

HOLLAND HOUSE SCHOOL



9a Behaviour, Discipline, Rewards and Sanctions Policy

Applicable to all pupils in the school, including
the Early Years Foundation Stage

Review Arrangements:

Date	January 2023
Review Date	January 2024
Ratified by Governors	March 2023

Regulatory Requirements

Paragraph 9 – Behaviour

The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that –

- (a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour;
- (b) the policy is implemented effectively; and
- (c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

Policy Guidance

Policy refers to and complies with:

- Keeping Children Safe in Education Sept 2022
- Working together to safeguard children
- ISI's Commentary on the Regulatory Requirements – 2022
- Ofsted Review of sexual abuse in schools and colleges – June 2021
- DfE- Sexual violence and sexual harassment between children in schools and colleges -Sept 2021
- Ensuring Good Behaviour in Schools (DfE – March 2012)
- Use of Reasonable Force (DfE – July 2013)
- The Early Years Foundation Stage: Statutory Framework 2021
- The Education Act (2011)
- Equality Act 2010
- DfE Preventing and Tackling Bullying – advice for schools
- DfE Behaviour and discipline in schools. Advice for Headteachers and School Staff, Jan 2016

Linked Policies

- Safeguarding Policy
- Anti-Bullying and Anti-racism Policy
- Complaints Policy

Aims

INTEGRITY is measured by how you behave when no-one is looking

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 and safe 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.

We recognise and uphold our legal duty to have a behaviour policy and measures in place to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying). We

recognise and uphold that corporal punishment is illegal in all circumstances and strongly condemn its use.

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 Head.

Policy Availability

Holland House Behaviour, Discipline and Sanctions Policy is available:

- On the HHS website
- School Office

Rationale behind the policy

Impact of COVID and the #everyonesinvited movement

The school has observed a slight, but nevertheless noticeable, change in pupil behaviour since returning to school after the first lockdown in March 2020 and the huge disruption to learning in the academic year 2020-2021. This is particularly evident in the playground. This was initially tackled with a positive response, by introducing daily wellbeing sessions. Whilst these helped pupils deal with worries and concerns, some of the behavioural issues remained.

In the Summer of 2021, the *OFSTED Review of sexual abuse in schools and colleges* highlighted the worrying state of affairs in our schools. HHS has a zero-tolerance approach to any form of child-on-child abuse, including sexual abuse and harassment and acknowledges that whilst we may not have had any such cases declared, these behaviours may be taking place without our knowledge. We view it as essential to tackle this at our level. We believe that alongside the teaching of rigorous PSHE and Relationships, a robust behaviour policy is required to ensure that **children understand how their behaviours impact others and that "no" means "no" at any age, at any time, in any place.**

This policy was written based on consultation with pupils present in school in January 2022. Over several lessons, behaviour, discipline and sanctions were discussed with all classes, from Y6 to Reception. The younger children were very good at recognising good and bad behaviours. However, they struggled to differentiate between various levels of "wrongness" for example, writing on the table was seen as being just as bad as kicking another child or even as bullying. This was interesting for staff to observe and reiterated to us the need to always bear in mind the age of the children concerned when applying sanctions as the distinction between very serious and relatively minor becomes less and less clear, the younger the child.

The older classes played an active role in the grouping of behaviours into levels and made sensible and appropriate suggestions for sanctions.

From February 2022, the school is trialling a new behaviour scheme. It is a robust, transparent, 2-pronged approach that we hope will quickly eradicate undesirable behaviours. The scheme promotes positive behaviour and includes both rewards and sanctions.

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 and Anti-Racism policy.

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

- Being fair and considerate at all times;
- Promoting tolerance and acceptance of different faiths, beliefs and cultural traditions;
- Demonstrating initiative;
- Accepting responsibility;
- Attending school and lessons punctually;
- Adhering to the dress code;
- Caring for the buildings, furniture and equipment;
- Complying with the school rules and regulations.
- Respecting the rule of no mobile phones/smart watches in school

Safeguarding and behaviour

HHS and all its staff have the strongest commitment to safeguarding. Any behaviour that could be interpreted as child-on-child abuse including sexual abuse, sexual harassment or signs of being abused must be immediately raised with the DSL as a matter of urgency.

Promoting Positive Behaviour

At the start of each academic year, teachers discuss the school rules with pupils and the Anti-Bullying and Anti-Racism charter is read, discussed and explained in class. In addition to this, positive behaviour amongst pupils is reinforced in the following areas:

- 4 Virtue Pillars of HHS
- Form time
- Assemblies
- Teacher-Pupil 1-2-1 meetings (at least once per term)
- Transition familiarisation
- Class teacher discussions
- PSHE and Relationships lessons
- Excursions
- Sport
- Year 6 Leavers programme and responsibilities
- Class roles of responsibility
- School Council
- Teachers model the behaviour we expect to see in our pupils
- Restorative practice
- Implementation of Girls on Board
- Merit points and tokens
- Certificates

a) Restorative Practice

Holland House believes in a positive approach to dealing with negative behaviour. We aim to use restorative justice where the focus is for the child to understand the impact of their behaviour and to seek solutions/alternative responses rather than purely handing out sanctions.

Traditional (punitive) practices often focus on:	Restorative practice focuses on:
Punishment	Putting things right
Rules that have been broken	The harm that has arisen as a result of someone's actions
Blame	Solutions
Guilt	Responsibility/Accountability
Sanctions as a deterrent	Empathy as a deterrent
The punishment of others	The healing of those affected

When a restorative meeting takes place, those who have been negatively impacted by poor behaviour are given the opportunity to communicate the impact of this to those responsible.

During a restorative conversation, the following sort of questions can be explored:

- What happened?
- How were you feeling and what were you needing?
- What were you thinking?
- Who has been affected?
- How might they feel?
- What have you learnt?
- How can the damage be repaired?

The use of restorative language avoids blame and instead focuses on the causes of behaviour, potential solutions and ways to repair harm.

b) Rewards

Whilst good behaviour is expected as the norm, Holland House School strongly believes that rewards also promote positive behaviour:

- Exemplary Behaviour Tokens are given to deserving pupils at lunch and break-times. The Prep and Pre-Prep classes with the most tokens are rewarded with an extra playtime at the end of the half term.
- Staff are encouraged to give appropriate verbal praise that develops a growth mindset:
Praise the effort / process / strategy rather than the person / outcome
- Celebration assemblies
- Good behaviour stickers
- Certificates are awarded for acts of kindness and good citizenship
- Merit Points

- Positive behaviour gives leadership opportunities for Yr 6 pupils
- Prizes for good citizenship/behaviour and responsibility are awarded at final Prize Giving in the Summer Term
- Star of the week, stickers, stamps and other positive initiatives are used
- A short email/ phone call to parents about exemplary behaviour

c) Girls On Board: managing turbulent relationships

HHS is proud to have adopted the Girls on Board behaviour management programme which acknowledges that all children, but particularly girls, can have turbulent relationships, but that this doesn't necessarily constitute wrongdoing. Girls On Board teaches girls that they each share the same deep rooted fear, that of being left without a friend, and that this fear is often played out in a variety of different, often unpleasant, behaviours. Awareness of this simple fact helps promote positive behaviour. A teacher leaping in, investigating and asking for written accounts and children worrying about sanctions, is not necessarily the most effective way of dealing with problems in friendship groups. The investigation is thus to ascertain whether bullying or other forms of serious/ unacceptable misdemeanours have occurred. If this is deemed *not* to be the case, the member of staff should aim to act as mediator for the children, helping them to resolve issues themselves (under adult guidance) following the Girls on Board protocols rather than sanctioning with levels.

d) Discouraging poor behaviour

Our policy is that our pupils are inherently good but that they can, upon occasion, make poor behavioural choices and consequently misbehave. There is no such thing as a bad child. Children are at school to learn, and this applies to their academic studies as well as social and behavioural development. Children who have committed an infraction often do so on the spur of the moment, without premeditation and are often immediately filled with intense feelings of regret at what they have done and fear about what will happen to them next. Our role is thus to teach children to think before acting and to help them understand that mistakes do not define them. It is normal for everyone to make mistakes, children included, and our role as educators is to help them at that difficult time.

We aim to:

- help children acknowledge wrong-doing,
- help them accept their responsibility
- help them understand why it was wrong
- help them understand the hurt they have caused and how the other person may feel
- Teach them to understand that they can take some actions to right their wrong
- Teach them to make a genuine and heartfelt apology which necessarily means that they will not repeat the behaviour again
- help them accept that there are consequences to misbehaviour and that this is not the end-of-the world, nor does it make them a bad person.

Children are encouraged to take responsibility for their own 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 School Rules and Anti-bullying and Anti-Racism Charter may be drawn upon to highlight what is expected in the future.

We teach all children to THINK before they speak:

At HHS we THINK before we speak!

- T** Is it **True**?
- H** Is it **Helpful**?
- I** Is it **Inspiring**?
- N** Is it **Necessary**?
- K** Is it **Kind**?

Academic Support, Academic Report and Poor behaviour

If a test mark is very low or work not completed to the expected standard, a pupil may be asked to do it again (entirely or partially) **This is not a sanction** – this is a process to help the child consolidate their understanding and learning. Likewise, some extra-curricular lessons/free time may have to be missed in order to give the child 1-2-1 help but this is never carried out as a sanction.

Academic support

This is when a child needs extra academic help. It is never considered a sanction.

If a child is not making the expected progress, teachers will take steps to address the reasons why. If it is felt that the support is required because of a lack of understanding, an academic support plan may be put in place of which parents will be made aware. In this case there is absolutely no misbehaviour, and obviously no sanctions. No child is to be admonished in any form for not understanding, if their behaviour is not in question.

However, if it is felt that support is required due to persistent poor behaviour, Academic Report will be instituted instead.

Academic Report

Poor classroom behaviour can have a negative impact on both the child's academic performance but also that of other pupils. Teachers have the right to teach and pupils have the right to learn. Misbehaviour in the classroom may result in entry into the level system *and* being put on academic report. This is implemented when:

- it is noticed that a pupil's work *consistently* lacks effort (please see the 6P's of Excellent Effort),
- homeworks are regularly missed, incomplete, not handed-in
- presentation is regularly unacceptable
- when poor behaviour results in a drop in the quality of work

The teacher will first have spoken with the child about these issues and given them an opportunity to address them. Academic report may involve parents signing that they have seen every piece of homework each evening for a pre-determined number of days/weeks and teachers inspecting every piece of work. A loss of free time/ extra-curricular activities to re-do pieces that fall short of the standard may be required.

Teachers will positively support the child through Pastoral Care, motivational quotes, and informal chats about how to be a good learner, being responsible for one's own educational choices and re-iterating our fundamental belief that *"Every piece of work I do is an investment in Future-Me."*

Investigations

Sanctions are never given blindly and we aim to look into every reported case of misdemeanour. This may take the form of speaking with the individuals, gaining written accounts of the event, asking reliable witnesses what they saw, viewing CCTV footage as well as staff making a professional, unbiased

judgement about the situation. (Note: all staff have undergone unconscious bias training). Witness statements may be taken at the time but are of relatively little use once the children have had time to chat and confer.

Even when a member of staff fully witnesses an act of serious misdemeanour, it is worth considering what provoked the situation and investigate the circumstances. This is not in the bid to downplay or excuse the behaviour, but to see if others need to be held accountable too. For example, it is extraordinarily rare for a child to lash out and hurt another child for absolutely no reason whatsoever. Whilst this misdemeanour must be addressed, investigation is still relevant to work out the “why” and, where necessary, hold to account those who may have pushed this child beyond their limit.

In the playground, the member of staff on Behaviour duty handles the situations as they arise. Prep pupils may be asked to write up their accounts of incidents, without conferring, in order for there to be a record of their version of events. The member of staff on duty collects these and depending on how much they witnessed themselves, may apply sanctions accordingly.

If the incident takes place at the very end of playtime the following applies:

- If the incident involves a child in their class, the member of staff should try to sort it out there and then, keeping the rest of the class in a separate area of the playground.
- If the incident cannot be resolved in a few minutes then the children must be informed that the incident will be investigated as soon as possible. Pupils should still write up their accounts, under the supervision of a member of the office / welfare staff.
- If the incident does not involve a child in their class, and no adult witnessed the scene, the member of staff on duty should ensure accounts are written under the supervision of a member of office/welfare staff but inform the form teacher(s) immediately. It will fall to the form teachers to investigate from this point
- If the incident occurs at the end of the school day, then it may be necessary to leave the investigation until the following day. However, this will depend on the seriousness of the event.

Who can discipline and sanction pupils

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, including teaching assistants. All staff are encouraged to take guidance from colleagues, especially relevant teachers, and to liaise with senior staff.

Guidance for Staff on Sanctions

- **There are no bad children, just poor behavioural choices**
- When admonishing, we criticise the behaviour, not the child.
- A disagreement between children is not necessarily misbehaviour
- Avoid group or blanket punishments wherever possible;
- 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;

- Praise/thank pupils for telling the truth: it is a difficult thing to do and they are likely to be feeling very scared and vulnerable.
- Ask the pupil if they think the consequence is fair;
- Use appropriate consequences;
- Take advice from colleagues, especially relevant teachers, and liaise with senior staff.
- It is fine to remove a child from the situation if they are upset/angry etc - this is not a sanction in itself.
- Staff discretion at every level is advised. Eg: a child may be outraged, or terribly upset that another child has called them "silly" or "stupid". This does not in itself merit a Lvl 3! The age, circumstances and what was actually said are always considered before sanctioning.
- A child can never be sanctioned with a misdemeanour for a low mark. The child could be asked to re-do the work, re-sit the test or parents called in to discuss, but none of this falls under the umbrella of discipline, misbehaviour, and sanctions.
- Reasonable adjustment should be considered for pupils with SEN, according to their diagnosis. This is because they can be particularly easy to manipulate, can be desperate to please peers and so are overly vulnerable to being misled by others.
- Be mindful if using "tagging a teacher" as a sanction – many children view this as a privilege!
- Our policy is not to "reward" poor behaviour with privileges such as being a book/pen monitor.

Sanctions

We firmly believe that there are no bad children, just poor behavioural choices. That said, all staff will need to admonish and sanction from time to time. The undesirable behaviours seen by the school are grouped into levels and sanctioned accordingly. This gives all staff the same guidelines from which to work and discourages unmerited leniency/harshness from any individual member of staff. Several low-level misdemeanours within a certain timeframe will be considered as a higher level of misbehaviour.

We have a firm approach to "low level" undesirable behaviour for a number of reasons:

- (1) We have witnessed that pupils are less responsive to verbal requests for the behaviour to stop than previously.
- (2) Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. We hope that sanctions at an earlier stage, where perhaps a warning would only have been given in the past, will stop misbehaviours from escalating.
- (3) We wish to strongly discourage the notions of "it's just kids being kids" "it's just boys/girls being boys/girls" "it's just banter" "we're just having a laugh" "it's just a joke"

- (4) It is essential to challenge physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts; dismissing or tolerating such behaviours risks normalising them;
- (5) Downplaying some behaviours could lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it;

Staff should always 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 Teacher may be needed before deciding on the consequences.

The school's policy on dealing with misdemeanours in test circumstances are explained below. The motivation behind these procedures is always to help the child and to prevent them from making this mistake again. However, repeated offences may result in sanctioning according to the level system: Parents and children are reminded that in the 7+ /11+ exams, talking & cheating are often viewed as one and the same thing and the consequences can be severe: disqualification from the exam without being able to re-sit.

- **In Reception & Y1**

Talking to peers /copying others in a test is discouraged & stopped by the teacher. Children are learning the rules and no further action is taken.

- **In Y2- Y6**

Talking to peers/copying during tests may result in the paper being taken away. Teachers are to do this in a firm but gentle manner which helps the child understand why this course of action is taking place. Talking is a distraction to those around and what is being said may or may not be cheating. It is not up to the teacher to have to investigate what was being said. Children are taught to raise their hand and ask the teacher for guidance if there is a problem in a test and not to disturb other pupils.

No further sanctioning is usually required as this action is normally sufficient to stop the behaviour from being repeated. However, if the child persists in talking/copying during tests, having previously had a test paper removed, a Lvl 1 sanction may be imposed if the teacher thinks it is necessary.

If it is noticed that a child is cheating in a test, the paper should be removed and the teacher will discretely speak to the child about why they felt the need to cheat. Parents might be informed but no other sanctioning is imposed unless the act was particularly serious. It is more important to address the WHY rather than the how eg: Pupils and parents may need guidance on better revision techniques, or a specific topic might need to be revisited to build confidence.

- **Pupils who change their answers when self-marking**

This is discouraged but not sanctioned. Children are taught that their marks are for themselves only and that you "can't cheat yourself." Children self-mark in green ink to discourage changing answers and teachers regularly explain how making mistakes is normal and a crucial part of the learning process, in line with a growth mindset and the Performance Virtues upheld by the school.

Behaviour Levels

The school has grouped the various misbehaviours commonly witnessed into "levels". However, this list is not exhaustive and the Head reserves the right to amend the levels, sanctions and misdemeanours as best reflects the changing needs of the school.

Warnings

These are issued when behaviour falls short of our expectations and we expect pupils to realise that they are about to cross a line if they continue. They are also used if there is insufficient evidence to sanction but the member of staff is left with a concern/ uncomfortable feeling that they have been lied to/ that there is more to the situation than they have been able to uncover. A warning informs the child that whilst no sanctions are currently being applied, they are under observation, and that this situation will be revisited if another report of similar behaviour is made. This is often the case for "child 1 said vs child 2 said" situations.

Level 1 and Level 2 misdemeanours

These are "low level" misdemeanours and parents are not informed.

They can include but are not limited to: persistent talking after having been asked to stop, unsportsmanlike behaviour at the Table Tennis table, rudeness to staff, unwanted touching, deliberate low-level damage to school property such as desks/walls, certain forms of unkindness/rudeness to staff, certain disruptive classroom behaviours.

The following are sanctions which teaching staff may apply according to their judgment and the level of misdemeanour:

- Admonishment
- Loss of free time (reflection time)
- Carry out a useful task (which is neither demeaning nor "rewarding" of poor behaviour)
Eg if a pupil draws on a desk, they can miss some playtime to clean their desk as a consequence.
- Tagging a teacher (as long as the pupils do not see this as a privilege)
- Lines with a positive lesson

The teacher is responsible, in the first instance, for dealing with minor infringements that occur in the classroom.

It is hoped that pupils will understand why a level 1 or 2 has been issued, and will take measures to address their behaviour going forward. The slate is "wiped clean" every half-term for these issues.

Level 3 misdemeanours

Certain behaviours are counted as a Level 3 Serious Misdemeanour. These could include but are not limited to: certain forms of violence, stealing, malicious rumour spreading, looking into toilet cubicles when occupied.

An accumulation of level 1 and level 2 misdemeanours within a timeframe will also result in a Level 3 being issued. These will be recorded in the Serious Misdemeanour Log.

It is the responsibility of the Form Teacher/member of staff involved to investigate the circumstances around the misdemeanour and then present the case to an appropriate member of the SLT.

The member of SLT will consider the circumstances and if thought appropriate will issue the Level 3 sanction to the pupil. The child who has misbehaved will be spoken to in a firm but supportive and

positive manner. They must understand their transgression but also see that they have the tools and ability to make better behavioural choices in the future.

A letter will be sent home to parents explaining the incident and asking for their help in supporting their child to make better behavioural choices.

Level 4 and Level 5 Misdemeanours

Certain behaviours are counted as a Level 4/5 Serious Misdemeanours and will involve the Head. Acts of bullying, including cyberbullying, racism, child-on-child abuse and malicious accusations against staff will always fall in these categories. Parents will be asked to come to school for a meeting with the Head and a member of the SLT if appropriate. A level 4 misdemeanour may come with some form of internal/external exclusion if deemed proportionate by the Head, who may consult with the SLT.

A level 5 will only be issued for the most serious of misbehaviours/ repeated level 4 misdemeanours. It will most likely come with some sort of exclusion though the age and circumstances of pupils will always be taken into account.

Exclusion (Internal or external 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. Only the Headmistress may exclude pupils or a Deputy Head in her absence;

Permanent Exclusion (Expulsion)

Only 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.

Varying degrees of a certain misdemeanour

Certain misdemeanours can be considered more/less concerning depending on the circumstances. Eg Rumour spreading. Rumour Spreading breaks the school rules and is always strongly discouraged. It can fall into several categories and will be dealt with accordingly. Circulating a rumour may be dealt with at lvl 2 if it is a first instance and there are no other concerning elements but at lvl3 if this is a repeated infraction or at lvl 4/5 if other indications of bullying are evident.

Accumulation of levels

- ❖ If a child receives eight Level 1s in one half-term, this will equate to a level 2. A Level 2 phone call to parents will be made. The counter will reset at the end of each term, and « the slate wiped clean »
- ❖ If a child receives Five Level 2s in one term, this will equate to a level 3. A level 3 letter will be sent home. An entry to the Serious Misbehaviour Log will be made under the reference "accumulation of level 2 misbehaviours". The counter will be reset at the end of the academic year but the entry on the serious misbehaviour log remains.

- ❖ If a child receives two Level 3s in one term, or three in an academic year, this will equate to a level 4. A Level 4 **letter of Formal Warning of Behavioural Concern** will be sent home and parents requested to come for a meeting in school. The level 3 misdemeanours remain on the Serious Misdemeanour Log but the counter is reset at the end of the academic year.
- ❖ If a child receives two Level 4s over the course of an academic year, this would equate to a level 5. A Level 5 **letter of Unacceptable Behaviour in Serious Breach of School Rules** will be sent home and parents requested to come for a meeting in school. Level 4 misdemeanours remain on the Serious Misdemeanour log and the Level 5 letter will detail the consequences of any further misdemeanours.

Level 5 letters are given only for very serious incidences and are likely to result in fixed or permanent exclusion depending on the circumstances. Level 5 misdemeanours remain on the Serious Misdemeanour log.

Since Level 5s would only be considered under the most serious of circumstances, a child should have no more than one level 5 on their entire school record. A second infraction that would merit a level 5 is likely to result in exclusion, possibly permanent.

Level 5 can be only given out by the Head and permanent exclusions must be approved by the Chair of Governors.

Bullying / Racially linked incidents

HHS has a zero-tolerance policy to bullying and racism making us actively Anti-Bullying and Anti-Racist. HHS notes that from Sept 2020, new guidance removes the “takes place over time” qualifier for bullying, allowing staff to act when they feel a “first Instance of bullying” has taken place.

However, zero-tolerance does not mean that expulsion is automatically the answer to these problems, particularly in the case of a SEN child. On the contrary, the school sees itself playing a key role in helping these children to understand why these behaviours are wrong, why they shouldn’t do them and educating them as to how to behave in the future. Alternatives to expulsion may include mentoring, educational intervention and meetings with parents.

Nevertheless, we also uphold the principle that every child has the right to come to school happy and welcomed and so, should the bullying or racism occur at any time again, the school reserves the right to permanently exclude should the circumstances merit this.

Process to follow for suspected bullying/ misdemeanours with a racial element

- Form Teacher is made aware of a scenario that they then investigate: **speaking with both parties** and any witnesses IF appropriate. The HHS Guide to Investigating bullying should be referred to at this point. (see Annex B)
- If the Form Teacher believes it to be bullying/ suspects it likely to be a “First Incident of bullying or thinks it is an incident with a racial slant then:
 - Update Engage with the details so far.
 - Note in Follow-up Action – referred to DH
- Form Teacher **MUST** now inform DH (note it is not to be left to the DH to investigate)

- Together, the Form Teacher and the DH will go over the details of the incident and decide if it is / isn't bullying/ racism.
- If bullying/ racism is identified, a course of action will be decided with a Level 4-5 sanction and a support plan for both the victim and the perpetrator.
- The Form Teacher and/ or the DH will meet with the children, speak with them and explain what will happen next.
- It is the responsibility of the Form Teacher to log / update the misdemeanour in Engage. Please note that this should be clear and concise.
- It is the responsibility of the DH to:
 - 1) log the event in the **Serious Misdemeanour Log**
 - 2) **to update the Head**
 - 3) To meet with one or both sets of parents (with Form Teacher present if required)
 - 4) Write a letter to both sets of parents, copies of which will be placed in pupil files
 - 5) To update Engage with any follow-up details
- Should another instance of the same type of behaviour occur, involving the same perpetrator, it is the responsibility of the **DH to inform the Head who will then meet with the child in question and the parents (with Form Teacher/ DH if required).**
 Serious sanctions are likely to be brought into force but each incident is always assessed on a case-by-case basis.
- DH will update the Serious Misdemeanour Log

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:

A level 4 misdemeanour will be noted in the Serious Misdemeanour Log. The Head will invite the pupil with their parents/carers to a meeting, the sanction will involve a letter of apology to the member of staff and a warning from the Headmistress concerning future conduct, with active consideration given to suspension

(b) In the case of a premeditated allegation:

A level 5 misdemeanour will be noted in the Serious Misdemeanour Log. The Head will invite the pupil with their parents/carers to a meeting, the same sanctions will apply with active consideration given to expulsion.

Record Keeping

The Headmistress and the Deputy Head(s) record incidents of a serious nature in line with ISI guidelines. HHS records misbehaviour in a number of ways:

- **Behaviour Sheets**
These are kept for playground and class use and help track behavioural issues picked up by various members of staff over the course of the day, particularly when there is no access to computers
- **Staff meetings**
Staff are encouraged to voice pastoral concerns, to help raise awareness of certain issues and ultimately prevent misbehaviour from occurring in the first place. Minutes of these meetings are taken and kept.
- **The Data Management System**
The recording of incidents is important and necessary. However, it mustn't add unnecessarily to the work load of staff and it is inefficient to have to record incidents in multiple locations. Whilst a suitable recording system is being researched in Engage, all misbehaviour should be logged on the sheets and the serious Misdemeanour log.
- **Serious Misdemeanour Log (level 3, level 4, level 5)**
It is a regulatory requirement that schools keep scrupulous records of certain types of misbehaviour, including all forms of bullying, racism and child-on-child abuse. This is behaviour that goes beyond the low-level misbehaviour typically seen.

It is the responsibility of the DH to keep and update the Serious Misdemeanour Log and the responsibility of individual staff members to inform the DH of these incidents. The log notes unacceptable behaviours including (but not limited to):

- Bullying & cyber-bullying
- Racism or Misdemeanours with a racial slant
- Any form of child-on-child abuse
- Physical violence that resulted in injury (bruises, bumps, broken skin)
- Any serious misdemeanour that resulted in internal or external suspension
- Other serious undesirable behaviour:
 - Indecent exposure
 - Swearing
 - Nastiness that doesn't constitute bullying

What does not need to be logged?

- Occasional low-level disruption/ behaviour that does not result in a level or warning being issued. eg a simple squabble in the playground that is effectively resolved during break.
- Staff discretion is advised: eg missing some playtime so that the teacher can have a 1-2-1 chat with the child about behaviour doesn't need to be noted, but if it is as a Level sanction, it should.

Close Control Supervision

There may be occasions when it is necessary for a pupil to be under close control. The pupil will need to be taken directly around the building and between lessons by a member of staff. The Deputy Head will keep a record and monitor.

Restraint

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

- Causing personal injury to themselves or others
- Causing damage to property
- Prejudicing good order and discipline (including on trips)
- Attempting to leave the school premises without an approved adult

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 the 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.

Calming down time

There may be occasions when a pupil needs a cooling down period after an outburst. This can take place in First Aid, the library or another quiet area. 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. It is not considered suspension.

Historic allegations

Sanctions cannot be imposed without investigation and historic cases of misbehaviour cannot be investigated. Therefore, sanctions cannot be imposed on historic cases of behaviour. EG an incident that day then brings an allegation of bullying "since Y3" against child x in Y6. Only the incident that occurred that day can be taken into account.

Misbehaviour that was dealt with prior to the Level System, will not be revisited.

The right to search and confiscate on school premises/educational visit.

The staff can search a pupil, their desk or personal possessions if the pupil agrees. The Headteacher and authorised staff have a statutory power to search pupils, and their possessions, without consent, where

they have reasonable grounds for suspecting that the pupil may have a prohibited item. The search should be conducted by a member of staff of the same sex (where possible) and always with another member of staff present.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device has been seized by a member of staff, they can examine data or files. This power applies to all Schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the School Rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, then the School will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted prior to giving the device to the police.

Prohibited Items

Mobile phones/ smart watches

HHS has a strict no mobile phones/smart watch policy for all pupils. Children and families are expected to fully comply with this rule at all times.

Some children in Y5 and Y6 may walk to school and families may wish for them to have these technologies for the journey. In these circumstances, the children are expected to hand over the phone/smart watch at the gate and the item will be stored away in the school office until the child goes home.

HHS accepts no liability for any damage to such items.

If a child uses the phone/smart watch during the school day, sanctions will be applied according to the severity of the misdemeanour.

Other prohibited items

The school must be a safe environment for all children, staff and visitors. As such, children should only bring the things needed for the day and we expect parents to play a key role in ensuring this too. The school cannot list every prohibited item but the following are examples that would be considered as Level 4 or 5 offenses if they were to be brought into school:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- cigarettes and tobacco
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Matters arising out of school

As per the DfE advice, teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school, for example where:

- The behaviour 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.

These will be dealt with on a case by case basis.

Liaison with other agencies

From time to time and depending on the circumstances, the school may seek advice from other agencies such as, but not limited to:

- The local authority
- The NSPCC
- Tooled-Up education
- The Family Wellness Practice
- NHS
- Kidscape
- Alliance.org
- Bullyinguk
- EACH (educational action, challenging homophobia)
- Cybersmile
- Bullies Out