



Hazelwood Schools

Positive Behaviour and Anti-Bullying Policy

Reviewed and Adopted: **Spring 2025**

Reviewed by: All Staff / LTS committee

Next Review: **Spring 2028**

Review every three years

Intent

At Hazelwood Schools, we strive to be a caring community where every member feels valued and respected. As our vision shows, we aim to support the emotional and social development of every child through our values. As a school community, we believe that our vision is underpinned by our twelve values, which are taught explicitly in lessons and modelled throughout everything that we do.

The graphic features the Hazelwood Schools logo (a red circle with a white 'H' and 'HAZELWOOD SCHOOLS' text) in the top left and top right corners. The title 'Our Vision and Values' is written in large, bold, red font in the center. Below the title is a paragraph of text: 'At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.' Underneath this text is a grid of twelve circular icons, each representing a value: Respect (globe), Kindness (hands holding a heart), Resilience (rocket), Responsibility (document), Courage (silhouette of a person), Appreciation & Understanding (globe with people), Ambition (mountain with flag), Creativity (brain with gears), Teamwork (hands in a circle), Trust (two children talking), Honesty (hand holding a red heart), and Fairness (scales). Below the icons is the text 'Our shared values are at the heart of all we do.' and the slogan 'Believe and Achieve' in large, bold, red font.

Our Vision and Values

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

Our shared values are at the heart of all we do.

Believe and Achieve

We believe that the establishment of a good learning environment both within and outside the classroom is key to effective teaching and learning. Effective teaching and learning is dependent on positive relationships established at school through interactions between staff and children and between children themselves. We also believe that it is crucial for parents to embrace the values of the school and to model appropriate behaviours.

This Positive Behaviour Policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. It aims to promote a positive school ethos through positive behaviour strategies and celebrations of success. Furthermore, the policy aims to promote firm action against bullying of any kind and ensure that all members of the school community recognise that there will be consequences for poor behaviour choices and that these are consistently and fairly implemented.

Implementation

Our Positive Behaviour Ethos

At Hazelwood Schools, we expect children to make positive behaviour choices. We recognise that children have to learn positive behaviour and, as in all aspects of life, they sometimes have to learn from their mistakes.

At Hazelwood Schools:

- We establish class rules with our children at the beginning of each year to facilitate discussion of behaviour throughout the year;
- We aim to act rather than react;
- Before taking any action, we communicate, clearly and effectively, our intentions to the child;
- We give appropriate, fair and effective consequences that are relevant to the child and the behaviour and, if appropriate, involve the child in determining these consequences;
- We remain open and honest with children and follow through with decisions made;
- We strive to let our voices and body language make it clear to the child what we expect them to do;
- We strive to be a “no shouting school” – only using shouting if absolutely necessary or if someone is in immediate danger.

And so...

- We recognise, praise and reinforce positive behaviour;
- We set clear and high expectations in a positive way, rather than in a negative way;
- We provide simple explanations for these expectations so that all children can understand them;
- We allow time for children to respond to expectations;
- We focus on the specific behaviour and intent, not the individual children involved;
- We engage in a helpful and restorative dialogue with the child, providing choices to them when appropriate;
- We encourage the child to seek help and ensure that they always know who is available to help them.

Positive Behaviour Strategies

The following is a guide (not an exhaustive list) to some of the positive behaviour strategies the school staff and children can employ to reward, recognise and encourage positive behaviour:

- Use of Assemblies, PSHE and Social Stories to discuss aspects of personal and social development including positive and negative behaviour;
- Certificates given in weekly Achievement Assemblies linked to the values;
- Stickers and rewards linked to positive behaviour (see later section);
- Adults and children acting as good role models, demonstrating positive behaviour through our values;
- Giving positive feedback to individuals about their work/behaviour and commending behaviour to the whole class;
- Showing work and sharing positive behaviour with others, including older children, staff, members of the Senior Leadership Team, as well as parents, to recognise positive behaviour and effort;
- Making reasonable adjustments for individuals as required, e.g. strategic ignoring, working on their own at a separate work station, specialised support;
- Recognition of good behaviour through our ‘Good to be Green’ class-based system;
- Positive praise through verbal feedback, following our Marking Policy, stampers, value stickers in books;
- Discussing whole school behaviour issues at School Council meetings and pupil voice opportunities;
- Consistent use of positive praise by all staff as a valued and prompt response to positive behaviour or achievement;
- Access to our Learning Mentor to discuss feelings, behaviour and social skills;
- Use of Play Leaders and Buddies to deal with disputes during games within the playground;
- Setting of personal and class targets for improving work and/or behaviour;
- Availability of the Hub at lunchtimes where children can withdraw if they find the playground overwhelming.

Rewarding Positive Behaviour

Rewards for expected positive behaviour choices are essential to ensure that our children feel valued and appreciated for making positive choices. There are many rewards and ways of celebrating positive behaviour in all aspects of school life, so it is possible for all children to achieve these rewards. As well as verbal praise and feedback, and the strategies listed above, these include:

- **House Points – Dojo Points**

These are awarded to our three houses: Rowan, Oak and Maple by any adult within the school. House points are awarded for positive behaviour, good work and demonstrating our school values. Up to 3 house points can be awarded per action.

The House Points are totaled and collected at the end of each week. Totals are shared in the Achievement Assembly and the class who collects the most house points from each house receives the House Points Trophy. At the end of each term, the house with the most points across the term receives a collective prize (e.g. a non-uniform day, additional play etc)

- **Tree Treats**

At Hazelwood, one way in which our school encourages positive behaviour for learning is by providing classes with opportunities to collaboratively collect tree treat points for their class on Class Dojo. When a member of staff observes positive behaviour from the whole class, the adult can award them a tree treat point.

Once a class has collected thirty tree treats, they can collectively discuss their preferred 'class treat' options.

- **'Great to be Gold' Award**

A child that has shown exceptional behaviour may be awarded a Great to be Gold card in their Good to be Green wallet as well as a 'Gold Behaviour Point' on Class Dojo, earning them an extra 10 house points for their class. In addition, the child will have their name on a slide and receive a special certificate from the Headteacher during Achievement Assembly.

- **Values Stickers**

Stickers representing our twelve school values can be given to children for demonstrating them in their work or behaviour. Children are given the choice of wearing the stickers or putting them next to their work in their books.

- **Individual Class Rewards**

Different Year Groups and individual teachers may also choose to have an in-class system for rewarding positive behaviour choices. These will vary but will always be in accordance with our behaviour policy and existing systems.

Good to be Green Positive Behaviour System

Hazelwood Schools use the 'Good to be Green' Positive Behaviour System as a whole school system for promoting positive behaviour, linking behaviour to our school values.

The Good to be Green system aims to reward those children who consistently behave appropriately, and is a means of being able to track those children who find it harder to meet the Schools' expectations for behaviour. The system is very visual, with child friendly resources which allow our children to easily see how they are doing in class.

At Hazelwood, we believe that **every day is a new day**, and our Good to be Green system reinforces this. Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says: 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having consistently done the right thing. Exceptional behaviour may result in a child receiving a 'Great to be Gold' card.



Poor Behaviour Choices – Good to be Green System

Whilst we strive for positive behaviour choices at all times, there will inevitably be times when poor choices are made. We believe that the majority of poor behaviour choices can be addressed by all

staff members using positive reinforcement. However, there are times when appropriate consequences are required to address these choices.

Any consequences for poor behaviour choices will be actioned on the day of the poor behaviour choice unless a specific reason prevents this (see below).

Examples of the different levels of Poor Behaviour Choices (this is not a definitive list)		
Level 1 Behaviour	Level 2 Behaviour	Level 3 Behaviour
<ul style="list-style-type: none"> • Verbal Disruptions <i>(e.g. interrupting or calling out)</i> • Social Disruptions <i>(e.g. spoiling other children's games)</i> • Physical Disruptions <i>(e.g. running in the corridors or play fighting)</i> • Attention-Seeking Behaviours <i>(e.g. distracting others)</i> • Work Avoidance <i>(e.g. deliberately wasting time)</i> 	<ul style="list-style-type: none"> • Persistent Level 1 behaviour • Disruptive Behaviours <i>(e.g. persistent hindering of children's learning)</i> • Defiance and Disrespect <i>(e.g. arguing back or rudeness to a member of staff)</i> • Inappropriate Language <i>(e.g. swear words)</i> • Dishonesty and Vandalism <i>(e.g. lying or defacing work)</i> • Physical Aggression <i>(e.g. minor hitting or kicking)</i> 	<ul style="list-style-type: none"> • Persistent Level 2 Behaviour • Violence and Aggression <i>(e.g. dangerous fighting or deliberately hurting someone)</i> • Aggressive or Discriminatory Language <i>(e.g. directed swearing or any racist language)</i> • Dangerous Behaviours <i>(e.g. unsafe online behaviour; possessing a weapon; vandalism)</i> • Any perception of sexual abuse, discrimination or prejudice-based bullying or bullying of any kind

Procedures for Issuing Consequences		
Level 1 Behaviour CLEAR WARNINGS	Level 2 Behaviour YELLOW WARNING CARD	Level 3 Behaviour RED CARD
<ul style="list-style-type: none"> • Child is given a clear warning identifying the poor behaviour choice and suggesting ways to make positive behaviour choices. • A second warning will be issued using a 'Stop & Think' card if required with a visual reminder that the next stage will be a Yellow Card. 	<ul style="list-style-type: none"> • If two warnings for Level 1 behaviour have been issued, and the poor behaviour choices have continued, a Yellow card will be issued. • A Yellow Card can be given without warning if Level 2 behaviour is displayed. 	<ul style="list-style-type: none"> • Two Yellow Cards for Level 2 behaviour will result in a Red Card. • For persistent Level 1 behaviour, a further two warnings will be given after receiving a Yellow Card before the child receives a Red Card. • A Red Card can be given without warning if Level 3 behaviour is displayed.

Possible Consequences for Poor Behaviour Choices		
Level 1 Behaviour CLEAR WARNINGS	Level 2 Behaviour YELLOW WARNING CARD	Level 3 Behaviour RED CARD
<ul style="list-style-type: none"> • Discussion with a member of staff about behaviour choices referring to our school values and positive ways forward. 	<ul style="list-style-type: none"> • Reflective discussion with the adult who issued the Yellow Card • If during class time, 5 minute reflection in another class within the Year group • If during break or lunch, 5 minute reflective time out in the playground • Discussion with Class Teacher about behaviour choices referring to our school values and positive ways forward 	<ul style="list-style-type: none"> • Up to 20 minute reflection with SLT either at the beginning of lunchtime or the end of the afternoon before pick up • Discussion with Class Teacher about behaviour choices referring to our school values and positive ways forward • Conversation or telephone call with parent from member of SLT/class teacher • Verbal / written apology to the

	<ul style="list-style-type: none"> • Verbal / written an apology to the person/s affected by the behaviour choice • Cleaning / tidying up the result of the behaviour, e.g. cleaning graffiti from a desk 	<p>person/s affected by the behaviour choice</p> <ul style="list-style-type: none"> • Cleaning / tidying up the result of the behaviour • Lost learning time to be made up at a suitable time decided by the class teacher • Meeting with Headteacher - possible exclusion (internal or external) dependent on severity of behaviour choice
--	---	--

Once the child has completed their reflection at Level 2 (Yellow Card), they will stay on Yellow and have the opportunity to move back to Green by showing positive behaviour choices. Once the child has completed their reflection at Level 3 (Red Card), they will return to Yellow and have the opportunity to move back to Green by showing positive behaviour choices. Children will be reminded that every day is a new day and all children will return to Green for the next day regardless of what happens.

Playtimes and Lunchtimes

Due to the playground structure being very different to the classroom, staff may decide that a child would benefit from de-escalation strategies such as ‘time out’ in the playground. Any cards issued will be communicated to the class teacher at the end of breaktime or lunchtime.

Extended Provision (Clubs)

We reserve the right to withdraw or refuse children’s access or attendance to extended provision e.g. After School Club, Breakfast Club or any other extra-curricular club if, as professionals, we consider children’s behaviour a risk or a health and safety concern.

Internal Exclusion

Occasionally, a child may receive an internal exclusion for repeatedly receiving red cards or a specific red card incident, depending on the severity. The child’s parent/carer will be informed by phone or email. Children receiving an internal exclusion will be sent to another class or member of SLT to complete directed learning provided by their class teacher.

External Exclusions (Fixed Term)

At Hazelwood Schools, we recognise the damaging effects of excluding children as it leaves them open to further social exclusion which increases the chance of future harm. However, for serious incidents or frequent poor behaviour where a child has breached the behaviour policy, a child might be excluded from school for a given period of time; a fixed term exclusion.

Parents/carers will be contacted by telephone first and a letter giving details of the incident will follow immediately. A copy of the letter will be sent to the Chair of Governors and the Local Authority.

If a child receives a fixed term exclusion then their parents/carers will be expected to attend a re-integration meeting at the school with a member of the SLT upon the child’s return. This meeting aims to support the child in having a successful return to the school.

Parents/carers have the right of appeal against the exclusion and should write to the Chair of Governors, requesting a meeting within 15 school days with a panel of Governors to consider whether the exclusion was justified in terms of the school’s behaviour policy. On rare occasions, and in extreme circumstances, there is also the possibility of permanent exclusion from school.

Adapting the Policy for EYFS

We recognise that our youngest children may find regulating their behaviour more challenging and are learning the new rules and routines of Nursery and Reception. In line with the EYFS curriculum, a primary focus will be on developing self-regulation strategies and understanding classroom rules and routines, rather than consequences for poor behaviour choices.

Children with SEND

As an inclusive school, we recognise that behaviour can be different for all children. For children with Special Educational Needs, we know that dis-regulation can be the cause of perceived poor behaviour choices. We will work with all children, parents/carers and staff to ensure that adaptations are made to support individuals as appropriate. Discussion with SLT and/or the Inclusion Team will determine the outcome of behaviour choices or breaches of our policy. All children are dealt with on an individual basis without prejudice or bias. An individual behaviour plan may need to be created to support the child and their choices.

Bullying (The Anti-Bullying Policy is now combined with this policy)

Bullying is defined as

"behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally"

(DfE definition - Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies).

Anyone has the potential to be a target or perpetrator of bullying.

Bullying of any kind is unacceptable at Hazelwood Schools, including being a complicit bystander, this means that anyone who knows bullying is happening is expected to tell an adult. If an incident of bullying should occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Aims and Objectives

- To create an atmosphere of openness and trust within the school community where everyone will know that bullying will not be tolerated
- To provide a curriculum and an environment which promote children's self-esteem and respect for others
- To implement appropriate strategies for dealing promptly with any complaints or incidents of bullying as they arise
- To ensure that all governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is which includes peer on peer abuse on and off line
- To ensure that all governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported and arises

What is Bullying?

Bullying may be distinguished from other unacceptable forms of behaviour in that it involves the dominance of one child by another, or a group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident. It is the wilful, conscious desire to hurt or threaten or to frighten someone else often over a period of time. When discussing bullying with pupils it is explained as an act that has been carried out: **Several Times On Purpose**. To do this, the bully has to have some kind of influence or control over the victim/s (and possible by-standers), a power not always recognisable to the staff member. How bullies exercise their illegitimate power depends on who they are, who the victim is and the context. Bullies are not recognisable stereotypes. Increasingly, bullying can happen through the use of communications technology such as text messages, e-mails or internet 'chat rooms', gaming and other social media. This form of bullying is seen to be just as unacceptable as 'face to face' confrontations.

Bullying may vary in its severity, frequency and in the numbers of people involved. The main forms of bullying are:

- Emotional - excluding, tormenting (e.g. threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures, names
- Sexist – comments, gestures, actions or attention that is intended to hurt, offend or intimidate
- Verbal - name-calling, sarcasm, spreading rumours, teasing

- Cyber - all areas of internet, such as email, social media and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities

Bullying is not:

- Falling out with your friend
- Not getting your own way
- Other children not doing as you say, not playing the game that you want or not playing exclusively with you

Why is it Important to Respond to Bullying?

Bullying can be extremely damaging. It can lead to a lasting lack of self-esteem, depression, anxiety and even physical harm. Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Children who are bullying need to learn different ways of behaving. Our school has a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may not want to tell anyone if they are being bullied, but their behaviour might well show that something is not right. Adults should look out for these signs when a child:

- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Feels ill in the morning
- Is frightened of walking to or from school – begs to be driven
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Changes their usual routine
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or ‘go missing’
- Has unexplained cuts or bruises
- Asks for money or starts stealing money
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Becomes secretive, especially around internet links
-and in worst cases
- Attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Preventing Bullying

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of class/school rules
- signing a behaviour contract
- visiting charities or external companies leading assemblies or workshops
- Assemblies with a focus on the School Values
- reading stories about bullying or having them read to a class or assembly
- using the curriculum, particularly PSHE, to raise awareness and to have discussions about bullying, why it matters and why ‘standing by’ is nearly as bad as doing the bullying
- taking part in the national Anti-Bullying Week
- Teaching online safety, as well as frequent reminders during Computing lessons and when engaging with online activities or online meetings.
- Anti-bullying workshops, as well as online bullying workshops included regularly as part of the curriculum

- Parent workshops for online bullying, with regular reminders and updates through school communications.

Our Procedures

1. All incidents of bullying should be reported to staff – Class teacher in the first instance; then Year group leader; Deputy Headteacher for that Phase; and as a last resort the Headteacher.
2. All reported incidents will be fully investigated to ascertain whether they are a case of bullying or other behaviour issues which can be dealt with through the school's Positive Behaviour policy. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
3. In all proven cases of bullying, the incidents will be recorded by staff on our Management Information System (MIS), Arbor, and reported to Governors
4. A member of the Senior Leadership Team will meet with all the children involved to allow the perceived 'victim' of the bullying to explain what has been happening and how that has made them feel and the perceived 'bully' to respond to the allegation or apologise as appropriate. In all cases parents of both the victim and the bully will be informed.
5. The school will be proactive in supporting the victim and also work with the bully (bullies) to support them in changing their behaviour. This will be closely monitored.
6. If necessary and deemed appropriate by the Headteacher, police will be consulted.

The school will respond to all the children involved in a bullying incident by:

- Actively listening
- Offering support and strategies to deal with unwanted behaviours
- Helping the children to take responsibility for their action and to recognise the hurt that they have caused
- Involving parents/carers
- Involving outside agencies to support the child as appropriate

Outcomes

1. The bully (bullies) will be dealt with as the Senior Leadership Team deem appropriate according to the facts they have investigated, the full context to which only they might be fully aware, and in line with the school's Positive Behaviour Policy and with full parental involvement.
2. In serious cases, exclusion will be considered in line with the school's Positive Behaviour Policy.
3. The school's expectation is that the children will be reconciled with the support of the parents.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Bullying off the School Premises

While the school will make every effort to deal with bullying on the school premises, and to prevent bullying outside the school gates, we recognise that we cannot be held directly responsible for bullying that takes place off site, by children in our school, or by children of other schools or on children's journey to school. However, we will take seriously any bullying incident and take every reasonable step to support the pupil.

At Hazelwood Schools, we encourage children to tell us and their parents about incidents that happen inside and outside school so that we can:

- Alert parents to the fact that children are having unsupervised and inappropriate internet contact
- Raise concerns and take steps as appropriate, e.g. contact police to alert them to trouble spots, gangs, inappropriate images and sexual harassment etc
- Alert colleagues in another school whose children may be involved off premises
- Map safe routes to school in the event of a child being bullied on their journey to school
- Offer children strategies to handle bullying off the school premises

Where bullying takes place online as part of our curriculum (e.g. online meetings, home learning etc), this will be dealt with as if it were bullying face-to-face on the school premises.

Cyber-bullying

Children have clear structures to deal with online abuse such as cyberbullying which are cross referenced with other school policies. Through online safety lessons, children understand the impact of cyberbullying and trolling and know how to seek help if they are affected by any form of online bullying and also know how to report this abuse when using the internet and related technologies, i.e. parent or carer, teacher or trusted adult within school, or an organisation such as Childline or the CLICK CEOP button.

Peer on Peer Abuse

Peer on Peer Abuse is unacceptable and will be taken seriously at Hazelwood Schools. The school does not accept the terms 'banter', 'just having a laugh' or 'part of growing up'. Peer on Peer Abuse can have a lifelong impact on children's mental health.

Peer on Peer Abuse is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying);
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **gender based violence**;
- **sexual violence**;
- **sexual harassment** such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- **sexual exploitation** (form of child sexual abuse) where children are sexually exploited for money, power or status;
- **upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their underwear or genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence under (Voyeurism Offences Act) 2019;
- **sexting** (also known as youth produced sexual imagery) this is when someone sends or receives a sexually explicit text, image or video. Pressurising someone into sending nude selfies, pictures or sharing someone's picture without their permission even if it's a friend is wrong and even illegal.
- **being touched in a sexual way** that makes you uncomfortable, being pressurised to send naked pictures or being made to sexually stimulate yourself or others is illegal.
- **Initiation ceremonies, hazing or other rituals**;
- **emotional** abuse;
- **financial** abuse.

The school will follow the procedures set out in this policy as well as the Safeguarding Policy to safeguard children against Peer on Peer Abuse and promote open conversations through our PHSE programme. Raising awareness with all children about the effects of Peer on Peer Abuse is essential and ensuring children have a voice in the school to raise concerns.

Positive Handling / Restraint Techniques

The safety of all of our children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson.

The 2006 Education Act (Section 93) enables school staff to use reasonable force (physical intervention) in the circumstances to prevent a child from doing, or continuing to do any of the following:

1. committing any offence (or for a child under the age of criminal responsibility, what would be considered an offence for an older child);
2. causing personal injury to, or damage to, the property of, any person (including the child himself); or

- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its children, whether that behaviour occurs during a teaching session or otherwise.

Schools have a duty of care to all members of the community. On rare occasions, children who present a risk to themselves, other children or staff, may need to be restrained. As a last resort, staff will use the recommended Positive Handling techniques when doing so. Please refer also to our separate Positive Handling Policy. Parents/carers will be informed of the use of these techniques if used.

Working with Parents

We are committed to establishing and maintaining an effective working partnership with parents/carers which we believe will positively affect standards of behaviour and achievement.

We are also aware that parents/carers may often hear short snippets of the school day and these can sometimes only focus on the negative. We strive to communicate with parents/carers as best we can, and maintain parental trust in the school system in order to proactively and positively resolve any breach of the Positive Behaviour Policy. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If it needs to be taken further, there is a process of who to contact next e.g. Year Group Leader, then the Deputy Headteacher for their Phase, and finally the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented using the Schools' Complaints Policy.

Please refer to our Home School Agreement for how the school, parents/carers and children can work together to ensure positive relationships at Hazelwood.

The class teacher may contact a parent/carer if there are concerns about the behaviour of a child. However, if these concerns continue, the class teacher will seek support and advice from the Year Group Leaders, Inclusion Team, Deputy Headteachers or Headteacher. The school liaises with external agencies and professionals, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of the child with the Local Authority Behaviour Support Service. Schools may consult with such professionals outside of the school without parents' permission.

Online Safety

Please refer to our Online Safety Policy. We also follow guidance from the DfE and the UK Council for Internet Safety (UKCIS), as well as other professional organisations to ensure the safety of our children.

Any behavioural incidents that occur online involving our children, outside of school hours, will be dealt with in school once our children or parents report their concerns to a member of school staff. Occasionally, we may contact or seek advice from external agencies and professionals e.g. the police, CEOP.

Impact

We believe that our Positive Behaviour Policy is in line with our schools' vision of nurturing responsible citizens and achieving educational excellence here at Hazelwood Schools. Through the strategies and guidelines above, we feel we can measure the impact of our approach to behaviour.

Incident logs

A variety of different logs are kept at Hazelwood. There are logs to record the following:

- Any Red Card incident
- Any incident involving a child or anyone employed at the school, which results in personal injury
- Any perceived bullying incident (including cyber-bullying), racism or homophobia
- Any behaviour incident which may be considered a safeguarding concern
- Any contact about children from outside agencies

These logs will be recorded by a member of Senior Leadership Team and are all dated, indicate people involved, relevant information and action taken. The logs are held on our online Management Information Systems and reported to Governors termly and Ofsted in the event of an inspection. These records are confidential and can only be viewed by the parents of the child or outside agencies where appropriate.

Monitoring and Review

The Governing Body will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governing Body will pay attention to all matters of equality defined by the Equality Act 2010; it will seek to ensure that the school abides by the statutory and non- statutory guidance and that no child is treated unfairly because of protected characteristics.

The Governing Body reviews this policy regularly. The Governors may, however, review the policy early if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.