



POLICY FOR

BEHAVIOUR FOR LEARNING

PERSON RESPONSIBLE

ASSISTANT HEADTEACHER

DATE REVISED

MAY 2022

DATE NEXT REVIEW

MAY 2023

Introduction

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Holmesdale School recognises that reasonable adjustments to the application of this policy will, at times, have to be made where required to meet individual needs and avoid disability discrimination.

At Holmesdale we believe that good behaviour is essential for effective learning and leads to the creation of a safe and supportive environment for all our learners and staff. Our aim is to foster a culture of respect among our community, and, to this end, it is essential that we all model the behaviours we expect. Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly within a graduated system according to the level of need of the student which is responsive to the incident.

The ECCO Values



Figure One – ECCO Values

These are the core values for The Holmesdale School and we expect staff, students and parents to recognise their role and importance in the school community.

Behaviour Pathway and Sanctions

We strive towards all students meeting our high standards of behaviour but understand that some students will sometimes fall below our expectations. The school will operate a range of techniques and sanctions to manage student behaviour and will ensure that consequences are proportional and reasonable in relation to the student's behaviour. Sanctions are decided at a daily 'Behaviour Panel' where pastoral staff are able to discuss serious behavioural issues as well as attendance and safeguarding.

Below, is the Behaviour Pathway that illustrates the journey of students whose behaviour falls short of our expectations.

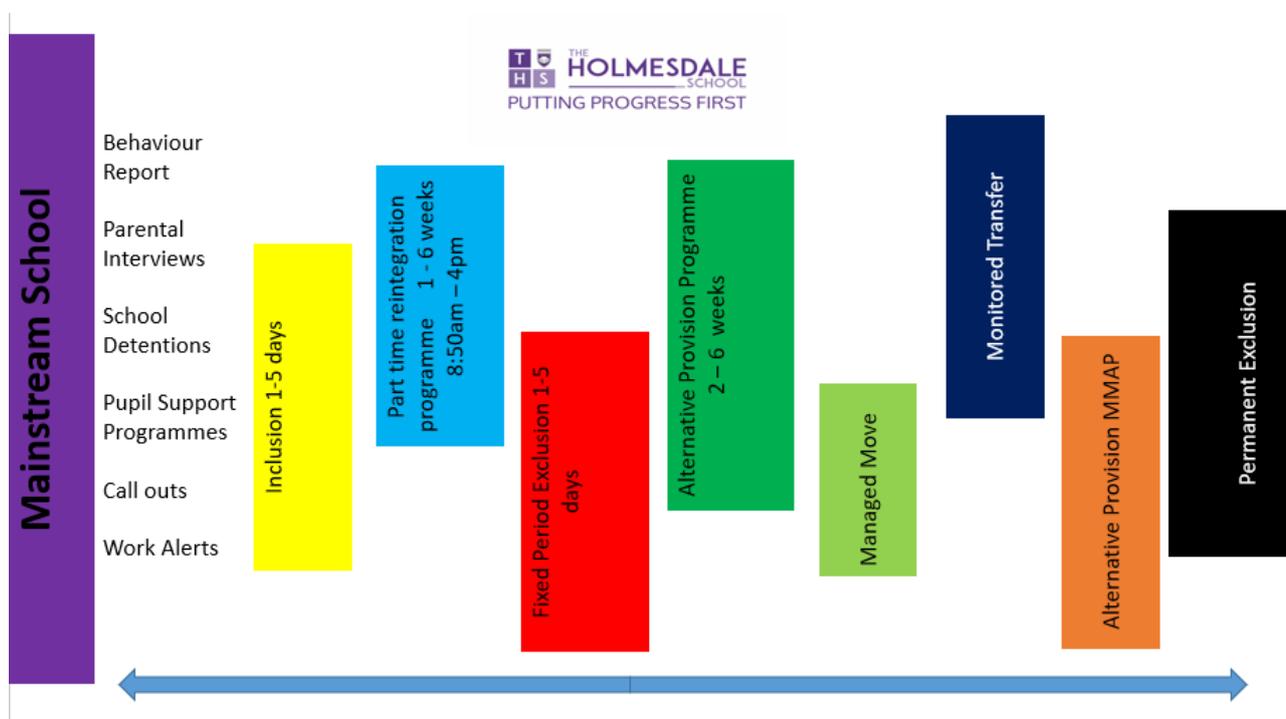


Figure 2 – Behaviour Pathway

In school, there is the Classroom Behaviour Model. It outlines behaviours on six separate levels. Levels one to three are normally dealt with by teaching staff and departments whereas levels four to six are usually community level responses with tougher sanctions. These may include the use of the Inclusion room or Fixed Term Exclusions

A minority of students may, at times, need to improve or adjust their behaviour. Experience shows that they are most likely to succeed when their parents support Holmesdale strategies and when the student knows that this is the case. Parents have a vital role to play in this, and we count on their support.

Uniform and Jewellery

The school uniform is traditional, and we expect students to be dressed smartly; **dress smart, think smart, work smart**. Footwear must be formal (no trainers) and jewellery is not permitted; jewellery may be confiscated and will be held in the school office until it is collected by a parent. If there are significant issues with uniform that cannot be rectified, the school will support where possible. Where issues continue, students may spend time out of their usual lessons and work in the Inclusion room.

Mobile phones and devices

Mobile phones and devices with screens must not be seen on site. Phones must be switched off and in a child's bag or locker. Any phones that are seen on site will be confiscated and will be returned to a parent/carer only via the school office.

Detention System

The school has a legal right to detain students. Parental permission is not needed for this, but for safeguarding reasons the school will notify parents via text message on the day of the detention, for any after school detention longer than 10 minutes. If a child is issued a detention, it is the parents' / carer's responsibility to ensure that the student can get home safely.

Detentions must be sat when planned and students / parents cannot dictate when they will be sat. In exceptional circumstances, it may be possible to re-arrange the day of a detention. Students failing to attend a detention will face an escalated sanction; this may result in time being spent in Inclusion until the detention is completed.

The school has a variety of detentions – these are used to sanction a variety of issues, including lateness to school. These are:

- **Class Teacher Detentions** – up to 15 minutes at break or lunch
- **School Detentions** – 30 minutes after-school
- **SLT detentions** – 60 minutes after-school

Decisions surrounding more serious incidents will be referred to the behaviour panel to agree the required sanction and follow up.

The types of sanctions available within the school and in agreement with the behaviour panel are shown in Figure 2 (The Behaviour Pathway).

The behaviour policy and practice of Holmesdale must be accepted; it applies to all students. This policy should be read in conjunction with current DFE guidance and is in accordance with the Education and Inspections Act 2006, which gives schools the statutory power to deal with cases of ill-discipline. The Holmesdale School, in relation to the Equality Act of 2010, will ensure that students with Special Educational

Needs (and all vulnerable students), will have their needs considered when making decisions (reasonable adjustments) linked to discipline and behaviour.

Under the leadership of the Headteacher, teachers and support staff who are entrusted with managing student behaviour within the school are empowered to act in *loco parentis*, responsible for the good of the whole student body whilst respecting and caring for the integrity and needs of the individual.

General Expectations of Students in line with ECCO values

- Follow teachers' instructions, first time.
- Arrive to school and lessons on time and be ready to learn.
- Treat staff and students, as you would expect to be treated.
- Try your best, at all times.

Rewards

At Holmesdale, there is a very clear and structured procedure for dealing with bad behaviour. To complement this, we also have a system of rewards to motivate students and to reinforce the values of good behaviour, application to work and high achievement.

Achievement Points

Students at Holmesdale can earn achievement points for the following aspects of positive behaviour:

- Having a weekly attendance figure of 100%. Students earn a point for each week that they attend every day.
- For producing an excellent piece of classwork or homework.
- For making good progress over time. Students earn 3 points for any subject in which they make good progress per term.
- For outstanding performance in extra-curricular activities.
- For an excellent contribution to the school community.
- For having a positive approach to all areas of the curriculum.

Achievement points are monitored each term. During achievement assemblies, rewards are given to the students who have earned the most each term. In addition to this, achievement points contribute to a whole school intercommunity competition.

In addition, the school issues the following in school rewards:

- Verbal Praise
- E-cards, letters and postcards
- Phone calls home
- Celebration assembly certificates
- Presentations at Awards Evenings

- ⊙ Sports Awards
- ⊙ Reward Trips

Interventions

For students who are experiencing behavioural difficulties, it is important that the school tries to work with them, and their parents / carers, to bring about improvements.

Behavioural interventions include:

- Discussions with student / parent-carer/ teachers
- Restorative meetings
- Reports
- Pastoral Support Plan
- Referrals to support workers and agencies through the Electronic Front Door system
- Specific programmes and part-time timetables
- Managed moves and monitored-transfers

Bullying, Violence and Peer on Peer Abuse

Bullying and violence cause fear and danger and can be very damaging to the victim. Neither is tolerated at Holmesdale. We seek to resolve the bullying by working with the perpetrator, but a student who bullies persistently can expect severe sanctions, including exclusion, to be applied. Acts of bullying are recorded and reported to the Governors (see Anti-Bullying Policy).

Racist incidents and Discriminatory Behaviour

They are very serious and are treated as such: our Race Equality Policy makes explicit the rights of every person of whatever background. We seek to resolve the behaviour by working with the perpetrator but a student who repeats racial behaviour can expect severe sanctions, including exclusion, to be applied. All incidents are recorded and reported to the Governors.

Smoking

Holmesdale is a non-smoking site and therefore smoking is forbidden. Students who are found to be smoking on the school site will lose their social time as well as receiving possible time in Inclusion.

Drugs, alcohol and similar substances

There is no place in a school for such substances. Any student in possession of them can expect fixed-term or permanent exclusion. The police may be informed, and this decision will be taken on a case-by-case basis. Such students may be expected to attend a drugs programme organised by the police and medical advice and support

will also be sought. Supplying drugs to others, for payment or not, will result in permanent exclusion for bringing the school into disrepute and putting other students at risk.

Vandalism

The parents of students causing loss of or damage to Holmesdale property (including lost books and books not returned to the Library, damage to buildings etc) will be expected to pay for the replacement of the lost property or the repair of damage done. We expect payment to be made promptly by parents and recommend that the student concerned be made to repay the parents over time. Students will also be asked to complete community service and may be asked to complete a set period of time in Inclusion.

Call-out removals

Behaviour that disrupts the learning of others is not tolerated at Holmesdale. Students who persistently disrupt learning are removed from lessons and placed in the Inclusion Room for the remainder of the lesson. Students can be removed for the following reasons:

- Persistent disruption that has forced the teacher to exhaust their classroom management strategies
- Significant lateness (more than 8 minutes) to lesson without permission
- A single act of severe behaviour or the use of offensive language in front of the class
- Internal truancy

Students are monitored as to the number of removals to the Inclusion room that take place in a day and in a school term. Sanctions and methods of support are given to students who are removed on a regular basis (See Figure 1).

Inclusion Room

The school runs an 'Inclusion Room' as a supportive and pro-active measure. It is also used as an alternative to Fixed Term Exclusion. A student may be placed in inclusion for refusing to comply with school behaviour systems or for uniform issues that cannot be resolved. Students are supervised in the Inclusion Room and are not permitted to socialise with other students at break and lunch. Students will be provided with work and will, at times, have access to a laptop to complete work provided on Show My Homework.

Reintegration to Lessons from Inclusion

Students who are repeatedly sent to Inclusion from a specific lesson may need to remain in Inclusion until they are successful in a particular subject. This is to support the student and member of staff to foster positive relationships. Students will also spend time in Inclusion after a Fixed Term Exclusion to show the school that they can meet our behaviour expectations.

Exclusion (Please refer to the exclusions policy for more details)

Behaviour Panel

Decisions regarding exclusions are taken during the behaviour panel meeting.

Exclusions will be used in response to the most serious misbehaviour. It should be noted by students, parents and all staff that fixed-term exclusion is not only a serious sanction but also an expression of very serious concern. They indicate that behaviour must improve significantly and promptly.

Work is set for students who are excluded for more than one day; parents should telephone the school office to check that it is ready for collection or alternatively check student or parent email account. Holmesdale will make arrangements for the full-time education of a student beyond the fifth day of a fixed term exclusion.

Parental involvement and support are vital if we are to secure the necessary improvement. As part of the reintegration parents attend a meeting which takes place on the return to Holmesdale, of an excluded student. A Pastoral Support Programme will be started (unless it already has). Holmesdale with parental support, will make every effort to ensure that the student who has been excluded is supported to avoid more problems which could lead to permanent exclusion.

The decision to exclude is taken only by the Headteacher (or colleague deputising in their absence).

There are three types of exclusion:

Inclusion – a student is placed in the Inclusion Room for a designated period and until a re-integration meeting has taken place with parent / carer.

Fixed Period – a student completes their exclusion at home and it is the parents' responsibility to ensure they have care and complete any school work set, rather than treat it as a leisure break. Students who are externally excluded must not be in a public place, by law, during school hours.

Permanent – as an extreme measure it may be necessary to permanently exclude a student. In this case, the Local Authority assumes the responsibility for the education of the child.

As alternatives to exclusion, the school may well, in agreement with parents / carers, seek a managed move or monitored transfer to another school. This gives the

student a fresh start, but should it break down, the student returns to Holmesdale for the exclusion to be seen through.

Use of Restraint

All members of school staff have the legal power to use reasonable force. Staff may use such force as is reasonable, by which we mean using no more force than is needed to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property or causing disorder. The school complies with DFE guidance 'use of reasonable force in schools' July 2013.

Right to search

The school complies with the DFE guidance on ***Searching, screening and confiscation at school – January 2018.***

Searching Students

A student may be searched by a member of the school staff with consent. Headteachers and staff authorised by them 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
- mobile phones / devices with screens
- 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 the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules. Banned items include:

- Mobile phones
- Electronic games
- Laser pens

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. The school will confiscate all banned items. A parent will be required to visit reception to collect banned items.

Monitoring and review

The working of this policy will be monitored by the Headteacher and a report made to the governing body each term. All exclusions will be reported to them termly.

This policy will be reviewed annually by the governing body.