



**HOLMWOOD HOUSE**  
SCHOOL

## **BEHAVIOUR POLICY**

This Policy Applies to Holmwood House School and Early Years Settings

Created: July 2017

HH Last Reviewed: Autumn 2023

Next Review: Autumn 2024

## Our Expectations:

We expect good behaviour from all of our pupils so that they can flourish in a well-ordered community from the very start of their school days; so that they can achieve success and develop their self-confidence. We are committed to being a welcoming and friendly community, where pupils are encouraged to respect one another and to be helpful and tolerant in their approach. It follows that all pupils should be free from discrimination of any kind. We provide a comprehensive pastoral support system for all pupils through which good behaviour is taught and exemplified. Pastoral support is provided by, amongst others, the class teachers, form tutors, leadership team and wellbeing team.

Pupils are encouraged to recognise the importance of good behaviour in various ways including:

- In PSHCE classes, phase meetings and assemblies where the values of friendship and tolerance are stressed.
- The school's focus on the 3Cs - care, courtesy and consideration are regularly taught in assemblies and tutorial sessions.
- In tutorial sessions where groups and also individuals meet with their tutor and discuss incidents, issues, values and concerns.

Teachers play a key role in fostering good standards of behaviour, developing good relationships between adults and pupils at the School and thus supporting the School's Anti-Bullying Policy. The School's expectations are set out at Staff Induction when a new teacher joins the School. Additional targeted sessions offering support and further training to staff on various aspects of pupil and staff behaviour are covered within the Professional Development programme

The School's expectations of teaching staff are that they will:

- Have high expectations of pupils in their behaviour and achievement in lessons.
- Provide consistent classroom management of the pupils in lesson time.
- Model good behaviour in their own conduct and manner towards the pupils. Such behaviour- modelling will be a significant factor in preventing pupils from adopting bullying behaviour in their conduct towards one another.
- Insist on good conduct on the sports field.

- Discuss issues with tutees in one-to-one and group sessions.
- Challenge examples of poor behaviour, including peer-on-peer abuse, and any form of unconscious bias or discrimination.
- Build a culture of positive behaviour and good manners based around the 3Cs.

### **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, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harrassment 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.

Recognising that an important part of growing up is learning to accept that wrong actions attract consequences, we try to keep sanctions to a minimum. Teachers are encouraged to address any unacceptable behaviour themselves on a direct basis with the pupil(s) who are giving cause for concern, modelling the manner of interaction that will support a child's development.

As part of the follow-up for poor behaviour, we believe that we have a responsibility to educate pupils about why their actions were inappropriate. In certain cases, such as acts of discrimination, we recognise that for a change in behaviour to be sustained, so too should this input.

Accordingly, if it is deemed appropriate, some students might be placed on a special Anti-Discrimination Programme and in an ongoing dialogue with a member of staff to better understand their behaviour.

### **SEND**

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

### **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.

### **SEARCHING FOR PROHIBITED ITEMS**

Only the Headteacher, or a member of staff authorised by the Headteacher, can conduct a search for prohibited items.

The list of prohibited items is:

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

The headteacher oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which

safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The authorised member of staff should always seek the cooperation of the pupil before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

## **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”.

## **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'.

### **Help Card**

This is not linked directly to the rewards and sanction policy however should be mentioned here. This can be issued after consultation with the Head of Juniors, Deputy Head or Senior Master and should be used as a supportive tool to co-create targets to help an individual with any situation, whether that is pastoral or academic. This is not a sanction and this should be reiterated to the pupil when discussing it. Parents should be aware of the reasoning behind the card and be kept up to date with the pupils 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 Laetatumus, 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, Prefects 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 sanction policy should be used alongside the following four points:

- **Partnership** between pupil, school and home. Sanctions must be given context by the teacher or tutor, not the pupil. Communication should be, in most cases, verbal either by phone or face to face and encourage reflection and ownership.
- **Education and reflection** particularly on issues of power imbalance,

- bullying, tolerance or diversity.
- **Support and strategies** should be provided by the class teacher or tutor ensuring that the pupil fully understands the behaviour and knows how to avoid repetitive poor behaviour.
  - **Mediation and Restorative justice** should be used wherever possible ensuring that the payback is equitable to the behaviour and consistency between pupils is maintained whilst reasonable adjustments are made for age and pupils with SEMH, IBP or SEN.

The main thrust of the 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 ). Staff should support pupils after a sanction and make sure that they are clear on the next steps in order to correct their behaviours.

Equality, diversity and inclusion at Holmwood House is essential for both teachers and students. We aim to make sure all their learners can thrive and reach their full potential. By raising awareness of all strands of diversity, how to eliminate discrimination, promote equality of opportunity and foster good relations, we are preparing our children and young people to become good global citizens and to appreciate and celebrate the diverse society in which we live.

There are 6 levels of the sanction system. These range from verbal reprimands to exclusion in the most serious of cases.

## **LEVEL 1**

### **Verbal reprimand**

Given at the time of the offence as an expression of disapproval/disappointment and a clear reminder of the correct, acceptable behaviour is given.

Examples of behaviour which would come into this category of sanction 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, however where unacceptable behaviour becomes frequent, a verbal warning is not effective or there is a stand

alone incident of sufficient gravity then the following sanctions may be used as appropriate.

## **LEVEL 2**

For pupils in Years R to 3:

### **Loss of free time**

Where a pupil fails to respond to a verbal reprimand, they may lose free time (playtime) and remain under supervision, either indoors or outdoors on the benches in the playground. This must be recorded on ISAMs as an intervention

Teachers may wish to record the pupils name as a visual reminder of low level behaviour within lessons. The method of recording is at the teacher's discretion based upon the pupil in question and the severity/frequency of the low level behaviours e.g. a traffic light system, name on a post it note on the desk.

For pupils in Years 4 to 8:

### **Written warning**

This is used to reinforce a verbal warning for repeated offences or used immediately, depending on the offence. These are recorded on iSAMS management information system by the tutor and in the prep diary. At this stage parents should be informed verbally, either by telephone or face to face, by the class teacher or tutor of the behaviour and the context behind this. Contact is not needed for clear cut issues eg. missing kit etc.

### **Loss of Free Time**

To be used 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. EG.a pupil wastes lesson time after a verbal warning and being prompted to focus on the task in hand. This is a teacher-led sanction that needs to be restorative and is quite distinct to the 'removal' sanction found at Level 5.

## **LEVEL 3**

For pupils in Years R to 3:

If a pupil continues to display inappropriate behaviour, incidents will be reported to 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 with the Head of Phase, class teacher and SENCO where necessary. This will be followed up with a communication with parents.

For pupils in Years 4 to 8:

### **Show Down**

To be 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 Juniors, Deputy Head or Senior Master) 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. Parents **must** be contacted before the pupil goes home to explain the behaviour and give context. This will also include a period of reflection time which should include guidance to solutions provided that all parties can work towards.

### **LEVEL 4**

This level has a varying degree of sanction as listed below. This level of the sanction policy should be used only after discussion with the Head of Juniors, Deputy Head or Senior Master.

### **Referral**

At this stage the pupils' behaviour will be formally reported to the Head of Juniors, Deputy Head or Senior Master to initiate a meeting with parents and associated staff.

For pupils in Years R to 3:

A 'behaviour programme' will be implemented and then discussed with parents, the pupil, their class teacher or tutor and Head of Juniors. The Deputy Head will

be kept informed and all meetings minuted. The information will be recorded on iSAMS and, if necessary, MyConcern.

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 Head of Juniors, 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, anything that detracts away from equality, diversity and inclusion, rudeness to a member of staff, some forms of bullying, stealing, vandalism, some forms of aggressive or violent behaviour, including peer on peer abuse, etc. The referral may be dealt with by the Head of Juniors, Deputy Head or Senior Master 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 (see details below) 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 Juniors, Deputy Head or Senior Master Detention**

Must be based around restorative justice. Using the pupils' own time to write apology letters, complete missing work, discussion about how to make sure that the behaviours are not repeated or to make the wrongdoing right etc.

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

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 Head of Juniors, Deputy Head or Senior Master. Parents must be informed. It should be monitored on a daily basis by the child's tutor and the outcome fed back to relevant staff and parents 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. The below are examples of sanctions to

mirror the severity of the behaviour at this level. Pupils who go beyond this level and experience removal should be supported with a reintroduction into behaviour systems, routines and rules.

### **Removal**

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 Head of Juniors, Deputy Head or Senior Master. 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 made aware of the seriousness of the next stage.

### **Report Card**

The Report Card is issued by the Head of Juniors, Deputy Head or Senior Master. It follows repeated poor behaviour/effort/attitude where the pupil has been on a Conduct Card for two weeks with no improvement or another single serious behaviour incident occurs. Other members of the SLT and the pupil's parents are subsequently informed. It is seen by either Head of Juniors, Deputy Head or Senior Master 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 Juniors, Deputy Head or Senior Master 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 Head of Juniors, Deputy Head or Senior Master 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.

### **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
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy