

Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy

This Policy includes the Early Years Foundation Stage

This Policy sets out the standards of behaviour required of pupils attending Hazelwood School and the Early Years Foundation Stage (EYFS) and outlines both the rewards used to encourage good behaviour, and the sanctions or consequences adopted in the event of misbehaviour.

The Deputy Head (Prep) is the named person who coordinates behaviour issues on the Hazelwood School site. At the Hazelwood Nursery and Early Years (HNEY) site, the named person is the Deputy Head of Wellbeing and Early Years.

BEHAVIOUR AND DISCIPLINE

It is a privilege to be part of the school community. In return its members have a duty to behave in a manner which does them and the School credit. Pupils should be polite, helpful, and considerate; they should behave sensibly and with sensitivity towards others. All pupils should show a full and proper commitment to their academic studies and extracurricular activities. Good behaviour in lessons is essential for pupils to learn successfully and behaviour that inhibits learning in lessons will not be tolerated. The very highest standards of conduct are expected and insisted upon, not only in the School building and during lessons, but also at break times, between lessons, on the sports field and on trips and visits.

At Hazelwood we set out measures which regulate pupils' conduct, and which aim to:

- Promote good behaviour, self-discipline, and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.

A WHOLE SCHOOL APPROACH

The Senior Management Team visibly and consistently supports all staff in managing pupil behaviour through following the behaviour policy. The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.

High standards of behaviour pervade all aspects of school life including the culture, ethos, and values of the school. Staff have training on the behaviour policy to ensure they model the expected behaviour consistently, predictably, and that it is applied fairly and only when necessary. Pupils are routinely inducted and reminded of expectations.

Good behaviour is promoted in several ways and there is a strong pastoral ethos which encourages positive moral, social and spiritual attitudes. Assemblies and PSHE lessons focus on core values, especially the following: kindness, respect, generosity, tolerance, sensitivity towards others, citizenship and social responsibility. Members of staff are expected to act as positive role models, as are all senior pupils, especially the Heads of School and the prefects. British Values are celebrated and promoted, and all members of the school community are expected to respect and adhere to them.

The School expectations aim to ensure all pupils can work in surroundings which are calm, orderly and safe. They protect the reputation of the school community as a whole and protect school property and the wider environment. School Expectations are consistent across the whole school, although clearly the age of the children will influence the way they are explained and implemented. This aids transition from year to year and phase to phase. The School Expectations apply to all pupils when they are on the premises, or in the care of the School, or wearing School Uniform, or are otherwise representing or associated with the School in any way; on journeys to and from School, on School trips or during School related activities at any time; during online activities associated with the School; it includes conduct that may occur away from School that affects the welfare of a member or members of the school community or which brings the School into disrepute.

SUPPORTING PUPILS WITH ADDITIONAL NEEDS

Adjustments are made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments are made proactively and by design where possible. For example, a pupil who has recently experienced bereavement may need to be preemptively excused from a routine to give them time and space away from their peers.

The necessary support is put in place to ensure all pupils can achieve and thrive both in and out of the classroom, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

The school's positive behaviour culture creates a calm environment which benefits pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Pupil behaviour is managed effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Where a pupil has SEND, that at times affects their behaviour, the School has the following duties;

- under the Equality Act 2010, to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- Under the Children and Families Act 2014, the school uses its 'best endeavours' to meet the needs of those with SEND
- If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other agencies.

As part of meeting any of these duties, as far as possible, we anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.
- restraint training for staff to be given during inset days, where appropriate.

However, continuous disruption to other pupils or to staff will not be tolerated. When considering the reasonable adjustments that need to be made, we will refer to the Equality Act 2010.

- duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.
- support systems for pupils.
- liaison with parents and other agencies.
- managing pupils' transition.
- disciplinary action against pupils who are found to have made malicious accusations against staff.

As a School, we will consider, when reviewing an individual child's behaviour, if the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the Schools' Safeguarding Policy. We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. At this point, we will consider whether a multi-agency assessment is necessary.

A full copy of the Hazelwood School Code of Conduct can be found at the end of this Policy.

The following are used in conjunction with this Policy in guiding the behaviour of pupils.

- Anti-Bullying Policy
- Cyber Bullying Policy
- ICT Acceptable Use Policy for Pupils
- Safeguarding Policy
- Search and Confiscation Policy

REWARDS

The School recognises the importance of prevention of misbehaviour and putting support in place through re-integration strategies and targeted interventions. Praise and recognition in promoting good behaviour is fundamental as a whole school approach. We aim to reward good behaviour informally and also to recognise and celebrate achievements of all different types through publications and assemblies. Examples of places where pupils receive this recognition are:

- Specific praise from the form teacher or an individual member of staff
- Recognition in a whole school assembly or year group assembly
- Celebration of behaviours or achievements in the Nutshell – the School newsletter
- Celebration of behaviours or achievements on social media
- Phone calls, emails or notes home from staff
- House points, stickers, stampers
- Bronze, silver and gold House Point Awards
- Recognition for senior roles in Year 8
- End of Term assembly or Prize Giving recognition

SANCTIONS

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behavioural issues arising and recurring and staff may use pre-agreed scripts and phrases to help restore calm.

To achieve these aims, a response to behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

- improvement: to support pupils to understand and meet the behavioural expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations, or targeted pastoral support.

In the case of minor disciplinary issues, a teacher will deal with the pupil themselves without using formal sanctions: examples would be with a verbal reprimand, by requiring unacceptable work be repeated, or by sending a pupil out of a classroom, to another member of staff, for a short period of time. However, it is important that appropriate use is made of the official School detention system, with reference to Form Tutors and Heads of Year. This is so that if there are difficulties occurring in several areas, they will quickly become apparent. CPOMS (the School Management System) entries are an essential method of tracking pupils' behaviours. In addition, when issuing a short or long detention this should be formally recorded on CPOMS, which the Deputy Heads have full oversight of.

The following flow chart shows the range and escalation of formal sanctions used at Hazelwood School as a punishment for misbehaviour. Records of all sanctions are retained and monitored by pastoral staff (Heads of Year and the Deputy Heads).

Head's Detention (Year 3-8)

A detention with the Head can take place on Saturday mornings, or after school and is accompanied by a letter from the Head to the pupil's parents. Head's detentions are reserved for serious offences, for the accumulation of detentions, or for several disciplinary offences which together constitute an unacceptable pattern of behaviour. The Deputy Head will consult with the Head when they feel that an incident reported to them might warrant a Head's detention.

The Head's Power to use Exclusion

Only the Head, in consultation with the Chair of Governors, can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Head, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Head must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head should accept that something happened if it is more likely that it happened than that it did not happen. The Head must take account of their legal duty of care when sending a pupil home following an exclusion. The Head should also take the pupil's views into account, considering their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the Head should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider the Behaviour in Schools' guidance.

Reasons for Exclusion

The Head uses their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil

- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

The Head's Duty to inform parties about an exclusion

Whenever the Head suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion.
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent; parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this.
- how any representations should be made.

Suspension (exclusion for a fixed period)

A suspension, where a pupil is temporarily removed from school, is an essential behaviour management tool. A pupil may be suspended from School for a serious breach of the School Code of Conduct or whilst such an alleged breach is under investigation or for an unacceptable pattern of behaviour, often evidenced by a concerning accumulation of Head of Year detentions or Head's detentions. This sanction indicates to pupils and parents the extreme seriousness with which the School views the offence such that the pupil's place at School is at threat if the pattern of behaviour continues.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the Head and SMT should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. The Head should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising Google. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Heads duty to notify parents, apply in all cases.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a suspension may be issued immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Reintegration after a Suspension

The school supports pupils in reintegrating successfully into school life and full-time education

following a suspension. A reintegration strategy offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them how to meet high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the Head should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Informing the Governing Board and Local Authority of Exclusions

The Head must, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination.

The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion

Cancelling Exclusions

The Head may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents and the governing board should be notified without delay and, if relevant, the social workers.
- Parents should be offered the opportunity to meet with the Head to discuss the circumstances that led to the exclusion being cancelled.

Safeguarding in relation to Exclusions

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to rape or assault by penetration and those that lead to a conviction or caution: "When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, the school will follow general safeguarding principles as found in Keeping Children Safe in Education.

Pupils with Special Education Needs in relation to Exclusion

The Equality Act 2010 requires the school to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, the Governing Boards must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

The school engages proactively with parents in supporting the behaviour of pupils with additional needs. Where a concern exists about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan the school, in partnership with other agencies, considers what additional support or alternative placement may be required. This involves assessing the suitability of provision for a pupil's SEN or disability.

Practice

The School Code of Conduct, rewards and sanctions translate into expectations, rewards and consequences which are shown below and are displayed, in an age-appropriate manner, around the School and in every classroom.

Expectations

The Code of Conduct translates into a set of expectations which are shared with the pupils. The whole school follows the same agreed expectations. Consistency from all the staff involved in the school community is the key to the success of the system. These expectations are displayed in every classroom on the Hazelwood School site and an age appropriate version is used on the HNEY site.

- We follow instructions
- We stop, look and listen when someone is speaking
- We are kind with our hands, feet and voices
- We always show consideration to others and good manners
- We are honest and admit our mistakes
- We are punctual
- We respect property
- We do not bring inappropriate items to school

Rewards

Bad behaviour can be used as a form of attention seeking. Our emphasis is therefore upon giving attention to those who are choosing to behave well. We therefore use rewards regularly and consistently to recognise good behaviour and effort. Rewards are displayed in every classroom. Dependent upon age these may include:

- A smiley face on good work
- Stickers/stamps/stars etc
- Showing genuine interest and giving pupils time with the teacher or another adult
- Recognition from other pupils
- Golden Time
- House points
- Annual School Reports

We discourage inappropriate behaviour by:

- Establishing a culture as a listening school which allows pupils time to discuss and explain their actions
- Reminding pupils about our expectations
- Giving the pupil a chance to improve, e.g., by offering a choice
- Being fair
- Avoiding confrontation as far as possible and giving a pupil time to calm down
- Offering space for 'time out'
- Showing that we expect the pupil to behave well
- Starting each day afresh with new chances and new opportunities

- Discussing what could have been done instead
- Making sure that each pupil knows the consequences of inappropriate behaviour

EYFS consequences

- Warning
- Time out from the group
- Inform parents via communication book/email or at pick up
- Behaviour star chart (Robins – Oak Reception)
- Sent to Assistant Head (with responsibility for Early Years) or Nursery Manager
- Formal meeting with parents with agreed actions/support to be implemented

In extreme cases the Assistant Head in consultation with the Head reserves the right to temporarily exclude or permanently exclude pupils but this will be used only as a last resort.

CORPORAL PUNISHMENT

Under Section 131 of the Schools Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent schools, including at Hazelwood School.

PHYSICAL INTERVENTION

In some circumstances, it is appropriate for staff to use reasonable force to safeguard children. The decision on whether or not to use reasonable force to control or restrain a child:

- Is down to the professional judgement of the staff concerned.
- Should always depend on individual circumstances

If you need to use reasonable force to respond to risks presented by incidents involving children with SEN, disabilities or medical conditions, you should consider the risks. This includes:

- Carefully recognising the additional vulnerability of these groups
- Considering your duties under the Equality Act 2010

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing an offence
- Causing personal injury or damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the School or among any pupils receiving education at the School, whether during a teaching session or otherwise.

Following any kind of physical intervention, parents will be informed on the same day or as soon as reasonably possible.

Guidance will be given to staff regarding how to record any such occasion.

The School has a separate Physical Intervention Policy which sets out the use of necessary restraint.

TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development supported through regular staff meetings and tools such as the Wellbeing hub.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

UNFOUNDED OR MALICIOUS ALLEGATIONS AGAINST STAFF

If there is a malicious accusation made by a pupil against a member of staff, and the accusation is shown to have been deliberately invented or malicious, the School will consider taking disciplinary action in accordance with this Policy.

If there is a malicious accusation made by a parent against a member of staff, and the accusation is shown to have been deliberately invented or malicious, the School will consider whether to require that parent to withdraw their child or children from the School, in accordance with the School's Terms and Conditions.

SERIOUS DISCIPLINARY MATTERS

Procedures

As soon as the School becomes aware of the possibility that a serious disciplinary situation has occurred (e.g. alleged bullying, theft, racist behaviour, or illegal substance-related activity) then the matter is taken extremely seriously and investigated thoroughly. Procedural fairness is essential in such cases to protect the interests of the pupil(s) accused, along with those of the School and also of the person making the complaint and/or the victim of the alleged behaviour. The principles which underpin such investigations are set out below. The School follows procedural rules which have been drawn up on the basis of expert legal advice.

Investigative Action

A complaint or suggestion of serious misconduct, by a pupil, will be investigated. Investigation of a complaint which could lead to permanent exclusion, removal or withdrawal of the pupil will be carried out in a fair, objective, and impartial manner. The pupil may be questioned and their locker and belongings, including any electronic devices, may be searched for in appropriate circumstances. This includes suspicion of possession of stolen items. All reasonable care will be taken to protect the pupil's human rights and freedoms and to ensure that their parents are informed as soon as reasonably practicable after it becomes clear that the pupil might face serious disciplinary action. In the absence of a parent or an education guardian, the pupil will be assisted by an adult (usually a teacher) of their choice.

Banned items and substances

A non-exhaustive list of banned items and substances is provided below:

- Illegal substances
- Illicit substances
- Alcohol
- Fireworks
- Pornographic images
- Smoking materials, including matches and lighters
- Correction fluid, diluter and similar products
- Solvents
- Aerosols of any kind

- Any kind of knife or weapon
- Laser torches
- Tins or canned drinks
- Nuts of any kind, including snack bars, chocolate bars and peanut butter
- Mobile phones
- Personal electronic devices
- Sweets
- Chewing gum

Confidentiality

Staff will deal with all disciplinary matters with discretion. In particular, if a pupil has been temporarily excluded or is asked to leave, staff will not disclose information to any other pupil or other person, except on a need-to-know basis (for example, in seeking to help a pupil find a place at another school). Notwithstanding its confidentiality obligations, the School must, however, be able to carry out its function to provide information, as deemed necessary, to relevant authorities, in line with its statutory duties.

Illegal Substances

It is important for young people to be aware of the dangers of illegal, controlled, and harmful substances. Although the pupils at Hazelwood are young, we would be naive to believe that it could never happen here. Through the taught curriculum, in an age-appropriate manner we teach them about the effects of these substances on their health, behaviour and relationships, and the consequences in terms of the law and the School Code of Conduct. Young people also need to be equipped with the self-esteem and the personal skills to resist involvement in activities that they may otherwise feel pressured into participating in. Hazelwood School's Drug Education Programme is delivered in a variety of ways during a pupil's time at the School.

Fees after Permanent Exclusion

If the pupil is excluded on a permanent basis, there will be no refund of the Acceptance Deposit or of Fees for the current or past terms, but the unspent balance of any lump sum pre-payment will be refunded without interest. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the School will be payable.

Removal in other Circumstances

Parents may be required, during or at the end of a term, to remove a pupil, temporarily or permanently from the School, if, after consultation with a pupil and/or parent, the Head is of the opinion that by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School, or if a parent has treated the School or members of its staff unreasonably. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The Head shall act with procedural fairness in all such cases and shall have regard to the interests of the pupil and parents as well as those of the School (see 'Governors' Review' below).

Fees Following Removal

If the pupil is removed in the circumstances described above, the rules relating to Fees and Deposit shall be the same as for permanent exclusion save that the Deposit will be refunded in full.

Leaving Status

The expression '*leaving status*' refers to whether the pupil has been expelled, removed or withdrawn, and to the record which will be entered in to the pupil's file as to the reason for leaving, and the pupil's status as a leaver, and the transfer of the pupil's work to another educational establishment and to the nature of the reference which will be given in respect of the pupil. These and any other relevant matters of leaving status will be discussed by the Head, or her delegate, with the parents and, where appropriate with the pupil, at the time of, or in advance of, the Head's decision.

Governors' Review

Parents may ask for a Governors' Review of a decision to exclude permanently or require the

removal of a pupil from the School (but not a decision to exclude temporarily a pupil unless the Temporary exclusion is for 11 school days or more or would prevent the pupil taking a public examination). The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. Parents will be entitled to know the names of the Governors who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the School and approved by the parent (approval not to be unreasonably withheld). The School will take account of but is not constrained by the DfE's guidance on the identity of the independent panel member which is as follows:

“Our general view is that people who have held a position of responsibility and are used to scrutinising evidence and putting forward balanced arguments would be suitable. Examples of persons likely to be suitable are serving or retired business people, civil servants, heads or senior members of staff at other schools, people with a legal background and retired members of the Police Force might be considered.”

MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the School will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority, designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

THE HAZELWOOD SCHOOL CODE OF CONDUCT (PUPIL)

It is a privilege to be part of the Hazelwood School community. In return, its members have a duty to behave in a manner which does them and the School credit. The School Code of Conduct which follows is a set of guidelines and rules that apply at School, on any School activity and while travelling to and from School or any activity. These are intended to help pupils and their parents maintain the friendly but purposeful ethos of Hazelwood School.

Personal Conduct

Pupils should be polite, helpful and considerate; they should behave sensibly and with sensitivity towards others. All pupils should show a full and proper commitment to their learning academic studies and co-curricular activities. In moving around the School they should walk in a quiet and civilised manner. They should not run. For Years 1-8 they must keep to the left in all corridors and on stairs to enable everyone to move about the premises freely. Courtesy towards all members of staff and visiting adults should be exercised by holding doors open, giving way in corridors, etc.

Bullying has no place at Hazelwood. Incidents of bullying of any kind, including cyber bullying, will be viewed very seriously, and addressed under the School's Anti-Bullying Policy. Anyone who suspects that someone else is being bullied or threatened, or is themselves being bullied, must have the confidence to tell a member of staff immediately, *whatever may have been said to deter him or her from doing so*. He or she can be sure of a sensitive, caring, and supportive reception by people experienced in dealing with such situations. A full explanation

of approach can be found in our Anti-Bullying Policy.

Honesty

The school community relies on each pupil being honest and truthful and showing a good example to others. Pupils should never cheat, steal or tell lies and remember that being found to be untruthful usually carries the greatest disgrace of all.

Problems and Emergencies

If a pupil finds themselves in difficulty of any kind or is worried or upset about anything, whether it concerns him or her personally or anyone else and whether it relates to School or not, there are many people in the school community to whom he/she can turn. These include key workers, class teachers, Heads of Year, Form Tutors, subject teachers, the School Counsellor and the Welfare Assistant, all of whom can, if need be, refer a pupil for further specialist support. On the Hazelwood School site, Senior Pupils and Prefects are also able to give help and advice.

We recognise our responsibility to create a listening environment in which the pupils know who they can talk to and are confident to do so. All staff recognise that they cannot promise confidentiality to a child.

Parents as well as pupils will inevitably have questions from time to time and concerns may arise. The earlier these are raised, for example with the key worker or room leader, Form Tutor or Head of Year, the more efficiently they can be resolved. Both parents and pupils are welcome to contact the Senior Leadership Team or the Head at any time.

The School Dress Code (Oak Reception to Year 8)

The School sets a high value on personal appearance. The dress code always applies between setting off from home in the morning and returning there in the evening.

All pupils are required to wear clean and tidy clothing which is well fitting; shirts or roll neck tops must be tucked in. Ties should be sensible in terms of the size of the knot and the length of the tie and must cover the top button of the shirt, which must be done up. Uniforms should be replaced when worn, ripped or frayed.

In Years 5 to 8, the School blazer should not be taken off without the permission of a member of staff except when playing outside. All boys should wear dark grey formal trousers or shorts with no extra pockets. When wearing shorts, the younger boys should ensure that their socks are pulled up to their knees. Girls should also wear knee length socks during the winter or blue cotton mix tights. In the summer they should wear white ankle socks, not trainer socks.

All pupils should wear black formal shoes which are cleaned regularly.

Pupils must not wear hairstyles deemed by the School to be extreme. All hair must be tied back if it is long enough to touch the pupil's jumper or cardigan at the collar. Boys' hair must adhere to the same expectations as the girls. They may have long hair, if it is tied back in the same way as the girls. All hair bands should be navy and of a plain design. Fringes should not be in the children's eyes, if necessary, they can be clipped back. Hair products, such as gel, are not acceptable for use in the school day.

Jewellery is not permitted other than one small pair of stud earrings worn in the lobe of the ear. Earrings should be removed by the pupil for games lessons.

Make up and nail varnish is not permitted. Pupils will be sent to the Welfare Assistant who has a supply of makeup remover and nail varnish remover.

OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when identifiable with the School.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips) • Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

School Fixtures

Pupils must give School matches top priority when asked to play for a team. They should take a full and active part in extending hospitality to visiting teams and are expected to attend “tea” after matches.

Private Property

The School cannot accept responsibility for loss of private property or damage to it. Pupils should ensure that all property which is brought to School, including ICT equipment, clothes, and games kit, is clearly named. The property of other people must always be respected. Theft, keeping another’s property or damaging it is very likely to result in a pupil losing their place at Hazelwood.

Pupils must not take bags into Assembly or to Lunch but should leave them in their Form Rooms or in their lockers. Bags must not be left in corridors, doorways or stairwells.

School Property

All pupils have a duty to take care of property and treat facilities with respect. Any form of graffiti is strictly forbidden. Pupils should help keep the School tidy, in good repair and litter free, picking up and disposing appropriately of any litter they see. Any breakages or damage must be reported as soon as possible to the pupil’s Form Tutor or the School Office. Textbooks and Library books are expensive and easily damaged - carry them carefully, especially to and from School.

The Environment

Hazelwood places a high priority on environmental responsibility, and all members of the School community are expected to do likewise. There are some basic guidelines that all members of the School should follow:

- Switch off lights when leaving any unoccupied classroom or storeroom
- Do not leave computers on standby or with screens switched on
- Put paper and newspaper in recycling bins
- Use both sides of paper whenever possible, and do not waste paper
- Show respect for the plants and animals in the School grounds
- Do not drop litter, sufficient litter bins are provided in the School
- Consider cycling or walking to School, or using public transport or lift-sharing to minimise CO2 emissions
- Pupils travelling to and from School, or fixtures, by minibus should behave sensibly, and should observe the following points:
 - They must always remain in their seats, are required to wear a seat belt and must make sure that the driver is not distracted in any way (by excessive noise, for example).
 - They must leave the vehicle in the condition in which they find it, reporting any damage to the driver.
 - Fellow passengers should be always treated with courtesy and respect as should people travelling in cars behind or adjacent to the minibus.

Pupils may lose their place on the minibus if they do not observe the standards of behaviour detailed above.

Any pupil cycling to School is asked to wear a protective helmet, and high-visibility clothing is recommended. Lights must be fitted to bicycles. Care must be taken when cycling into or out of the School grounds. Pupils must use the cycle racks allocated to them. The School cannot accept responsibility for loss or damage resulting from pupils leaving bicycles in the School grounds.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Heads of School and Prefects

Prefects and Heads of House are Year 8 pupils who have been selected to assist staff with organisation and the maintenance of good order in the School, and with the School pastoral system. They have equal status and can be identified by the different ties that they wear.

Younger pupils must always follow instructions given to them by the Heads of School and the Prefects in the course of their duties. These pupils may issue a referral to the relevant Head of Year if a pupil has not cooperated with a request or has broken the School Code of Conduct. Younger pupils can approach any Prefect or Head of School for information, help or support. They must treat both Prefects and Mentors with the respect that they deserve as senior pupils and will receive similar respect from them in return.

Bounds (Hazelwood School Wolfs Hill Site - Years R-8)

In the interests of personal safety and to protect the School from damage, the following bounds should be observed:

- Pupils should not enter the buildings before 8.15am, unless a member of staff has given permission to do so.
- Pupils should have left the School premises by 4.50pm unless they are involved in a School activity or have permission from a member of staff to stay later.
- Set areas are allocated for pupils to play in during the winter. In the summer, when the grass is dry pupils may play on the wider school fields.
- The rota for the tree house will be published and children may choose to play in it on their allocated year group day.

The following areas may be used only with the permission of an appropriate member of staff and when supervised:

- Art rooms, laboratories, the technology room and the ICT suite
- The Sports Hall, and changing rooms
- Music practice rooms
- The Theatre and Pavilion
- The climbing walls

You must stay within the School grounds throughout the School day.

Pupils are strictly prohibited from having phones in school. For those who travel to or from School by public transport any phones they carry should be taken to the School Office immediately upon arrival at school.

Conclusion

This Policy and related addendum will be published to parents annually as well as being available on the School website. It has been written with regard to the DfE Guidance, Behaviour and Discipline in Schools (September 2020).

Ratified by the Education Committee on the 13 November 2024