



HOLMWOOD HOUSE
SCHOOL

BEHAVIOUR POLICY

This Policy Applies to Holmwood House School and Early Years Settings

Created: July 2017

Reviewed: July 2021

HH Last Reviewed: August 2021

Next Review: Summer 2022

INTRODUCTION

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2021, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021)

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Holmwood House School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

Holmwood House School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

CODE OF CONDUCT

Holmwood House School community of directors, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's code of conduct of 'Care, Courtesy and Consideration'.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will **never** be tolerated. Our

Anti-Bullying policy is available on the school website. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Coronavirus (COVID-19)

Pupils and parents should be made aware that this policy and its sanctions apply if and when pupils are working in a virtual environment outside of the normal school setting.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Holmwood House School undertake to uphold the school's policies and regulations, including this policy. They will support and work with the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We will always telephone home on the first day of an unexplained absence in order to establish the reason. Parents are required to contact the school each day of a child's absence through illness. Please note that it is the Board of Directors' policy usually not to allow holidays to be taken during term.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, for example the School Council which meets once per half term to hear the pupils voice.

JURISDICTION

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

CONSISTENCY

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy recognises the need for a behavioural approach to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline

- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider whether behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy.
- The Help Card is designed to give a structure for pupils to focus on improvements in their attitudes to learning, behaviour and concentration, or is adapted to suit the needs of the individual requiring support.

TEACHING AND LEARNING

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

Holmwood House School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

REWARDS AND SANCTIONS

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

The Headteacher for his/her part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include: verbal and written warnings, show downs, referrals, detention, suspension for a specified period, removal or expulsion.

REWARDS & SANCTIONS FOR BREACHES OF DISCIPLINE THAT DO NOT MERIT EXCLUSION

At Holmwood House School, we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system

of rewards and sanctions which are designed to promote a calm, disciplined learning environment; thus supporting our principle that 'happiness is the key to progress'.

Rewards

Good behaviour, effort and achievement are recognised in the following ways:

- Verbal praise is given by all members of staff, not just class/subject teachers, for achievement and effort in both academic work and behaviour.
- Verbal praise can initially be reinforced by drawing their achievement or behaviour to the attention of other members of staff and, in exceptional cases, to members of the SLT.
- Show Ups are a more formal reward for academic achievement or good behaviour. They are recorded by the class teacher in Years R to 3 or marked in the pupil's prep diary in Years 4 to 8. They are collected over the year and are included in the Element Competition. Effort in any area of a pupil's school life can be rewarded with show ups. Each pupil's show ups collected over the academic year are converted into Element stars. These, together with the behaviour and attitude of each pupil, are taken into account when deciding upon the bronze, silver and gold prizes awarded at the Prize Giving event for pupils in Years R to 3 or on Speech Day for pupils in Years 4 to 8.
 - Golden Awards are made weekly to individuals in each class in Years R to 3 based on the Golden Rules. Under these criteria, the awards are made for the whole term, the child receiving an annotated leaf (Years 1 to 3) or Proud Cloud (Reception) which is placed on the Golden Tree for all to see. In addition the child receives a Golden Award badge to wear for the week. The presentations are made weekly in the Pre-Prep assembly. Golden Awards are recorded in the Golden Award book as well as appearing in the school newsletter.
 - Pupils in Years R to 5 may be awarded one of the 5R badges (Resourcefulness, Responsibility, Reasoning, Reflection or Resilience) each week based on nominations from staff for their learning attributes. These badges are awarded on Friday assemblies and kept for one week.

Many additional awards are given out at Speech Day for Laetatum, subject prizes (for pupils in Year 8) and specific awards for music, the arts and sport.

As part of the reward for gaining positions of responsibility, badges are awarded in a number of areas, such as pupil Heads of Element, Deputy Heads of Element, Charity Representatives (for pupils in Year 8), School Council and Eco Committee Representatives (for pupils in Years 1-8) and Overnight Stay [Boarding] Representatives (for pupils in Years 4 to 8).

Recognition of achievement and effort in sport, art, DT, music and drama is made throughout the year in the form of 'Colours' which are worn as badges and in the case of sports colours a 'flash' is sewn onto the pupil's games kit.

Additionally, pupils who demonstrate exemplary conduct, outstanding effort and progress, academic achievement and service to the school are recognised:

- Recognition of being exemplars of the code of conduct is the responsibility of tutors, who monitor 3C show ups attained by their tutees. 3C badges are issued regularly and kept by pupils for the whole year. Badges are issued for collecting five 3C show ups, providing a pupil has not received a show down or five written warnings. Badges may be removed for a lapse in behaviour.
- Recognition of pupils who have attained highly in both effort and achievement:
 - Effort grade badges are issued on a termly basis using information from half termly reports; the top 10% of pupils are nominated for a badge.
 - Achievement grade badges are issued on a termly basis using information from half termly reports; the top 10% of pupils are nominated for a badge..
 - Progress badges are awarded for significant improvements from the first half term to the second in effort and/or achievement using information from half termly reports.
- Recognition of pupils who have made good progress is the responsibility of all staff, but information regarding the nomination of pupils for this award is collated and monitored by tutors. The badge can be awarded for any aspect of progress e.g. academic, social, attitude, behaviour, sport, music and is kept for the half term.

To facilitate the maximum enjoyment/impact of badges, blazers must be worn to and from school, during all assemblies, and by choice throughout the day. They may **not** be worn during active play.

Sanctions

The main thrust of the current sanctions policy is to remind, reiterate and reinforce the behaviour of the pupils according to the code of standards which are introduced from Reception (EYFS, exemplified by the Golden Rules).

The sanction system is based on 6 levels ranging from verbal reprimands at the lowest level to the most severe sanction of exclusion at level 6. Most children respond positively to levels 1 and 2 and it is rare for the higher levels to be invoked, but should this be necessary matters are referred to the Deputy Head.

Level 1

Verbal reprimand: at the time of the offence, a verbal reprimand is given to the pupil(s) expressing disapproval/disappointment and a reminder is given of the correct, acceptable behaviour.

Examples of behaviour which would come into this category of sanction with the average pupil would include talking in class, lack of courtesy towards peers and staff, running in the Garden Block, talking in prep, uniform discrepancies, etc.

This makes up the majority of sanctions needed, but where unacceptable behaviour becomes frequent the following sanctions may be used as appropriate.

Level 2

For pupils in Years R to 3:

- Loss of free time: on the playground, a further occurrence after a verbal reprimand, may result in 'time out' for a short time.
- Where a pupil fails to respond, they may lose free time (playtime) and remain indoors under supervision.
- The use of 'name on the board' strategy for low level disruption has proved an effective deterrent. If their name appears on the board, a pupil is sent to the Head of Phase and may lose free time, write an apology, etc. Some class teachers may use a traffic light system as a visual monitor of behaviour, which is equally effective.

For pupils in Years 4 to 8:

Written warning: used to reinforce a verbal warning for repeated offences or used immediately, depending on the offence. These are recorded in the pupil's prep diary and on the iSAMS management information system.

- Loss of Free Time: as an alternative or in addition to the written warning at this level, a member of staff may remove a pupil's free time with immediate effect. An example of where this would be appropriate would be if a pupil wastes lesson time despite being prompted to focus on the task in hand. This is a teacher-led sanction and is quite distinct to the 'removal' sanction found at Level 5.

Level 3

For pupils in Years R to 3:

Recording and Reporting: if, after the sanctions at Level 2, a pupil continues to display inappropriate behaviour, incidents will be recorded by the Head of Phase and logged on iSAMS as a Pre Prep Intervention/File Note. Any concerns that staff may have or, that a parent or child report, regarding any child's behaviour will be discussed in staff meetings so that all staff can help monitor the situation. Behaviour strategies will be discussed and may be raised with parents if felt appropriate.

For pupils in Years 4 to 8:

Show Down: recorded in the pupil's prep diary, in the specific section, giving details and initialled by the member of staff and on iSAMS. The pupil is required to hand in the Show Down to their tutor (or in their absence, the Head of Phase) at the earliest opportunity. Given immediately for offences such as a pupil being offensive to a peer, repeated transgressions already given levels 1 & 2 treatment, or for continuous lack of effort with academic work including prep. The significant difference between Level 2 and Level 3 is that it is recorded on the tutor report as well as in the child's profile on iSAMS.

Level 4

The Referral

For pupils in Years R to 3: repeated poor behaviour will be discussed with parents. If necessary, a 'behaviour programme' will be implemented in discussion with parents, pupil, class teacher and Head of Phase. The Deputy Head will be kept informed and all meetings minuted. The information will be noted on iSAMS.

In exceptional circumstances, where repeated actions as outlined above do not appear to be moderating behaviour, or where the behaviour is seriously poor (i.e. bullying or swearing), the pupil may be sent to the Deputy Head or the Headteacher. The parents will be informed of the action taken.

For pupils in Years 4 to 8: issued for more serious offences, such as disobedience, rudeness to a member of staff, some forms of bullying, stealing, vandalism, some forms of aggressive or violent behaviour, etc. The referral may be dealt with by the Head Of Phase/ Deputy Head, depending on the nature of the offence. However, in all cases all the relevant staff must be informed, as well as the parents. The punishment can take a variety of forms, from detentions/loss of free time/removed from matches or games, etc. On occasion, matters may be referred to the Headteacher who may implement suspension

from school.

- Head of Phase (HOP) Detention

A referral is also implemented when a pupil has gained 5 Show Downs. Under these conditions the pupil receives a HOP detention following a discussion of the offences with the HOP

- The Conduct Card (not to be confused with the Help Card)

As a result of a referral or repeated incidents where a pupil's behaviour, attitude or progress causes concern and a supportive mechanism for monitoring this is required, a Conduct Card may be issued by the HOP in consultation with the tutor and Deputy Head. Parents will generally be informed. It should be monitored on a daily basis by the child's HOP and the outcome fed back to relevant staff as agreed at the point of issue.

Level 5

This level should only be used in the most serious cases and is intended as a mechanism for dealing with major behavioural cases which are not otherwise responding to the above sanctions.

- Removal from lessons, activities, etc.: this is a fast track method of implementing a severe sanction immediately and is aimed primarily at pupils who display serious disruptive or offensive behaviour. The duration of loss of free time, i.e. 'removal', will vary to some degree according to the offence, and will be determined by the Deputy Head. However, a pupil should beware of being 'removed' as the next infringement could initiate the following item or even a Level 6 sanction. Parents will be informed of the sanction and both parents and pupil will be made aware of the seriousness of the next stage.

- On Report

The Report Card is issued by the Deputy Head, following repeated poor behaviour/effort/ attitude where the pupil has been on a Conduct Card for two weeks with no improvement or a 'removal'. Other members of the SLT and the pupil's parents are subsequently informed. It is seen by the Deputy Head, HOP and tutor at least once daily, possibly more frequently, depending on the severity of the situation. There is close communication with the parents over any transgression while the pupil is on report. A prolonged period of corrected behaviour is required before a pupil can be released from being on report.

- Risk Assessment (Behavioural): in cases where a child's behaviour is causing a high degree of concern and has reached Level 5, a Pastoral Risk Assessment Form will be completed. Expectations and support mechanisms will be identified in consultation with the pupil, parents, class teacher, Head of Phase, Deputy Head and Headteacher.
- Headteacher's Detention

In the extremely unlikely event of a pupil gaining 10 showdowns in a term, a referral is made to the Headteacher, who implements a 'Headteacher's Detention'.

Level 6

- Suspension or Permanent Exclusion: the temporary or permanent exclusion of a pupil can only be instigated by the Headteacher (or his Deputy in his absence) following a single or repeated offence of extreme seriousness. It is a serious measure which is introduced to send a very clear message and the last resort when all other avenues have been explored or the behaviour is so serious as to merit all other levels being missed out.

(c) Behaviour Management at the Nursery

The named person for managing behaviour will advise other staff on behaviour issues and along with each team leader will keep up-to-date with legislation and research and support changes to policies and procedures in the nursery; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training.

When children behave in unacceptable ways:

- Physical punishment (corporal punishment) such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent personal injury;

- Children will not be singled out or humiliated in any way. Staff within the nursery will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity;
- Staff will not raise their voices in a threatening way;
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome;
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he or she has done. It may also include the child apologising for their actions;
- Parents will be informed if their child is unkind to others or if their child has been upset. In all cases, inappropriate behaviour will be dealt with in the nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellor;
- Children need to be helped to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively;
- Confidential records will be kept on any negative behaviour that has taken place. Parents will be informed and asked to read and sign any entries concerning their child;
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs;
- Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour plan will be implemented;
- Where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking, etc, the manager should complete risk assessments identifying any potential triggers or warning signs ensuring the safety of other children and staff at all times. In these instances it may be that the child is removed from that area until they have calmed down and/or restraining techniques are used by trained staff;

- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

Pupils are offered support by use of the green Help Card as a way of bringing about improvements to a child's behaviour. The card is monitored by the tutor at registration times and the Head of Phase on a daily basis. Decisions to remove a pupil from a Help Card or escalate them to a Conduct Card is made in consultation with the Deputy Head. Some pupils may also be assigned a mentor, who they can seek support from either an agreed appointed time or on an ad hoc basis, as needed. Where the school feels it would be of benefit, the recommendation of counselling sessions with one of the school's approved counsellors is made to parents. Where necessary, the school also liaises with local social services.

Overnight Stays [BOARDING]

Behaviour, discipline and sanctions during boarding times differ from the arrangements for the school day. Systems used in boarding are explained in the Overnight Stay Guide for Pupils and Parents as well as the Staff Handbook (Part B, Section 7 for staff).

Minor infringements may result in isolation at breakfast the following morning. Major infringements are dealt with by the Head of Boarding and may result in a removal on a night's boarding. Pupils whose behaviour disturbs the sleep of others receive a warning; continued disruption will result in them being moved to a different room, which may mean them sleeping alone.

Positive behaviour is rewarded by the Boarder of the Week nomination, which results in a certificate awarded in assembly and extra tuck. The best behaved dormitory on any evening is awarded Dorm of the Night, which also carries a certificate, and the cumulative winning dormitory gets a treat of their choice (as discussed with the Overnight Stay staff) at the end of term.

SEARCHING & CONFISCATING

The Headteacher and staff authorised by him/her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupil)

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

PHYSICAL RESTRAINT

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and

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

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of pupils"

All of our staff understand the circumstances in which reasonable minimum force may be used, both as part of their induction and ongoing management of pupil behaviour. In particular, they are advised to always use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance entitled 'Restraint' which includes:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Headteacher immediately after he has needed to restrain a pupil physically [forms to be completed are kept in the staff room]. The school will always inform a parent within 24 hours or as soon as is practicable when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree on a protocol for managing that individual pupil's behaviour.

MALICIOUS ACCUSATIONS AGAINST STAFF

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy.

MANAGING PUPILS' TRANSITION

The school is aware that points of transition can lead to increased anxiety and stress which, in turn, can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- taster mornings for pre-reception children
- trial days/induction days for individual new pupils
- induction afternoon for pupils new to the Prep school
- 'moving up' days for current pupils
- handover meetings between class teachers
- guide to Overnight Stays
- 'meet the teacher' and new parent events
- buddy system and class shepherds
- liaison with senior schools, including participation in induction events

CROSS REFERENCES

This policy takes account of the guidance offered to staff in the following policies:

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

COMPLAINTS

The school hopes that parents will not feel the need to complain about the

operation of its behaviour management policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of the investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

The Board of Directors understands it is their responsibility to oversee, monitor and review this policy and to ensure its implementation.