



Behaviour and Sanctions Policy

This policy is a **whole school policy** and should be read and understood by **all staff** in conjunction with: Safeguarding and Child Protection Policy, Anti-bullying Policy, Cyberbullying Policy, Acceptable Use Policy, Searching and Confiscation Policy, Physical Restraint and Use of Reasonable Force Policy, Disability Policy.

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities.

This policy has been reviewed using advice from Behaviour and Discipline in School: Advice for Headteachers and School Staff DfE 2022. This is a whole school policy and includes EYFS and the Boarding House.

Aims and Principles

Culture and consistency are key to the effectiveness of this policy.

Aims:

- To promote positive relations between the entire Holmewood community
- To promote good behaviour, self-discipline and respect
- To promote the Holmewood's core values: Aspiration, Self-Belief and Kindness
- To create and nurture an environment where everyone feels secure, valued and free to learn
- To prevent bullying
- To develop strong relationships with parents and guardians

At Holmewood we want to instil trust into our children; give them responsibility, celebrate their achievements and help them to understand the value of positive behaviour.

To ensure transparency and consistency in our approach to behaviour, we work closely together with parents in a number of ways, including:

- Regularly celebrating successes with parents
- Encouraging open and supportive relationships between home and school, which foster communication and the sharing of information

- Communicating with parents early on where children's behaviour is showing that something is not right for them
- Meeting with parents at least half termly where a child is on a behaviour plan
- Presentations on the 'MyHeart' element of our school curriculum, as well as other aspects of school life that affect the pastoral well-being of the children
- Running support groups for parents

School Rules

We do not have a complex list of rules. However, there is a single standard by which our whole school community must live and on which we base our pastoral expectations:

'Treat others as you would wish to be treated'

Promoting Positive Behaviour

All staff should act as role models for the children, by demonstrating positive and respectful behaviour to everyone in the Holmewood community. Having consistent expectations and staff setting good examples, being positive role models, will help to promote and teach good behaviour

The expectations are:

Kindness – Pupils should always be kind. They must also listen to others and understand when people say they are upset or not enjoying something.

Responsibility – All pupils are encouraged to build and develop their moral compass and to apply the 'treat others as you wish to be treated' rule to any decision making. Through the curriculum, tutor time, assemblies etc, the children are encouraged to make good choices and to try to act appropriately.

Respect – Pupils should be always polite and respectful to all members of the school community. Pupils must represent themselves and the school in a positive way.

Learning & Lessons – Pupils are expected to enter and leave lessons in a calm and orderly manner. All pupils have the right to learn, so pupils are expected to be silent at the request of the teacher. Pupils must respect their peers and not act in a manner that is detrimental to anyone else's learning.

Dress code – pupils must wear the correct school uniform. They must be dressed appropriately with tidy clothes, clean shoes and brushed hair.

- Long hair must be tied back
- Clothes that are damaged should be repaired or replaced as soon as possible
- Blazers must be worn to all assemblies

Property – Pupils should respect their peers' property and the school's property. Any acts of vandalism will be fully investigated and parents will be expected to contribute towards the

cost of damages. Boarders must report accidental damage to a member of staff immediately. No sports equipment should be kept in dorms and there should be no eating and drinking in dorms.

Senior Pupils – Older pupils and pupils in positions of responsibility are expected to be positive role models for younger children. They should lead by example. This is particularly important in the boarding house when younger pupils need help to settle and to get used to the boarding routine.

Privacy- Boarders should not go into other boarders' dorms and must respect the privacy of the other boarders in their dorm and their possessions.

Use of lockers- Pupils are expected to use their lockers responsibly and they should never go into another pupil's locker.

Technology All pupils, staff and parents must have read and understood the Online Code of Conduct and Acceptable Use of Technology policies. Pupils who need their phones before or after school must hand them in to the Reception at the start of the day and may not collect them before the end of the school day. Pupils who misuse their devices during the school day will have them removed for a set period of time. This will be recorded on the device misuse tracker.

School grounds and buildings – Pupils must remain safe at all times. Pupils must take care when crossing the school driveway and only cross at the designated crossing sections. Pupils should avoid running on congested pathways and must not run inside school buildings. Pupils should not go into school buildings unsupervised unless instructed by a teacher. Boarders should not walk alone between the boarding house and other school buildings after school hours.

Resolution – *problem solving of incidents and conflicts*

All children at Holmewood have a voice and are listened to. Where possible, the school encourages children to problem solve and resolve issues for themselves. If they are unhappy or need support, they should raise their concern with the nearest member of staff, their tutor or someone within their safety circle. Our My Heart My Mind My World curriculum supports the children to do this from the youngest age.

In Reception, the children are taught three initial steps to problem solving which are:

- Stop and calm down
- Say the problem
- Say the feeling

In Year 1, two further steps are added:

- Think of a goal
- Make a plan

Then from Year 2 upwards, the children add on two final steps:

- Try your plan
- Reflect on how your plan worked

Managing Transitions

The school is aware that transitions can be times of anxiety for pupils. This includes both normal transitions around the school site during the day and the more significant changes of teachers and classrooms that happens at the end of the year.

Pre-Prep pupils are supervised when they are moving around the school building at break times, and children are monitored in the building until they are out on to the playground, at which point the staff on duty take over. EYFS children are monitored by their teaching assistants or teachers at all times during the school day.

In the Prep school children are afforded more independence and are free to move around the buildings and grounds. Outdoor spaces are supervised by a member of staff.

At the end of each academic year children who find managing the transition to a new form difficult are identified and a plan is put in place to manage this. Handover meetings are held between the current and new tutor so that any necessary information is transferred early on.

Support Systems for Pupils

The school has an excellent pastoral system where the pupils are actively encouraged to share their worries with an adult. Each child has a safety circle of adults to whom they can go with a worry and this work is revisited at the beginning of each term. Each child has a tutor whom they see regularly, and each tutor discusses their tutees at a fortnightly meeting with a senior member of staff to ensure all is well. Tutors can raise any concerns prior to this meeting. The Assistant Head (Pastoral Care and Wellbeing) has overall responsibility for pastoral care in the school and the Head and Deputy Head are kept informed of all pastoral issues.

Rewards & Motivation

The majority of our time should be spent recognising, acknowledging and promoting the positive behaviour and kind acts we witness within the community. It is important to look for opportunities to praise and encourage children both within and beyond the classroom. We pride ourselves on really knowing our pupils as individuals, so it is important to ensure we praise and encourage each child regardless of their age or ability.

Motivational Behaviours

Intrinsically motivated behaviours are performed because of the sense of personal satisfaction that they bring, while extrinsically motivated behaviours are performed in order to receive something from others. We encourage and nurture intrinsic motivation and behaviours for learning through mastery, building relationships and connections and promoting autonomy.

In lessons, this includes strategies such as:

- Praise: Verbal praise and reinforcement should be used where appropriate and will grow self-esteem and perseverance. Sharing of praise formally and informally by staff is also beneficial. This could be praise for endeavour related to our school values of kindness, self-belief and aspiration, in the classroom, on the sports field or in the boarding house
- Progress: Helping children to see, value and celebrate their progress as individuals rather than in relation to their peers
- Feedback (written)— age-appropriate positive written feedback can make children feel proud of their efforts

- Feedback which includes self and peer assessment, as well as teacher led feedback which focuses on growth mindsets as well as ways to improve the content
- Celebrating Work- sharing pieces of work in class, in assembly or with the Senior Leadership Team and Governors
- Compliments: As part of My Heart My Mind My World we actively promote giving compliments to each other
- Relationships: Time spent building strong bonds between staff and children and facilitating as much collaborating learning opportunities as possible
- Pupil Voice and Leadership: Involving children in decision making in relation to their learning, allowing them opportunities to lead on areas they are passionate about. For example, running clubs for their peers, researching topics of interest or engaging in citizenship/community projects
- Challenge by Choice- giving children autonomy over the level at which they will work
- Boarding House: Activities off-site for the whole boarding house may be used to develop self-esteem, self-awareness and relationships
- Individual Needs: There may be times when a child needs more extrinsic motivations due to their needs and in this case an individual behaviour plan will be written with input from the child, the parents and staff. This will be in the form of Assess-Plan-Do-Review and will be reviewed on a termly basis
- A post card home: A postcard may be sent home for things that go 'above and beyond' the norm
- Celebration assemblies – Pride, Positivity and Perseverance, Kindness and Courtesy awards are given to each form (Years 3-5) at the end of each term
- A phone call/ email to the parents may be used to celebrate/share positive behaviour

Extrinsic Motivational Rewards- the Stars and the House System

The school has six houses and these are an integral part of the pastoral system. They foster a sense of belonging and pride and the house cup is awarded weekly for the greatest number of stars received. Stars are used to record when a pupil has demonstrated positive/excellent behaviour, shown excellent effort or produced work of a very high personal standard. Only one star is given at a time. The stars are closely monitored to ensure they are administered equitably.

As the children reach milestones in their stars allocation, badges are awarded to celebrate their accomplishments.

At the end of the year, prizes are awarded to pupils of Year 8 to celebrate their contribution to the school. Each child in this year is awarded a book and some children may be recognised with a prize if they have achieved particularly highly in a certain area.

Children in other year groups are also awarded prizes to reflect a multitude of achievements across all areas of school life.

We see the purpose of these prizes as a celebration rather than a motivation.

Addressing Negative Behaviour

There are no punitive sanctions. The school will NEVER:

- **Use corporal punishment or threaten to use corporal punishment**
- **Use any unacceptable or excessive punishments intended to cause pain, anxiety, humiliation, deprivation of access to food or drink, enforced eating**

or drinking, prevention of contact by any means with a parent/carer/independent listener/helpline.

- **Withhold any treatment (medical, optical, dental) as a punishment.**
- **Deprive a pupil of sleep**
- **Lock or isolate a pupil in an area or room of a building**

Staff should work with the pupil(s) through discussion to try and understand why the behaviour or actions have happened. Staff will need to work to establish trusting relationship or in some cases restore relationships. Clear aims, targets and expectations should be agreed between the teacher and pupil to establish how the relationship will move forward. The following are the sanctions the school will use which reflect the seriousness of an incident, the aim of which is to discourage poor behaviour.

If an issue needs to be addressed, the following approaches may be actioned:

- Small incidents or low-level concerns may only need a quiet word with those involved.
- Restorative Justice - giving back to the community: A child may be asked to carry out a community service-based task, which may involve giving up some of their free time. Examples are helping a teacher, litter picking, helping in another part of school, a reflection task, letter of apology, spoken apology, a group circle time session.
- This must be supervised by the member of staff.
- It should not take up an entire break time.
- The task or service must be recorded on the wellbeing spreadsheet.
- Any action must not be **degrading** or **humiliating**.

Loss of free time: This should be rare and is used if a child fails to complete some work due to poor behaviour. This would be supervised by the teacher and recorded on the pupil welfare spreadsheet.

- Loss of privileges: A child who does not use a facility appropriately or causes unhappiness may be banned from using it for a period of time. And this will be recorded on the pupil welfare spreadsheet
- Working Detention : When a child has not completed a task during lesson time despite reminders of expectations and support where needed, they may be asked to work during part of their daily free time. This will be supervised by a member of staff and should not take an entire break time. Access to a snack, drink and the toilets must still be allowed
- Detentions: When a child has displayed extreme negative behaviour or has a build-up of sanctions without showing any desire to change the outcomes, they may be required to be in detention with a member of SLT to address their choices and carry out a restorative action. Parents will be informed of any detentions given.

Sanctions for Children in EYFS, Pre-Prep and Lower School

Many minor incidents in EYFS and Lower School will be dealt with by using the resolution approach mentioned earlier in this policy. However, the following sanctions may be used:

- Supervising the child in a quiet area and helping them to calm down
- Holding a restorative dialogue with the children involved

- Asking children to either draw or make something to say sorry to another child or adult
- Creating a behaviour plan or reward chart which is always shared with the child and parents
- In extreme cases, and only if we feel the child is too exhausted or overwhelmed to manage their behaviour for that day, we may ask parents to collect their child. This would only be agreed by the Head, Deputy Head or Assistant Heads

Boarding Rewards and Sanctions

As with our day school, the boarding house has a culture in which praise and encouragement far outweigh the frequency of sanctions.

Rewarding pupils for achievement, effort, improvement and positive behaviour motivates them and creates the best climate for effective House Spirit. The Boarding House wishes to take pride in celebrating the success of its pupils and in communicating this success to them.

- Frequent reminders in the House of the importance of celebrating success, and of verbal praise and encouragement.
- School prizes, awards and certificates for all kinds of achievement.
- The use of House notice-boards to record special achievements.
- Communication to parents of 'good news'.

Sanctions for boarders will take place during evening activity time and, wherever possible, on the same evening as the sanction is given. The sanctions in the boarding house are similar to the day school in that they reflect the seriousness of an incident and convey a deterrent effect with the emphasis being on restorative justice. All sanctions in the boarding house are recorded in the boarding log. The following sanctions may be used:

- If a boarder is found to have a mobile phone or to be using technology inappropriately, the equipment will be confiscated for a period of time and parents notified, however boarder will still have use of the school telephone should they need to contact home
- Restorative justice: this may include litter picking, bin emptying, tidying of communal areas, laundry, cleaning glass mirrors and surfaces, helping with wall displays, reading to younger children or charity work
- Loss of free time: this could involve missing an activity to write a letter of apology
- Loss of privileges for a defined period of time

**If you are unsure about how to approach any issue, please discuss it with the Assistant Head Pastoral Care and Wellbeing/The Head of Boarding/
Assistant Head-Head of Pre-Prep**

Tracking – Low Level Disruption

A Low-Level Record is used to monitor any trend of poor behaviour or attitude. This document is reviewed and discussed at Section Meetings, Heads of Section Meetings and Pastoral Meetings. Form Tutors and Heads of Section should also discuss and recurrences with the pupil directly.

The information is added to the Behaviour and Welfare Tracker and identified accordingly in the behaviour category section.

Support and Intervention

Learning from a sanction is pivotal. Mistakes or misdemeanours must be viewed as learning opportunities. For repeated inappropriate behaviour or if patterns of behaviour occur, pupil intervention and support may be implemented. This will always be discussed in advance to ensure key staff are informed and effective intervention can take place. Intervention must be restorative, not punitive. If it is felt that the negative behaviour is linked to a welfare/wellbeing/pastoral issue, the pupil will also be included on the Welfare Record, meaning an action plan can be put place to support the pupil. If it is felt that the negative behaviour is related to a learning need, action will be put in place to assess/support the child.

Pupil Support Plans

These will primarily be used to support pupils who:

- Are regularly/consistently demonstrating poor behaviour
- Are consistently disrupting the learning of others
- May require specific support with their learning and/ or relationships

Tracker Cards

In Years 3 – 8 this approach may be introduced. Tracker cards are short term, instant feedback documents with specific targets for the child. These can be both academic and pastoral and will be issued in agreement with a member of SLT. All Tracker Cards are specific to each pupil and will contain clear target and aims, agreed by the F.T. or Tutor and child and communicated to parents and teachers. The tracker card will then be reviewed each day with the child and FT and recorded on the management system.

The above plans can involve a range of staff, parents/guardians and where appropriate, the child. A plan with SMART (Specific, Measurable, Attainable, Realistic, Time-bound) targets will be agreed and reviewed regularly.

All tracker documents will be shared documents on Office 365 and will be stored centrally. The Tutor and/or Form Teacher will meet with the pupil regularly to discuss progress, what has worked well and if there are any improvements that need to be made. Pupils using this approach will be discussed at Heads of Section Meetings and Pastoral/Section Meetings.

Physical Intervention

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff.

Staff must follow the guidelines in the 'Use of Reasonable force and Physical Restraint Policy'.

Removal from the Classroom

Removal from the classroom is not in itself a sanction as it may be part of a child's behaviour plan or in recognition that the child has become overwhelmed.

Children will be asked to leave the classroom if:

- Their behaviour is disrupting the learning of others and they do not respond to the teacher
- They need further support from another member of staff if they are not in control of their actions or are overwhelmed

Children may be given the opportunity to have a movement break (either independently for older children or with a Teaching Assistant for younger children) and return to the classroom to talk quietly to the teacher before resuming work. Alternatively, they may be asked to go to a Senior Member of staff who will be able to de-escalate and support the child to calm and return to the classroom or to meet with the teacher to re-set the relationship and expectations of behaviour.

Serious Sanctions – Temporary and Permanent Exclusion

If none of the measures above have resulted in a positive response and outcome for the child, further intervention may be necessary. It is unlikely the school would get this far without having warned the child and parents in advance of this possibility. Temporary and Permanent Exclusion fall within the authority of the Head.

Reasons for serious sanctions could include:

- Bullying including cyberbullying, child on child abuse
- Extreme physical behaviour towards another member of the school community
- Persistent non-attendance of a pupil for no good reason
- Possession of or use of alcohol, illegal substances or non-age-appropriate substances
- Theft
- Damage to property or possessions
- Persistent refusal to conform to the school's expectations of behaviour
- Inability of the school to be able to guarantee the safety of a child/children
- Making malicious accusations against a member of staff

Permanently excluding a child would only come after at least one period of temporary exclusion, unless the breach of discipline was so serious that the expulsion of the child was deemed in the best interests of the school or a child/children.

Searching and Confiscation

There may be times when a member of staff needs to search a pupil or a pupil's belongings because something has gone missing and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the Searching and Confiscation Policy.

There is a list of items prohibited in school. These 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, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Record of Sanctions

- All sanctions will be recorded on the Pupil Welfare Tracker

Record of Serious Sanctions

- All serious sanctions will be recorded and held centrally by the Deputy Head and Head for monitoring purposes.

Child-on-child abuse

More extreme, negative behaviour may become child-on-child abuse. Our Safeguarding Policy outlines the measures we put in place to prevent and deal with child-on-child abuse.

Liaison with Parents and other Agencies

- The school actively encourages parents to keep in contact and to keep the lines of communication open. The more we communicate, the better we can look after our pupils. Parents will be kept informed of any serious behavioural issues regarding their child. If a Behaviour Plan needs to be put in place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies in order to gain advice or to work in tandem to provide the best support for a child.
- The policy is made available to parents at all times on the school website.
- The policy will be reviewed annually. However if any amendments are made at other times of the year, parents will be informed via the parent Portal on the school's website.

Staff Training

- Staff will receive annual training on this policy so they have a clear understanding of the systems and procedures and their legal responsibilities.
- Regular updates and training sessions will be held throughout the year during the Monday twilight sessions to support the successful implementation of this policy

Roles and Responsibilities

The Head is responsible overall for the behaviour in the school, supported by the Senior Leadership Team and all staff members. All Senior Leaders should be highly visible in the School, engaging children, parents and staff on setting and maintaining the behaviour culture in the School, ensuring an environment where everyone feels safe and supported. Specific responsibility for certain areas is delegated to:

- The Deputy Head: reviews and updates all safeguarding procedures and logs
- The Assistant Head (Pastoral Care and Wellbeing) works alongside the Assistant Head (Head of Pre-Prep) and updates the Behaviour Policy; Anti-bullying and Cyberbullying policies; analyses and reports to SLT (termly) and governors (termly) on behaviour trends in the school with following actions; ensures staff have an appropriate level of training; supports staff in behaviour management; induction of staff; liaising with therapists and other specialists in mental health; support for teachers to understand and meet the needs of individual children
- Assistant Head (Learning and Teaching): has responsibility for the induction of NQTs; is responsible for the observation and monitoring cycle, feeding any concerns about individuals or behaviour management issues to other members of SLT; supporting staff in behaviour management such that children are free to learn

- Head of Learning Strategies: training and support for special educational needs and disabilities; liaising with experts such as Educational Psychologists or the Therapists. Support for teachers to understand and meet the needs of individual children; co-ordinating and reviewing EHCPs; analysing triggers for behaviour in SEND children so that support can be put in place
- All staff are expected to uphold this behaviour policy, modelling behaviour to children and working to establish secure relationships and a positive culture. This responsibility extends around the whole school environment, not just within their classroom, such that each individual member of staff will notice and correct behaviour around the school. This will be done through noticing and connecting with the child before correcting.

Created by: Deputy Head, Assistant Head (Pastoral and Wellbeing), Assistant Head (Pre-Prep), Assistant Head (Boarding)

Last reviewed: February 2023

Minimum next review date: January 2024 (sooner if necessary, e.g. new Government Guidance)

Reviewers: Deputy Head, Assistant Head (Pastoral and Wellbeing), Assistant Head (Pre-Prep), Assistant Head (Boarding)