

The Holmesdale School

Behaviour Policy

PERSON RESPONSIBLE	Head of School / AHT Behaviour
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In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

CONTENTS

Aims	3
1. Responding to Behaviour	3
1.1 Classroom Management	3
1.2 Classroom Code	4
1.3 Rewards and Positive Behaviour Points	4
2. Responding to Misbehaviour	5
2.1 Behaviour Support	6
2.2 Detention	8
2.3 Fixed Term Suspension	9
2.4 External inclusion	11
2.5 Permanent Exclusion and Off-Site Direction	11
2.6 Removal Procedures	13
2.7 Policies on breakages by students	13
2.8 Physical restraint	13
2.9 Searching	13
2.10 Educational Needs and Disability (SEND) and Vulnerable Individuals	14
Risk Assessments and Risk Reduction Plans:	15
Equality Act 2010:	16
3. Legislation, Statutory Requirements and Statutory Guidance	16
4. Appendix 1	18

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high-standards of behaviour that reflect the strong ECCO (Engagement, Community, Character, Ownership) Values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including all forms of bullying and discrimination.

The Holmesdale School's behaviour culture is born out of raising aspirations and kindness, where students know and understand the importance of hard work, they are rewarded for successes and show respect for each other.

Our positive behaviour culture is grounded in staff consistently recognising the strengths of all students, understanding the power of letting students know they are valued and that their efforts are seen.

1. Responding to Behaviour

1.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting, promoting and rewarding good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.

- Using positive reinforcement.

1.2 Classroom Code

There is an expectation for all students to follow the classroom code. The classroom code is displayed at the front of the room in all classrooms.

- **Be ready** - Including punctuality, uniform, equipment and engagement.
- **Be respectful** - Interaction with peers, adults and the school environment.
- **Be safe** - Following instructions first time, sensible conduct, no bullying.

1.3 Rewards and Positive Behaviour Points

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents via a phone call, text message, email or written correspondence.
- Certificates, prize giving ceremonies or special assemblies.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Positive behaviour points.

Students earn these points for:

- Demonstrating the school ECCO Values.
- Attending extra-curricular clubs and study sessions.
- Excellent or improving levels of attendance and punctuality.
- Notable contribution to the school community.

Students will be rewarded with bronze, silver and gold certificates when they reach the points thresholds. These certificates will be given to students at the next half term celebration assemblies.

2. Responding to Misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class.
- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Referring the student to a senior member of staff.
- Email, text or phone call home to parents.
- Agreeing a behaviour contract.
- Putting a student on a behaviour report.
- Removal of the student from the classroom.
- Internal Inclusion.
- External Inclusion (use of another school's inclusion room for a specific amount of time).
- Suspension.
- Permanent exclusions, in the most serious of circumstances.

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

2.1 Behaviour Support

The Holmesdale School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This will include:

- **Teaching strategies** - The Learning Leaders or SENCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- **Support call** - Staff may use a 'Support Call' on BromCom which alerts the roaming member of staff to attend a lesson. The support is used to initiate a conversation with the student around their conduct and reinforce expectations of their learning within the classroom environment.
- **Planned "Time Out"** - Students who experience difficulty with impulsive behaviour can be offered a Respite Card where they will leave the lesson for a short period of time and visit a designated space. This time is monitored by designated members of staff with the expectation that the student will return to lesson and engage with their learning.
- **Pastoral Support Programme (PSP)** - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school-based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.
- **SRP planned interventions** - This could mean a short-term intervention delivered by staff within the SRP (Specialist Resource Provision).
- **Inclusion led planned and responsive interventions** - This could mean a short-term intervention delivered by staff within the schools' inclusion facility.

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. The Holmesdale School has developed and will

implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the Head of School says otherwise) with responsibility for students, such as Teaching Assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school, particularly if the student is found to bring the school into disrepute.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property. Parents will be asked to collect property which has been confiscated e.g. mobile phones. In cases where there may be a safeguarding need, the Designated Safeguarding Lead (DSL) reserves the right to give permission for the confiscated item to be returned to the student at the end of the school day.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanction. It also covers sanctions for a failure by the student to comply with those previously imposed on him/her.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- Whether the sanction was a proportionate in the circumstances.
- Any special circumstances which are known to the person imposing the sanction, including:
 - The student's age.
 - Any Special Educational Needs or Disability.
 - Any religious requirement affecting him/her.

2.2 Detention

Members of staff who have the right to hand out detentions include teachers who work at The Holmesdale School and in addition, any other person who has the authority of the Head of School, these include Cover Supervisors, Student Support Managers (SSMs), Teaching Assistants, Admin staff and supply teaching staff.

Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. However, in order to work successfully, staff are encouraged to contact home and arrange a suitable time for the detention to take place. There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, taking into account the circumstances of the student.
- As a supportive measure to encourage students to engage with sanctions given, if a student sits their detention on the day of issue, the detention will be discounted by 10 minutes. This is to be applied only to a School detention (30 minutes) and not a Senior Leadership Team (SLT) Detention (1 hour).
- A Key Stage Lead and Designated Safeguarding Lead or a member of the Senior Leadership Team makes the decision to retain the student after school hours for their own safety, this would not count as detention.
- For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet.
- Students can be detained for up to an hour at the end of the day. Notification to parents/carers should be via a text, email or telephone call.
- Notification should clearly state why the detention has been given, who has given the detention, where it is being held and for how long.
- Subject Teachers, Cover Supervisors, Student Support Managers, Teaching Assistants, Admin staff and supply teaching staff can set a maximum of 30 minutes for detention.
- Failure to attend the detention will result in the 30-minute detention increasing to one hour; This is a Senior Leadership Team (SLT) detention.
- Students may also receive an SLT detention in the first instance if they carry out a more serious offence.

2.3 Fixed Term Suspension

The Holmesdale School will use a suspension, or permanent exclusion, if a student has seriously broken or persistently broken school rules, Internal Inclusion has had limited impact or allowing them to stay in school would seriously harm their education or welfare, or the education and welfare of other students.

Only the Head of School can make the decision to exclude. Before deciding to suspend or exclude a student the Head of School will:

- ensure that an appropriate investigation has been conducted.
- ensure that all the relevant evidence has been considered.
- give the student an opportunity to be heard; (this is particularly important if a suspension could lead to a safeguarding concern).
- consult other relevant people if necessary.

Having considered these matters, the Head of School will decide based normally on the balance of probability, having regard to any current guidance from the DfE.

Before deciding to suspend, the Head of School will additionally consult the SENDCo (Special Educational Needs & Disabilities Coordinator) should the student have an EHCP (Educational Health Care Plan).

Before deciding to suspend, the Head of School will additionally consult the Designated Safeguarding Lead to discuss the safeguarding of the student during a suspension.

The Holmesdale School will make appropriate educational arrangements for a student on their sixth day of Suspension. For a suspension lasting 1 – 5 days the Learning Leader will ensure learning is provided. During a suspension parents must ensure their child is not in a public place during school hours. They must also not be in the vicinity of The Holmesdale School at any time during this suspension.

The Holmesdale School will notify parents/carers of the decision to suspend or exclude by telephone. The reason for and length of suspension will be outlined. This will be followed by a letter which also outlines how a parent/carer can complain or challenge the decision should they wish.

A reintegration meeting will occur before the student attends The Holmesdale School again. A parent/carer must be in attendance. The reintegration meeting must always be conducted by a member of the SLT with the appropriate SSM in attendance.

The purpose of the reintegration meeting is for the student to reflect on the behaviour which led to suspension and how they will ensure that it does not happen again. Staff at the reintegration meeting should set up strategies in order to aid the student make positive choices.

A reintegration meeting form (appendix 1) must be completed and signed by school staff and a parent/carer, copies of which will be sent home.

A suspension will be inappropriate in cases of:

- minor breaches of discipline.
- poor academic performance.
- truancy or lateness.
- pregnancy.
- non-compliance with uniform regulations, except where this amounts to a defiance.
- in response to the unacceptable behaviour/attitude/conduct of a student's parents.

The Headteacher reserves the right to cancel a suspension prior to the Board of Governors meeting and must adhere to the following guidance:

- If a Suspension/Permanent Exclusion is withdrawn prior to the GDC meeting, then the pupil MUST be allowed back into the school from which they were excluded without delay.
- Any days spent out of school as a result of any exclusion prior to the cancellation will count towards the maximum of 45 days permitted in any school year.
- A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

For suspensions totalling 16 days or more in one term, the Governing Board must hold a meeting to review the Head of School's decision, within 50 days of the suspension.

The maximum length of time a student can be given a Fixed Term Suspension is 45 school days. This can be in one period or for shorter spells of time. However, no student can be excluded for more than 45 school days in any one academic year.

Removing students from the school for disciplinary reasons without following formal suspension/exclusion procedures is illegal.

Unofficial exclusions are:

- The Head of School or other school staff sending a student home for disciplinary reasons, but not following the procedures required for formal exclusion.
- Student being sent home for either short periods of time, or for longer, indefinite periods which can sometimes result in the student not returning to school at all.
- Where a critical situation has occurred during the school day and a student has been sent home to 'cool off'.

2.4 External inclusion

As an additional layer to the behaviour system, the Assistant Headteacher in charge of Culture and ethos, the Senior Assistant Head teacher, Deputy Head teacher or Head teacher can take the decision to use an external inclusion if they believe the conduct of the student amounts to its necessary use. An external inclusion involves a student attending another school, in the locality, for a specific period of time, where they will complete work provided for them in the selected school's inclusion room under the supervision of staff in the selected school. In these circumstances:

- Parent's will be notified as soon as possible.
- An explanation has been given to how the decision was arrived at.
- Details of the students' attendance at the selected school will be provided.
- Details of the student and emergency contact information will be provided to the selected school.
- A lunch will need to be provided from parents/carers for the student for the time they are in external inclusion.

2.5 Permanent Exclusion and Off-Site Direction

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

- Or any other one-off offence considered by the Headteacher to be exceptionally serious.

Parents have the right to make representations to the Governing Body (or discipline committee) about exclusion and the Governing Body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Off-site direction

This is when a school requires a student to attend another education setting to improve their behaviour.

During the period of off-site direction:

- The student might be in an Alternative Provision on a part-time schedule with continued mainstream schooling, or full-time for a limited period.
- The student must be dual registered.
- The school must keep the placement under regular review.
- The Head of School has the authority to direct a student off site without parental permission.

Managed moves

This is used to initiate a process leading to a permanent transfer of a student to another school, as part of a behaviour management process. Managed moves should be:

- Done strictly in the child's best interest.
- Voluntary and agreed by all parties.
- Offered as part of a planned intervention.
- Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy.
- The Holmesdale School will always work with parents to identify an appropriate alternative setting for the students' education within the boundaries of the IYFA panel.

- Where a managed move is accepted by another school, the student will have single registration with them from their start date at that placement.

2.6 Removal Procedures

The Holmesdale School operates a 'Call-out' system for teaching staff. All lessons are timetabled with an appropriately trained member of the School's Middle and/or Senior Leadership on duty. As a rule, Call-outs should only be used for matters that result in a lesson being unable to continue.

2.7 Policies on breakages by students

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents/carers may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

2.8 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment

2.9 Searching

Under the Education Act 1996, a search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

Places and conditions of search:

- Outer clothing, pockets, possessions, desk or lockers.
- A member of staff may use a metal detector to support with a search.

2.10 Educational Needs and Disability (SEND) and Vulnerable Individuals

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Increased communication between home and school.
- Individual pastoral support plans.

- Support from the Special Educational Needs Coordinator (SENDCo) or identified Teaching Assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills.
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi-agency meetings to plan next steps for a child's SEND provision.
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: LIFT (Local Inclusion Forum Team), Behaviour and Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS), or the Virtual School for Children in Care.

Risk Assessments and Risk Reduction Plans:

- The Leadership Team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term suspension.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the Senior Leadership Team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.

This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.

This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the Leadership Team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

3. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England (updated Sept 2023)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

Please refer to other policies and procedures that support the Behaviour policy include:

- Acceptable Use of Technology Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Equality Policy & Objectives
- Home School Agreement
- Online Safety Policy

- THS SEND Policy
- Uniform Policy

4. Appendix 1

The Holmesdale School Readmission and Review Meeting Following Suspension

Name:		Number of Days of Suspension:		Date Suspension Started:	
Year Group:		Meeting Start & Finish Time:		Date Suspension Finished:	
SEN Status (SEN K, EHCP, N/A):		Reasonable Adjustments in Place if SEND			
Present in Meeting:					
Reason For Suspension					
Students Response (Why did this happen?)					
Parent/Cares Response					
Other Issues Discussed					
What Have We Learnt?					
Agreed Targets					
What Will Change/Agreed Actions					

			Review Date Agreed (Essential):	Review Date (If necessary):	Review Date (If necessary):
What will the school do?					
What will the parents/carers do?					
What will the young person do?					
School Signature:			Print Name:		
Parent/Carer Signature:			Print Name:		
Young Person Signature:			Print Name:		
R&R Form on My Concern?	Yes/No	LA Notification Form Submitted and on My Concern?	Yes/No	Suspension Letter on My Concern	Yes/No

Possible Linked Documents	Link
Risk Reduction Plan	
Risk Assessment	
Additional Needs/Personal Plan	
Pastoral Support Plan	