allegation is being investigated.

If the allegation proves to be malicious, this will be in breach of the behaviour policy and an appropriate sanction will be applied. This may include a fixed term or permanent exclusion, as well as a referral to police if there are grounds for believing a criminal offence has been committed. Any record of malicious allegations should be removed from personnel files and not referred to in employer references.

### **Screening and searching pupils**

School staff are able to search a pupil for any item if the pupil agrees. Where there are reasonable grounds to suspect that the pupil has in their possession a prohibited item, the Head Teacher, or staff authorized by the Head Teacher have statutory powers to search the pupil or their possessions without their consent. The following are deemed to be prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a 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 the property of, any person (including the pupil)
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The school also bans possession of mobile phones and these can also be searched for without the pupils' consent. If images/files have been stored on electronic devices, which are not appropriate, including pictures taken in school, which have been taken in school, this is a contravention of school rules and the images/files can be deleted. If extreme images or child pornography is found on any device, the device will be passed to the police. Parents/carers will be asked to come to school to collect the electronic device.

If prohibited items are found as a result of a search, the school will seize them. Any other item, which is considered harmful or detrimental to school discipline, however found, will also be seized.

Any member of staff can be authorized to carry out a search of a pupil by the head teacher, if they agree to do so. Parents do not have to be informed before a search takes place. The person carrying out the search must be the same sex as the pupil being searched, and there must be a witness present (staff member), preferably of the same sex. The exception is where there is a risk that serious harm will be caused to a person if the search is not carried out immediately, and it is not reasonably practical to summon another member of staff.

A personal search includes clothes, possessions, desks and lockers. It involves removal of outer clothing (clothing not worn next to the skin, but does include hats, shoes, boots, gloves and scarves) and searching of pockets. It does not include an intimate search.

Searches can only take place on school premises, or elsewhere if a member of staff has lawful control or charge of a pupil e.g. on a school trip.

If banned/prohibited items are found, they will be confiscated/destroyed/passed to the police and a sanction will be given to the pupil, which may include a fixed term or permanent exclusion, depending on the nature of the prohibited item.

Although there is no legal requirement to do so, parents will be informed of any alcohol, illegal drugs or harmful substances which have been seized.

There is no legal requirement to keep a record of the search but the school will do so on the MY CONCERN behaviour recording system.

The Head Teacher will make reference to *'Screening, searching and confiscation: Advice for headteachers, school staff and governing bodies* (July 2013) when disposing of/retaining prohibited items.

### **Power to Discipline beyond the school gates**

The school has the power to discipline non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a member of staff or reported to the school. Any bad behaviour in these circumstances will be dealt with by the issuing of a sanction; there may be occasions when it is necessary to notify the police or the anti-social behaviour co-ordinator of actions taken. It will also be necessary to notify the police if the behaviour is criminal or poses a serious threat to members of the public. If the behaviour may be linked to the child suffering, or likely to suffer significant harm, this will be reported as a safeguarding concern to the Solihull Multi-Agency Safeguarding Hub (MASH).

Date of review: April 2018

Next review: April 2019

## Appendix 1 - Consequence system for Upper School

Consequences are given for inappropriate behaviour.



Students will have 2 prompts before they are given a C1.



If students receive a C1 they will be given the opportunity to have a few minutes of 'time out'.

**Students will receive 2 more warnings  
before they are given a C<sub>2</sub>.**



**Students will receive a 10 minute detention if they receive a  
C<sub>2</sub>.**

**Students will receive 2 more warnings  
before they are given a C<sub>3</sub>.**



**Students will receive a 20 minute detention if they receive a C<sub>3</sub>.  
Students will be asked to attend a Restorative Practice Conference  
(RPC) if a instant C<sub>3</sub> is given.**

➤ THIS IS A REMINDER OF HOW THE SYSTEM WORKS.

➤ X X C1 (2-5 minutes time out)

➤ X X C2 (10 minute detention)

➤ X X C3 (20 minute detention)

➤ X = prompt for negative behaviour

## Staff responses to behaviours

Some behaviours are more serious than others depending on the context of the incident/students involved. As such the table below provides a guide to responses for common behaviours. **Instant C3's** now represents serious behaviours. Restorative Practice Session (RP) will be compulsory where an instant C3 is given.

X (prompt 1)-> X (prompt 2)-> C1	Instant C2	Instant C3
Ignoring adult advice/instructions	Play fighting	Serious Physical assault
Bad language/verbal abuse (indirect)	Bullying	Homophobic/Racist comments
Refusal to work with others/join class	Absconding/ leaving class w/o adult approval	Bullying despite intervention
Refusal to work	'Joking' where student is physically hurt	Cyber bullying
Teasing- laughing/	Criminal damage to property	Spitting on peers/staff
Poor attitude to work	Inappropriate touching	
Embarrassing others	Lack of equipment <u>after 2 occasions</u> e.g. PE kit	
Disturbing others	Kicking	
Out of seat w/o permission	Pushing/Slapping	
Rude responses	Punching/Pinching	
<b><u>Bad language/Verbal abuse (direct) – Instant C1</u></b>	Threatening peers	