

# HOLLAND HOUSE SCHOOL

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## 9a Behaviour, Discipline and Sanctions Policy

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### **Review Arrangements:**

Date	January 2020
Review Date	January 2021

### Amendments

Amendment	Date	Description
Annual Review	October 2019	General review made and dates updated.
Annual Review	January 2020	Addition of DH Pastoral School Council and Y6 Roles of responsibility added to promoting positive behaviour Mentoring added to sanctions Reintegration added to sanctions Repeated playground behaviour added to teacher responsibilities under applied sanctions DHP responsibility of keeping records added to Close Control Supervision Time Out section updated Promoting Positive Behaviour updated

## Aims

Holland House aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. The School aims to promote trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.

Holland House School is an inclusive community. Pupils are welcomed from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipping them to take his/her place in the modern world.

## Policy Guidance

Policy refers to and complies with:

- Keeping Children Safe in Education (DfE – September 2019)
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – September 2017)
- Ensuring Good Behaviour in Schools (DfE – March 2012)
- Use of Reasonable Force (DfE – July 2013)
- The Early Years Foundation Stage: Statutory Framework 2017
- The Education Act (2011)

## Policy and Procedure Review

Policy and procedures are adjusted on an ongoing basis on receipt of guidance from DfE, ISI, ISA or local children's social care authorities. In addition, the policy is reviewed annually by the Deputy Head Pastoral.

## Policy Availability

Holland House Behaviour, Discipline and Sanctions Policy is available:

- On the HHS website
- School Office
- Staff network shared area

## Code of Conduct

The school community is committed to excellence and expects the highest values and standards of behaviour both inside and outside the classroom, and outside the school. Pupils are expected to treat staff and each other with, respect, consideration and good manners and respond positively to the opportunities and demands of school life. Each pupil is expected to behave with integrity, honesty and good manners. This policy should be read in conjunction with the Anti-Bullying policy.

Pupils are expected to behave in a manner that reflects the best interests of the whole community by:

- Attending school and lessons punctually;
- Adhering to the dress code;
- Caring for the buildings, furniture and equipment;
- Participating in the activity programme;
- Being fair and considerate at all times;
- Demonstrating initiative;
- Accepting responsibility;

- Promoting tolerance between different faiths, beliefs and cultural traditions;
- Complying with the school rules and regulations.

## Promoting Positive Behaviour

Holland House believes in a positive approach to dealing with negative behaviour. Using a restorative approach where the focus is for the child to understand the impact of their behaviour and solutions rather than sanctions.

Positive behaviour amongst pupils is re-enforced in the following arenas:

- Circle time/PSHE
- Pre-Prep Assembly
- Prep School Assembly
- Whole School Assembly
- Transition familiarisation
- Form Tutor discussions
- PSHEE
- Excursions
- Sport
- Year 6 Leavers programme and responsibilities
- Class roles of responsibility
- School Council

## Rewards

Holland House School strongly believes that rewards promote positive behaviour:

- Staff are encouraged to give appropriate verbal praise;
- Celebration assemblies
- Good behaviour stickers
- Certificates are awarded for acts of kindness and good citizenship
- House Points
- Stars are awarded for academic effort and go towards the House competition;
- Positive behaviour gives leadership opportunities for Top Yr. pupils
- Prizes for good citizenship and responsibility are awarded at final Prize Giving in the Summer Term
- Star of the week, stickers, stamps and other positive initiatives are used

## Sanctions

All staff will need to admonish and punish from time to time. At all times staff should give due consideration to the individual circumstances of children (e.g. SEND issues, family circumstances, recent events in the child's life) so that reasonable adjustments are made and liaison with the pupil's Form Tutor may be needed before deciding on the punishment. Discussion of pupils in staff meetings is encouraged so that consistency with individual children is maintained. In regard to children with diagnosed behavioural difficulties it may be necessary when administering sanctions to liaise with the Form Teacher, and parents and external agencies.

Children are encouraged to take responsibility for their own learning and behaviour. Support is given, when needed, through 1:1 and small group mentoring and advice and teachers will discuss why a behaviour is wrong and why it shouldn't be repeated, the emphasis being on the behaviour and not the child.

The following are sanctions which teaching staff may apply according to their judgment:

- Admonishment
- Letter of apology
- Loss of free time
- Carry out a useful task (which is not demeaning)
- Ban from areas on site
- Behavioural card
- Tagging
- Close control
- Lines with a positive lesson

The Headmistress in discussion with the Deputy Heads and other staff may also apply the following sanctions.

- Warnings
- Exclusion/Suspension
- Expulsion

When such sanctions are necessary pupils are then supported through reintegration into school by the Deputy Head Pastoral.

## Guidance for Staff on Sanctions

- Avoid group or blanket punishment;
- Avoid double jeopardy by never punishing twice for the same incident;
- Do not threaten what you cannot carry out;
- Be completely fair (children have a very strong sense of justice);
- Reward the truth by lessening the punishment;
- Ask the pupil if they think the punishment is fair;
- Use appropriate punishment;
- Take advice from colleagues, especially relevant tutors, and liaise with senior pastoral staff and the Deputy Head Pastoral.

## Application of Sanctions

The teacher is responsible in the first instance for dealing with minor infringements, such as peer on peer unkindness, answering back, casual rudeness in class, reported playground incidents, late or poorly completed work. Additional work may be set, or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the Deputy Head Pastoral.

Minor indiscipline in class or other minor misdemeanours are reported to the pupil's Form Tutor. Admonishment is usually enough.

More serious misdemeanours are reported to the pupil's Form Tutor and the Deputy Head Pastoral.

Repeated lateness, or repeated indiscipline in class, will be reported to the pupil's Form Tutor and the Deputy Head Pastoral as appropriate. Parents will be contacted and there may be a loss of free time and ban from particular areas of the site.

Persistently poor academic performance or behaviour will result in the pupil being placed on an age appropriate Work or Behavioural Card which is signed with comments at the end of each lesson.

Persistently poor behaviour may result in the pupil 'tagging' a member of the adult duty team during free time and an interview with the Deputy Head Pastoral. An advisory call will be given to parents and if it is necessary, the parents will be asked to come in to see appropriate staff. Before the advisory phone call, advice can be gained from the Deputy Head Pastoral and intervention should have already been tried and recorded.

## Close Control Supervision

There may be occasions when it is necessary for a pupil to be under close control. They will be handed over to the duty team during free time, whom they will tag. The pupil will need to be taken directly from free time and between lessons by a member of staff. The Deputy Head Pastoral will keep a record and monitor.

## Restraint

Conditions when it is appropriate to use reasonable force to restrain a pupil from doing any of the following:

- Causing personal injury to themselves or others
- Causing damage to property
- Prejudicing good order and discipline (including on trips)

Having given a verbal warning only use the minimum amount of force required for the shortest amount of time. The application of force might involve:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil by placing a hand in the centre of the back
- lifting

Staff should continue attempting to communicate with pupil throughout the incident and reassure that physical contact or restraint will stop as soon as it ceases to be necessary. Any incident which requires a member of staff to use restraint should be recorded in writing and submitted to the Deputy Head; parents should be informed of the incident on the same day or as soon as is reasonably practicable.

## Time Out

There may be occasions when a pupil needs a cooling down period. This can take place in the Sick Bay area in consultation with the Duty Staff or teacher. During this cooling down period, the priority is to

help the pupil calm down, show them they are supported and less focus at that time is given to the cause/behaviour. The cause will be revisited once the pupil is calm.

It may be appropriate for parents to be contacted in order to take the pupil home for the remainder of the day. This may only be authorised by the Headmistress or a Deputy Head in her absence.

## Sanctions for Malicious Accusations against Staff

If it is proved that an allegation from a pupil against a member of Staff has been made maliciously, this will be treated as a breach of behaviour policy. Investigation will be made to determine whether the allegation was made maliciously as (a) a reactive loss of control by the pupil or (b) in a planned and premeditated manner. Taking account of circumstances and the age of the pupil the following sanctions will be applied:

- (a) In the case of a reactive allegation: the Headmistress will invite the pupil with their parents/carers to a meeting, the punishment will involve a letter of apology to the member of staff and a warning from the Headmistress concerning future conduct
- (b) In the case of a premeditated allegation: the Headmistress will invite the pupil with their parents/carers to a meeting, the same punishments will apply with active consideration given to suspension.

## Serious Sanctions

Repeated poor behaviour may result in:

- Deputy Head's Warning - parents will be invited for an advisory interview;
- Head's Warning - parents will be invited for an advisory interview and letter;
- Internal exclusion – (on site but away from class and normal activities) only the Headmistress can sanction an internal exclusion or a Deputy Head in her absence
- Exclusion – only the Headmistress may exclude pupils or a Deputy Head in her absence;
- Expulsion – only the Headmistress may exclude pupils.

## Exclusion (Suspension)

Behaviour, determined by the Headmistress, that merits exclusion may take place in or out of school. Parents are called in to discuss details with the Headmistress and will receive a letter of confirmation

## Permanent Exclusion (Expulsion)

The Head may request a pupil's removal from the school. This would be the final disciplinary sanction and approved by the Chair of Governors. Should parents wish to appeal against this decision, they may write to the Headmistress stating the grounds for appeal. The Chairman of Governors will convene a panel or appoint a convener to organise a panel. Parents and the Headmistress will be informed of the panel's recommendations.

## Record Keeping

The Headmistress and the Deputy Head Pastoral record incidents of a serious nature in line with ISI guidelines.