

Behaviour, Support and Rewards Local Procedures at Hayesfield Girls' School

This document explains the local procedures used by Hayesfield Girls' School and Sixth Form. It sits within the wider MNPS Trust Behaviour Policy.

Purpose

This document sets out the measures that Hayesfield Girls' School and Mixed Sixth Form has in place to:

- promote good behaviour, self-discipline and respect
- ensure all students complete assigned work
- regulate the conduct of all students

Content

This document follows the guidance, 'Behaviour and discipline in schools: Advice for Headteachers and School Staff', published January 2016 and acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and students with special educational needs (SEN).

Our School Vision is based on the mutual respect between staff and students, Appendix 1; whilst Appendix 2 sets out the framework in which all members of the School's community are expected to behave. The School promotes positive character development, and its values are prominently displayed in all classrooms - Appendix 3. The key principles of our Rewards System, which is used to promote good behaviour and conduct are outlined in Appendix 4. Appendix 5 outlines how the systems used for Behaviour, Support and Rewards are aligned to our values. The key principles of the Behaviour and Support System are also shown in Appendix 5. The full list of sanctions and interventions available to staff when dealing with behaviour issues are shown in Appendix 6.

All students have the right to be treated with fairness and consistency, as do staff. Appendix 7 sets out the disciplinary action that will be taken against students who are found to have made malicious accusations against staff. Appendix 8 provides an overview on how this policy works in conjunction with the Anti-Bullying Policy to promote the prevention of bullying in our school. Appendix 9 details the powers given to teachers to discipline students in line with the Education and Inspection Act, 2006. Students have a responsibility to themselves, and to the rest of our school community, to behave in a way that enables learning and a sense of achievement. Along with their parents, all Y7-Y11 students have set the standards for themselves and agreed to these in our Home School Agreement - Appendix 10. Sanctions for the specific improper use of mobile phones are described in Appendix 11.

Process

This document should be read in conjunction with the following policies:

- | | |
|--|--------------------------------|
| • Anti-Bullying Policy | Homework Policy |
| • Attendance and Punctuality Policy | Physical Restraint Policy |
| • Child Protection and Safeguarding Policy | Screening and Searching Policy |
| • Equalities Policy | Teaching and Learning Policy |
| • E-Safety Policy | Exclusion Policy |

Responsibilities

Hayesfield Girls' School believes that creating a calm and creative atmosphere is the responsibility of all staff at all times. The classroom teacher has primary responsibility within the classroom, the Head of Faculty for ensuring positive behaviour and dealing with incidents within the Faculty and the Pastoral Team for those students needing extra support to address patterns of behaviour. The Deputy Headteacher (Behaviour and Attitudes) has responsibility for the monitoring of sanctions across the school. The Assistant Headteacher (Character Development) has responsibility for monitoring rewards across the school.

Appendix 1

Hayesfield's Vision and Values

School Vision

Hayesfield provides an inspirational environment in which girls flourish. Here, all girls experience a strong sense of belonging, enjoy freedom from stereotyping and grow limitless aspirations. The wealth of opportunities available, both in and out of the classroom, ensure that all Hayesfield girls develop the self-confidence, resilience and moral courage needed when achieving ambitions.

Sixth Form Vision

Hayesfield Mixed Sixth Form Centre provides an inspirational environment, enabling students to flourish and achieve their personal ambitions. Our students are active, caring and tolerant citizens who participate fully in the school and wider community. Our outstanding tutorial system provides support and encouragement to all students enabling them to be their very best, opening doors to future opportunities, whether an Oxbridge application or a high quality apprenticeship scheme. Our extensive choice of courses allows our students to access an aspirational curriculum, including bespoke provision, with an international outlook, developing their knowledge and preparing them for higher education and employment in the 21st century.

Hayesfield Girls' Values

HG1: Ready and Respectful

HG2: Moral Courage

HG3: Self-Confidence

HG4: Resilience

HG5: Limitless Aspirations

Hayesfield Sixth Form Values

H6-1: Ready and Respectful

H6-2: Moral Courage

H6-3: Self-Confidence

H6-4: Resilience

H6-5: Limitless Aspirations

Appendix 2

Principles

This Policy applies to all members of the school community. Visitors to the school are expected to behave and act within this framework.

- All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. We reject any behaviour that undermines this right.
- We acknowledge that discipline is a means to an end and not an end in itself; that first and foremost, we should encourage self-discipline that is most effectively promoted through positive achievement and the development of a sense of self-worth.
- We aim to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all and ensuring high quality Teaching and Learning within a supportive and responsive pastoral system.
- We recognise the need to offer appropriate models to students through the relationships, conduct and appearance of staff, governors, parents, older students and other significant adults. Students have legitimate expectations in this area.
- We emphasise that discipline begins in the home: parents retain a major responsibility for the behaviour of their children in school, a task in which teachers are partners. It is vital that teachers and parents are mutually supportive.
- Published rules are kept to a minimum consistent with ensuring the safety, welfare, good conduct and appropriate appearance of all students.
- Rules and expectations will be supported by a system of graded sanctions which operate within a hierarchy determined by statutory requirements. These rules and sanctions are communicated clearly to parents.
- In exercising discipline, fairness and natural justice should prevail. Punishment should be appropriate to the misdemeanour and the individual.
- When exercising their delegated responsibility for discipline the teaching staff are entitled to the full support of the Headteacher and Governors.
- The Headteacher demonstrates support for staff by promoting a code of good practice and by arranging appropriate in - service training for the prevention of disciplinary problems.

OUR FIVE HAYESFIELD VALUES:

Hayesfield Girl



HG1 | Readiness & Respect

We are smart
We are punctual
We are well-equipped
We listen to our teachers
We are respectful

Parks



HG2 | Moral Courage

We do the right thing
We take pride in our work
We complete all our homework

"You must never be fearful about what you are doing when it is right"
- Rosa Parks

Austen

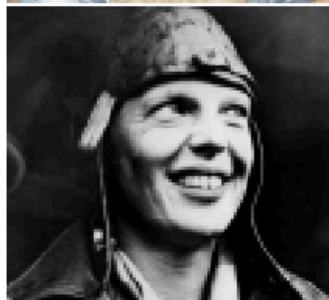


HG3 | Self-Confidence

We work independently
We work without prompt
We are willing to lead

"It isn't what we say or think that defines us, but what we do"
- Jane Austen

Earhart



HG4 | Resilience

We do not give up easily
We ask for help, but only if needed
We will find a way!

"The most difficult thing is the decision to act, the rest is merely tenacity"
- Amelia Earhart

Sharman



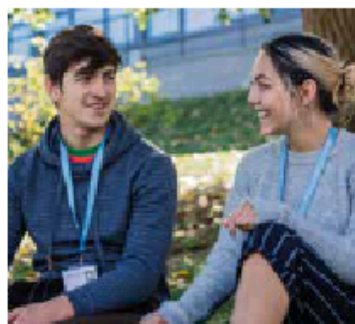
HG5 | Limitless Aspiration

We do more than just enough and we aim high
We seek extra challenge
We have high standards

"There is very little difference between men and women in space"
- Helen Sharman

OUR FIVE HAYESFIELD VALUES:

Hayesfield 6F



H6-1 | Readiness & Respect

We are smart
We are punctual
We are well-equipped
We listen to our teachers
We are respectful

Parks



H6-2 | Moral Courage

We do the right thing
We take pride in our work
We complete all our homework

"You must never be fearful about what you are doing when it is right"
- Rosa Parks

Austen

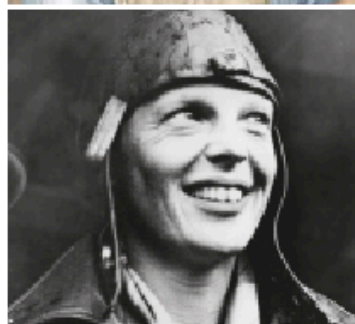


H6-3 | Self-Confidence

We work independently
We work without prompt
We are willing to lead

"It isn't what we say or think that defines us, but what we do"
- Jane Austen

Earhart

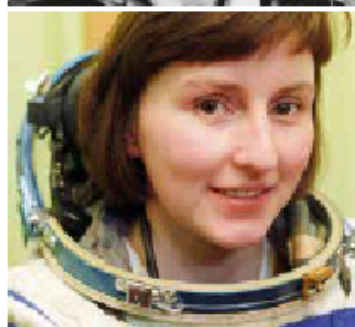


H6-4 | Resilience

We do not give up easily
We ask for help, but only if needed
We will find a way!

"The most difficult thing is the decision to act, the rest is merely tenacity"
- Amelia Earhart

Sharman



H6-5 | Limitless Aspiration

We do more than just enough and we aim high
We seek extra challenge
We have high standards

"There is very little difference between men and women in space"
- Helen Sharman

Appendix 4

The System of Rewarding Good Behaviour

Individual staff, Departments and Faculties are encouraged to run a variety of schemes that reward our students for work, effort, behaviour and endeavour. Students should and must be rewarded and our whole school system has been developed to reward academic achievement and service to the school. Our rewards system aims to recognise and celebrate the success of our students in all areas of their personal development via the issue of House Points and associated rewards.

The House Point System ensures that all students can make an active contribution towards their House gaining the House Trophy, which is awarded annually on Sports Day in July. In this way, students are not only awarded on a personal level, but they also feel a deeper sense of belonging in our School Community.

- House Points will be used to reward academic achievement and participation. House Points are not to be used to reward expected standards in behaviour, punctuality or attendance
- All members of staff are asked to reward regularly and consistently.
- Hayesfield HP stickers can be added to books and work but the staff member must add the points to SIMs for them to count for the student.
- House Points are reviewed by Tutors weekly during the Tutorial Programme and individual student achievements are celebrated within the tutor group as well within assemblies and through rewards issued. The student House Point tally results are published on Academic Reports and are updated fortnightly on the SIMS Parent App. Each Campus will have TV screens which show regularly updated overall House Point counts.

Table 1: List of whole school reward types

YEAR 7	Format	Prize	Frequency	Distributor
25 Hp	Certificate	-	Weekly	Tutor
50 Hp	Certificate	Pencil and eraser	Weekly	Tutor
100 Hp	Certificate	White pen	Weekly	Tutor
150 Hp	Certificate	Ruler, pen, pencil set	Weekly	Tutor
200 Hp	Certificate	Water bottle	Weekly	Tutor
300 Hp	Letter	Hot chocolate/ breakfast with Head	End of full term	DOA
500 Hp	Letter	Afternoon Tea With Head and SLT	End of year	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Queue Token	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from post boxes
YEAR 8	Format	Prize	Frequency	Distributor
25 Hp	Certificate	-	Weekly	Tutor
50 Hp	Certificate	Highlighter	Weekly	Tutor
75 Hp	Certificate	Bamboo pen pair	Weekly	Tutor
100 Hp	Certificate	Notebook	Weekly	Tutor
200 Hp	Letter	Hot chocolate/ breakfast with Head	End of full term	DOA
300 Hp	Letter	Afternoon Tea With	End of year	DOA

		Head and SLT		
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Queue Token	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from post boxes
YEAR 9	Format	Prize	Frequency	Distributor
25 Hp	Certificate		Weekly	Tutor
50 Hp	Certificate	Highlighter	Weekly	Tutor
100 Hp	Certificate	Notebook	Weekly	Tutor
150 Hp	Certificate	Pen trio	Weekly	Tutor
200 Hp	Certificate	Water bottle	Weekly	Tutor
300 Hp	Letter	Hot chocolate/ breakfast with Head	End of full term	DOA
500 Hp	Letter	Afternoon Tea With Headteacher and SLT	End of year	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Queue Token	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from post boxes
YEAR 10	Format	Prize	Frequency	Distributor
25 Hp	Certificate	-	Weekly	Tutor
50 Hp	Certificate	Bamboo pen pair	Weekly	Tutor
100 Hp	Certificate	Water bottle	Weekly	Tutor
150 Hp	Certificate	Pen trio	Weekly	Tutor
200 Hp	Letter	Hot chocolate/ breakfast with Head	End of full term	DOA
300 Hp	Letter	Afternoon Tea With Headteacher and SLT	End of year	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Queue Token	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from post boxes

YEAR 11	Format	Prize	Frequency	Distributor
25 Hp	Certificate	-	Weekly	Tutor
50 Hp	Certificate	Bamboo pen pair	Weekly	Tutor
75 Hp	Certificate	Water bottle	Weekly	Tutor
100 Hp	Certificate	Pen trio	Weekly	Tutor
125 Hp	Letter	Hot chocolate/ breakfast with Head	End of full term	DOA
200 Hp	Letter	Afternoon Tea With Headteacher and SLT	End of year	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Queue Token	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from post boxes
SIXTH FORM	Format	Prize	Frequency	Distributor
25 Hp	Certificate	-	Weekly	Tutor
50 Hp	Certificate	Bamboo pen pair	Weekly	Tutor
75 Hp	Certificate	Notebook	Weekly	Tutor
100 Hp	Certificate	Water bottle	End of full term	Tutor
125 Hp	Letter	Hot chocolate with Headteacher	End of year	DOA
150 Hp	Letter	Afternoon Tea With Headteacher and SLT	End of year	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Queue Token	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from post boxes

Reward	Definition	Process
Hot Chocolate with Head and SLT	To reward demonstration of Hayesfield Values. Tutors nominate by informing DOA or via SIMs Once every full term.	Staff logs on SIMS AHT CD Admin arranges times and locations with Headteacher PA Admin organises Hot Chocolate sessions DOA provides a list of students to Admin Admin issue letters to students
Good Report Letters	Good Report letters issued after each reporting cycle for all year groups Yrs 7 - 13	Log on SIMS by Admin DOAs review reports and send list of names to Admin for issue
Academic Attainment and Effort Certificate	Attainment and Effort Certificates issued for all year groups Nominated from teachers and Heads of Faculty/DoAs/Staff	AHT CD issues spreadsheet to HOFs for completion by their teams HoF reviews and confirms names to be awarded List of names issued to repro - certificates

		Rewards given in Achievement Assembly
Good Attendance Letter	Letter sent home for good attendance Issued at the end of each full term	Log on SIMS by Admin Attendance Team/DOAs review attendance and issue
No Behaviour Points letter	Letter sent home for receiving no behaviour points Issued at the end of each full term	Log on SIMS by Admin DOAs reviews behaviour points and sends list of names to Pastoral Admin for issue

The Recognition and Reward of Character Development in Years 7-11

The processes in place to monitor and encourage good behaviour, to identify support and to reward good behaviour and work ethic all actively promote our five Hayesfield Values. Character development through the collection of House Points allows students to see how they are developing these key values.

Students chart their character development in their Student Booklets and work as a tutor group to plan ways to work towards each of the values. This allows students to support each other with suggestions and work as a team towards the whole tutor group achieving their awards. When all five Values have hit their milestones the student is awarded with the following:

- Hayesfield Character Award badge
- Hayesfield Character Award Certificate
- Letter of praise

Once a student has achieved 5 of each of the values HPs they are awarded their Character Award				
House Point	Total	Prize	Frequency	Distributor
Readiness and Respect	x5	The Character Award badge	Once per year	HoH via tutor
Moral Courage	x5			
Self Confidence	x5			
Resilience	x5			
Limitless Aspirations	x5			

Appendix 5

The Behaviour and Support System

Hayesfield expects consistently high standards of behaviour in class and between sites. In keeping with our policy statement, the management of behaviour begins with the promotion of good behaviour through:

- quality teaching and learning (classroom management techniques are referenced in the Teaching and Learning Policy)
- positive relationships in school and with parents and carers
- quality tutoring and pastoral care
- a culture of praise and reward
- PSHE, Circle Time and other interventions
- clear and simple routines applied consistently by staff
- signposting and carrying our support to enable students to make positive behaviour choices wherever possible

In a culture of:

- high expectation and high achievement
- positivity and teamwork
- kindness
- respect
- maturity and self-regulation

In managing behaviour, we will, in consultation with parents, have recourse to any, or all, of the following external agencies/strategies:

- professional counselling
- the Educational Psychology Service
- the Education Welfare Service
- Family Therapy
- The Behaviour Support Service
- The School Medical Service
- The Bath Area Panel (BAP)
- CAMHS

The Behaviour and Support System is designed to ensure that staff identify students who require support as well as those who do not exhibit the behaviours needed to be successful in their learning. The School provides a positive support package to those students who require additional help to develop the keys skills of Self-Confidence, Resilience and Limitless Aspirations.

All staff repeatedly reference the following key values, to praise, sanction and support all students:

- HG1 / HS-1 | Readiness and Respect
- HG2 / HS-2 | Moral Courage
- HG3 / HS-3 | Self-confidence
- HG4 /HS-4 | Resilience
- HG5 /HS-5 | Limitless Aspiration

All sanctions and support provided by staff operate within the following Behaviour and Support System Framework using these five key Hayesfield values.

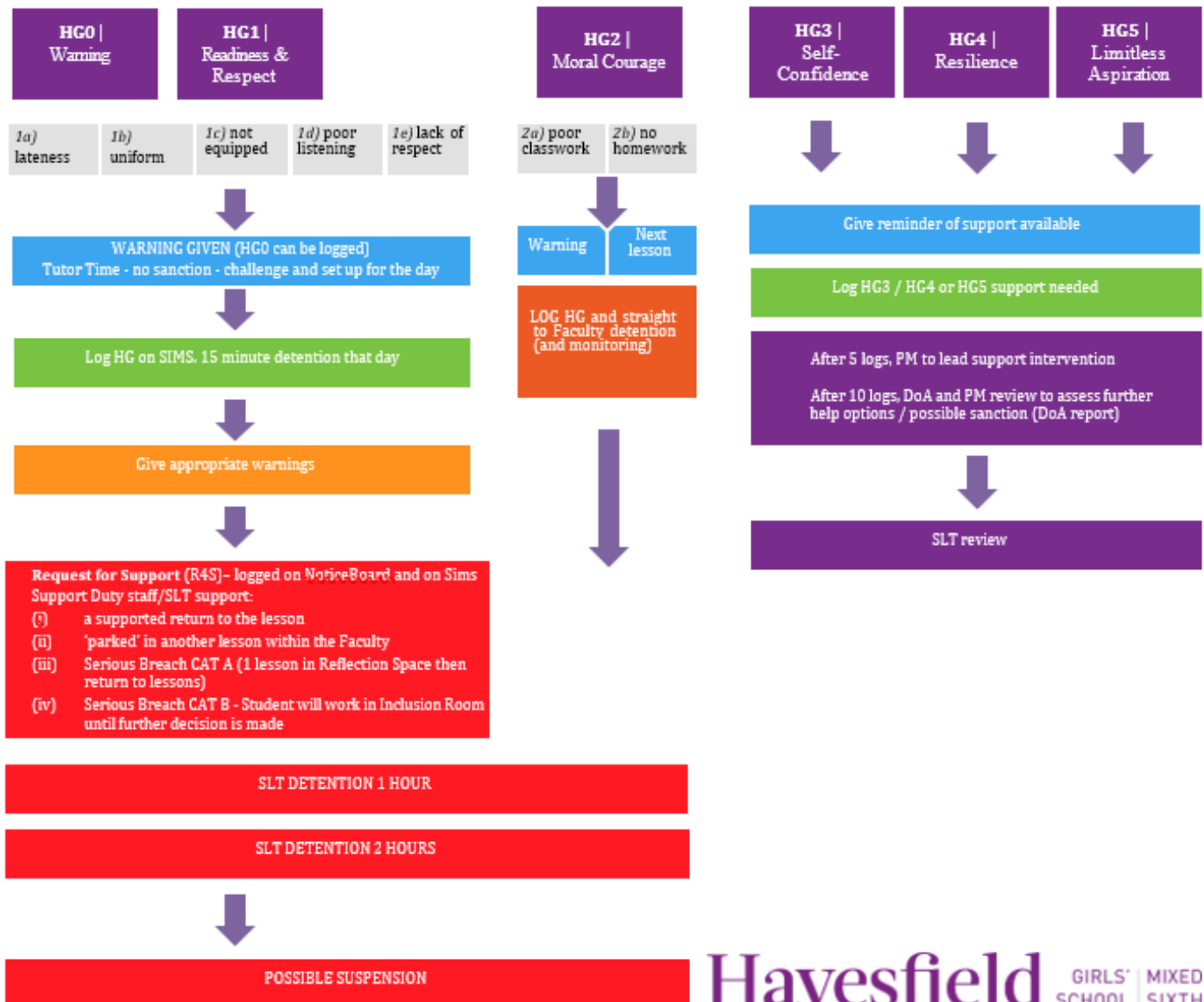
Section A – details the Support System

Section B – details the Detention System

Section C – details the Referral System

Section D – details the Exclusion/Suspension System, which includes Permanent Exclusion from the School

Behaviour and Support System



Section A: The Support System

Staff are asked to log instances where they feel students require further support for the following characteristics. These are known as 'Support Needed' logs:

- HG3 / HS-3 | Self-Confidence
- HG4 / HS-4 | Resilience
- HG5 / HS-5 | Limitless Aspirations

Important note: These logs do not carry any behaviour points, as they are not a behavioural concern.

Role of Tutors

Tutors monitor the logs for daily supportive communication with their tutees. They also communicate with the Pastoral Managers and Directors of Achievement with regards to HG3-5 logs to help them to intervene as quickly and effectively as possible.

Role of Pastoral Managers

Each Year Group has a designated non-teaching member of the pastoral team, a Pastoral Manager, who monitors and supports students' emotional and personal development. Pastoral Managers use these logs to identify students who would benefit from receiving intervention strategies to help them develop holistically. Interventions that are aimed to improve students' wellbeing and mental health are outlined in the School's Welfare Offer (levels 1-4), found in the Guide to Wellbeing and Positive Mental Health.

Role of Directors of Achievement

Each Year Group has a designated teacher, a Director of Achievement, who monitors and supports students' academic development. Directors of Achievement use 'Support Needed' Logs to identify intervention strategies to support students with their learning. They work closely with the Heads of Faculties and the SEN Team to offer support and advice to foster personal growth.

Role of Peers in Years 7-11

Students who have been awarded their HG3, HG4 or HG5 badges are asked to help their peers. Students are paired up with peers who face similar challenges to those that they have faced and overcome. In addition, our team of Trained Student Peer Helpers are used to support their peers: Peer Mentors (Trained by Bath Youth for Christ) mentor younger peers who struggle with Self-Confidence, Resilience and Aspiration; E-Safety Gurus (Trained by Avon and Somerset Police) and Anti-Bullying Ambassadors (Trained by the Diana Award) are also used to help with Self-Confidence and Resilience.

Section B: The Detention System

Our detention system aims to ensure that students receive timely and appropriate sanctions for breaches of expected conduct, with regards to behaviour, uniform and work completion.

There are five types of detention:

- **HG1 After-School Detentions (15-minutes for each log)**
- **HG2 Faculty Detentions (1-hour weekly Detention)**
- **DoA Detentions (1-hour weekly Detention)**
- **Senior Leadership Team Detentions (1-hour Friday after-school)**
- **Extended Senior Leadership Team detentions (2-hour Friday after-school)**

HG1 After-School Detentions (15-minutes for each log)

Tutor time is used to prepare all students for the School Day. Tutors help students to correct uniform or other issue in time for lessons. There is no sanction associated with this.

All teaching staff can then issue an HG1 detention for the following breaches of HG1 | Ready and Respectful:

- 1 (a) lateness to lesson
- 1 (b) uniform

In addition, following warning in a previous lesson:

- 1 (c) lack of equipment

Staff will issue students with a card to inform them of their detention.

DoA Detentions (1-hour weekly Detention)

DoAs will issue a 1-hour DoA Detention for repeated HG logs or repeated lateness to school.

Parents will be informed by letter of this detention, which will be sent via email.

HG2 Faculty Detentions (1-hour weekly Detention)

All teaching staff can issue a 1-hour Faculty Detention for the following breaches, where students have previously received a warning from their teacher:

HG2 Moral Courage:

- 2 (a) poor classwork
- 2 (b) no homework

Parents will be informed by letter of this detention, which will be sent via email.

Staff will issue students with a card to inform them of their detention.

Senior Leadership Team Detentions (1-hour Friday after-school)

Failure to attend a Faculty detention or an HG1 after-school detention will result in a Friday after-school detention. Other Serious Breaches of behaviour, which warrant this sanction, include (but are not limited to):

- Refusing to follow instructions
- Inappropriate language
- Unkindness to peers
- All Serious Breach A will result in a Senior Leadership Team Detention.

Parents will be informed by letter of this detention, which will be sent via email.

Extended Senior Leadership Team detentions (2-hour Friday after-school)

Failure to attend a 1-hour Senior Leadership detention will result in an Extended Friday after-school detention.

Other Serious Breaches of behaviour that can result in a 2-hour SLT Detention all include (but are not limited to):

- Truancy
- Smoking
- Petty vandalism
- Repeated unkindness to peers
- All Serious Breach B will result in an Extended Senior Leadership Team Detention. Parents will be informed by letter of this detention, which will be sent via email

Failure to attend a Senior Leadership Team Detention can result in isolation or a Fixed Term Exclusion

Section C: Parking, Serious Breaches, Isolation, the Reflection Space and the Inclusion Room

The School has two large open learning areas which act as a Reflection Space, supervised by an experienced member of staff. Students can be supervised to work in isolation from their peers in the Reflection Space if a member of SLT deems it appropriate following a Request for Support (R4S). Reflection should not be used as a threat or as an action. Staff should log a R4S on the noticeboard.

Students should not remove themselves; 'reflection' is not an escape mechanism from their Primary Behaviour and also not a chance to dodge work.

The Inclusion Room is based at Brougham Hayes. It is used for those students who have received a Serious Breach – Category B (for a Serious incident). It can also be used for Pre-Suspension or Isolation. This room will be staffed by senior colleagues, members of the Pastoral Team, and members of the SEND Team.

Serious Breach: Category A - Escalation of low-level disruption

- A member of staff who needs support with a student who is disrupting the learning of others, and refusing to cooperate should make a Request for Support (R4S). This should follow an HG1 and further warnings (the opportunity to reflect and make a positive change).
- The teacher asks the student to stand outside the room (if appropriate) and posts a message on the noticeboard (R4S: Initials, staff and room).
- The member of staff on Support Duty must monitor the noticeboard for their session and should be present in the relevant space. They should go to the classroom to support their colleague.
- The class teacher will log the R4S on SIMS.
- The member of staff on Support Duty will speak to the class teacher and the student and decide (with the class teacher) the next steps:
 - (i) a supported return to the lesson – **this is the ideal resolution.**
 - (ii) if it is acknowledged that the student cannot make a supported return to the lesson then the member of staff on Support Duty may 'park' them (within the Faculty) for the rest of that lesson.

'Parking' involves the student being placed in another class in the same subject area (as per the Faculty Parking Rota) where more appropriate support can be provided. Parking is intended as a one lesson supported intervention (it could be 2 lessons if it is a double). A supported conversation between the class teacher and the student will follow, with the aim of returning them to class for the following lesson. Staff cannot park a student without the input of the member of staff on Reflection Duty or the Subject Lead. Parking will always result in the student being issued with a Serious Breach - Category A. The class teacher will log the SB on SIMS, with details of the incident, the subject and lesson. You cannot agree a "Parking in advance" or for a series of lessons!

- (iii) if deemed necessary, the member of staff on Support Duty will accompany the student to the Reflection Space (OLA) and will support that student in settling and getting on with the work. The class teacher sends work to be completed during the lesson time. The student will work under the supervision of the member of staff on Support Duty. The student will return to lessons the following period. Removal from lesson to the Reflection Space will result in the student being issued with a Serious Breach - Category A. The class teacher will log the SB on SIMS, with details of the incident, the subject and lesson.
- When a R4S is logged, and the student successfully returns to class, the class teacher should only

log an HG1 for the initial incident.

- When a student is removed from a lesson ('parked' or to the Reflection Space), parents will be informed by letter. This must be logged as a Serious Breach A. Details will be recorded in the student's personal file and on SIMS. The student is given a Friday 1 hour SLT detention.

Serious Breach: Category B – Serious incident

- Any student who has been involved in a **serious** incident will be given a log for a Serious Breach – Category B.
- A serious incident is defined as an incident that is distinctively and clearly outside the normal behavioural expectations of our students. Category B breaches, where students work for a prolonged period of isolation (i.e. more than one lesson) and may face further sanctions including suspension, are used for the following situations:
 - o An incident that means students need to be isolated to assess whether a suspension or permanent exclusion is appropriate
 - o Any form of physical violence or uncontrollable behaviour
 - o Where students are persistently refusing to show respect to staff and refusing to follow instructions
- The teacher asks the student to stand outside the room (if appropriate)
- The teacher sends a student to reception asking for support; they also post a message on the noticeboard (R4S; SB B: Initials, staff and room). The member of staff on Reflection Duty must monitor the noticeboard for their session and should be present in the Reflection Space
- The member of staff on Support Duty should attend the classroom to support their colleague whilst the admin team locates the member of SLT on duty
- The student will be removed from the classroom and followed up, as appropriate
- The student will work in the Inclusion Room, under the supervision of a senior member of staff
- The class teacher will log the SB on SIMS, with details of the incident, the subject and lesson
- When a student receives a SB B, parents will be informed by letter, and may be invited into school for a meeting. Details will be recorded in the student's personal file and on SIMS
- The student is given a Friday 2 hour SLT detention
- Repeated Serious Breach Bs may lead to suspension being considered, for persistent breaches.

Repeated referrals may lead to exclusion being considered, for persistent breaches.

Section D: The Exclusion/Suspension System

In-line with The School Standards and Framework Act (1998) and DCFS Guidance on Exclusions (September 2008), the decision to suspend or exclude a student for a fixed period or permanently will be taken only:

- In response to serious breaches of discipline such as bringing the school into disrepute, abuse of staff, physical violence between students or being in possession of illegal items. (Please note that all students involved in physical disputes will be dealt with equally where physical contact is made).
- Once a range of strategies have been tried and failed
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school

There are two kinds of suspension:

- Fixed-term suspension
- Permanent exclusion

Managing Students' Behaviour During Their Transition to Hayesfield

Hayesfield admits students from over 40 primary schools in Year 7, all of which have very different expectations on behaviour. In order to support the transition of students during Term 1 of Year 7, we will ensure that any incidents that would ordinarily result in a suspension from School are held as an internal isolation. Students will serve their suspension by attending the School's Inclusion Room. We will proactively look at how we can work with the child and their family to ensure they are better able to meet future expectations.

Suspensions are normally applied as follows:

Suspension Level	Examples of Use	Length	Follow-Up Actions taken to support the students' readmission
Fixed Term: Level One	Used where a pre-suspension warning has proved insufficient or for a significant misdemeanour. Examples include repeated failure to attend SLT detentions, blatant rudeness to staff, swearing at staff, violence or threats of violence to others, defiance, bringing the school into disrepute and cyber-abuse	Usually one or two days. If longer than one day work is provided for completion at home.	At the readmission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of cooperation with the school and risks further fixed period suspensions.
Fixed Term: Level Two	Used in any instance where a longer suspension is thought appropriate. Examples include: on-going defiance, or for students who have already been issued a Level 1 Suspension and repeat the similar undesired behaviour or actions.	Normally two to five days. Work is provided for completion at home.	At the readmission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of cooperation with the school and risks further fixed period suspensions.
Fixed Term: Level 3	Used for those who are responsible for a significant act of indiscipline or for students who have already been issued a Level 2 Suspension and repeat the similar undesired behaviour or actions. Examples include: an act of vandalism to or theft of School property, significant bodily harm to another student, continued on-going defiance, intimidating and threatening behaviour to staff.	Normally three to five days, but can be longer if appropriate. . Work is provided for completion at home.	At the readmission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Parents are informed of the opportunity for a managed move through the BAP. Failure to complete the Report shows lack of cooperation with the school and risks a permanent exclusion.
Permanent: Level 4	Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy, or for activities such as personal illegal drug use or suspected drug dealing. Also used for students who have already been issued a Level 3 Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.	Immediate and permanent.	No readmission. Parents are informed. School informs the Local Authority within 24 hours of our decision to PEX . From the 6 th day onward, the Local Authority is responsible for student's education. All Permanent Exclusions are subject to LA and DfE guidelines.

In all cases of Fixed Period Suspensions, regular reviews of a student's progress and behaviour is carried out by the Director of Achievement and the parents/carers will be informed of any concerns.

The Headteacher and the Deputy Headteacher (Behaviour and Attitudes) will review every student's suspension record three times each Academic Year. We will reward students who receive no further suspensions or serious incidents during this period by reverting the suspension process by one level. In this way, it is possible to remove all records of suspensions over time with sustained good behaviour.

It is worth noting that:

- Any level may be used at any time.
- A level may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEN Code of Practice.
- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well and informed of their right to make representation to the school governors.
- Other than a permanent exclusion, no student may be suspended for more than 45 days in one Academic Year.
- For any fixed period suspension of one to five days, the school has the responsibility to ensure that work is set and marked.
- For any fixed period suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days. From the sixth day, the school may make provision for students to receive their education at Beechen Cliff School or St Marks School for the remainder of their suspension.

Appendix 6

Allocation of Sanctions

In addition, the Headteacher can also:

- Allocate fixed term suspensions
- Permanently exclude a student
- Refer a student to the Governors' Disciplinary Hearing

In addition, the Senior Leadership Team, in consultation with the Headteacher, can also:

- Impose fines
- Refer a student to the Headteacher
- Withdraw a student from a subject
- Alter a student's timetable
- Move a student's Tutor Group
- Contact the Police
- Place a student in isolation
- Withdraw privileges such as Sports Day or Carol Service

In addition, Subject Leaders and Heads of Faculty can also:

- Move a student to a different teaching group
- Withdraw or prevent a student attending a school trip
- Set a Senior Leadership Team Friday after-school detention
- Issue a Faculty Report Card

In addition, Directors of Achievement and Pastoral Managers can also:

- Place a student in isolation
- Place a student on a Daily/Weekly Report
- Withdraw a student from a lesson
- Make a student attend school on an INSET Day
- Arrange counselling
- Refer for poor attendance
- Exclude a student from social activities (e.g. school prom)
- Recommend a time table or tutor group change

Any member of staff can:

- Move a student in class
- issue an HGI detention
- Issue a 1-hour Faculty detention
- Ask parents to meet them
- Issue a community service (e.g. litter picking)
- Refer a student to their Head of Faculty
- Place a student on a Subject Report (with targets for improvement)
- Set extra work or repeat allocated task to a higher standard
- Place a student outside the room for a 5 minute 'cool down' period
- Remove a student from the class to the Referral Room for continual disruption

Appendix 7

Malicious Accusations Against Staff by Students

In line with the Child Protection Policy, the Headteacher will investigate all allegations made against a member of staff by a student. Any concerns regarding the safety of a student will be balanced appropriately against the needs of the staff member to be treated fairly.

If the accusation made against a member of staff by a student is found to be malicious, their actions will be considered to be a significant misdemeanour and an exclusion will be issued, in line with this policy. For an innocent person to be subject to a period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career.

Appendix 8

Prevention of Bullying

The strict behaviour expectations in place at Hayesfield Girls' School and Mixed Sixth Form are used to ensure that all students are free from bullying in our School. The School's Anti-Bullying Policy clarifies the strategies used to prevent bullying and how the School will take action if there are suspected incidents of bullying.

Appendix 9

Teachers' Powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have the power to impose detention outside school hours.

Teachers can confiscate students' property.

Home-School Agreement

Hayesfield provides an inspirational environment in which girls flourish. Here, all girls experience a strong sense of belonging, enjoy freedom from stereotyping and grow limitless aspirations. The wealth of opportunities available, both in and out of the classroom, ensures that all Hayesfield girls develop the self-confidence, resilience and moral courage needed when achieving ambitions.

Student: I understand what is expected of me at Hayesfield and I will always:	Parent/Carer: I will:	The School: We will:
<ul style="list-style-type: none"> • Respect all members of the school community and the school environment • Attend school regularly and on time • Come to school with a positive attitude and think of others so we can all succeed • Follow the uniform expectations and take pride in my appearance • Complete classwork and homework to the best of my ability and on time • Bring all equipment I need for lessons every day • Use my Planner effectively to record homework and achievements (Year 7 only) • Share my Planner and other notices and letters with my parents (Year 7 only) • Ask for help when I need it • Take an active part by participating, contributing, volunteering, and enjoying! • Take responsibility for my personal safety by being thoughtful to, from and between sites • Use social media responsibly, not to make negative comments about the school or individuals 	<ul style="list-style-type: none"> • Support the school's dress code, behaviour expectations, sanctions and rewards • Encourage my daughter to respect the school's dress code, behaviour, sanctions and rewards • Ensure that my daughter attends school regularly and on time • Take an interest in all aspects of my daughter's life at school (reading the School Bulletin, supporting LEAP choices and attending my daughter's 'special' events) • Check and sign my daughter's Planner every week (Year 7 only) • Create a supportive environment for homework and contact the Tutor if this is not possible • Attend all Parents' Evenings, Information Evenings and other discussions about her progress • Keep the school informed about any issues that may affect my daughter's work or behaviour • Keep the school informed of any change in details including address, telephone numbers and email • Support the school by ensuring that my daughter is using social media appropriately 	<ul style="list-style-type: none"> • Provide a safe, happy and secure environment for your daughter at all times • Promote the highest standards in work and behaviour • Provide opportunities beyond the classroom to enrich, support or extend learning • Meet your daughter's learning needs by providing a balanced and varied curriculum • Encourage your daughter to take pride in her work; celebrate her success and achievement • Provide freedom from stereotyping and encourage individual growth by fostering mutual respect • Keep parents informed about their daughter's progress and general school matters by communicating with them directly wherever possible and to respond to queries within 48 hours • Operate zero tolerance of the use of social media to make negative comments about the school or individuals in it
Signed.....Date.....	Signed.....Date.....	Signed.....Date.....

Appendix 11

Sanctions for Improper Use of Mobile phones

Students are permitted to bring their mobile phones to School and these should be switched off and kept in bags during the School Day, unless authorised otherwise. The agreed use of mobile phones for students in each Year Group can be found in the Bring Your Own Device (BYOD) Policy and E-Safety Policy.

Students who use their phones inappropriately will be sanctioned in line with this Policy. Namely:

- Lower School students (Years 7-9) who are found using their phones inappropriately in class time will have their phone confiscated. Those found using their phones during break or lunchtimes will hand their phone to Reception and be permitted to collect it at the end of the School Day. Parents will be asked to collect the phone from Reception if the student is caught frequently using her phone. If a student has to commute between sites on the School Day, they must report to Reception to collect the phone before the commute and hand it back into Reception at the end of their commute.
- Upper School students (Years 10-11) who are found using their phones inappropriately in class time will have their phone confiscated. They will be permitted to collect it at the end of the School Day. Parents will be asked to collect the phone from Reception if the student is caught frequently using her phone without permission in lesson time. If a student has to commute between sites on the School Day, it is her responsibility to go back to the original Reception at the end of the School Day to collect the phone.

Students are not permitted to use their device to record audio or take photographs or video other students or members of staff without their permission. Any instances where students are found filming other students or teaching staff without their permission will be treated as a significant misdemeanour and action taken accordingly.

Incidents where students upload material, for public viewing, illicitly filmed at Hayesfield Girls' School will be treated as a significant act of indiscipline and action taken accordingly.