



HOLYWELL CHURCH OF ENGLAND ACADEMY

Behaviour for Learning Policy for Holywell School

Author	MG Simpson
Responsibility	All staff and the governing body
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Rationale

As a Church of England School, Behaviour for Learning in Holywell School is rooted in our distinctively Christian character and our core beliefs which are Gospel inspired and which support the school's Vision:

- to be **an outstanding Christian learning community**
- where **everyone is valued as a unique individual**
- and where **everyone feels safe**.
- We will aim **to be the best we can possibly be**,
- **to treat others as we wish to be treated**
- and **to make a positive difference** to our community and beyond.
- We strive to be **peaceful problem-solvers** with open minds and hearts,
- **living God's love**
- and **being kind**.

As a school, we are guided by 'Live life in all its fullness' (John 10:10). We encourage everyone in our community to make the right choices, to follow the teachings of Jesus and to be peaceful problem-solvers. All behaviour is a choice: living life in all its fullness is also a choice; it changes the way we see each other and is revealed in our most challenging moments; it is in these challenging moments that we look to the inspiration of Jesus to make the right choices.

- "In everything, then, do to others as you would have them do to you." Matthew 7:12
- "Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you." Ephesians 4:32

Values

At Holywell School, our Behaviour for Learning Policy is rooted in our values-driven philosophy. We value everyone as a unique individual. Our values, including love, service, compassion, tolerance, forgiveness, kindness, dignity, joy and a commitment to community permeate our school's ethos.

Our students speak very proudly of the impact of these values on both themselves and the school. "They say that the school's values make them think and act more thoughtfully and positively as well as making the school a better place." (Ofsted 2018).

Aims

The aim of this Policy and the Procedures outlined is to communicate and be clear "of the high standards of behaviour expected of all students at all times." "A clear school behaviour policy, consistently and fairly applied, underpins effective education." (Behaviour and Discipline in Schools, DfE, 2016). The specific aims of the Behaviour for Learning Policy are:

- To ensure that we have a shared understanding of Behaviour for Learning in the context of Holywell School as a Church of England school;
- To help the young people in our care to develop a deep and proper sense of their worth so they can be the best they can be for the common good;
- To ensure that practices and processes for dealing with behaviour are clear, just and fair;
- To ensure that practices and processes are consistently, insistently and persistently applied.

Creating a climate for learning: Behaviour in School

We believe that learning is social. Successful learning is built on strong, meaningful relationships. At Holywell, we aim to create a positive climate for learning rooted in strong, respectful relationships, high expectations of behaviour and work, open, polite dialogue and a predictably safe and valuing, relational environment in which learners can grow and develop. In this way we create and encourage behaviours which enable learning to take place. Expecting good behaviour and exciting teaching and learning results in students being so caught up in learning that they will not have time to be distracted or misbehave. Teachers will use well-planned, diverse, effective learning strategies to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent and so that they can be the best they can be.

In order to secure outstanding Behaviour for Learning, it is essential that students, staff and parents know what is expected of them and work together to secure outstanding Behaviour for Learning. Our Holywell Commitments (Appendix I) describe the commitments which members of our community make to everyone involved in the learning process. Teaching staff will take responsibility for their classrooms and explicitly share whole-school and lesson-based expectations at the start of term and these will be consistently and fairly upheld.

Process

The way in which we secure outstanding Behaviour for Learning is as follows:

- We are clear about our vision, values and expectations.
- We have high expectations of behaviour and learning and we expect excellence.
- We have a commitment to learning, to each other and to our values (as detailed in Appendix I).
- We are consistent, insistent and persistent in our expectations.
- We reward good behaviour and learning (as detailed in Appendix II).
- Where there is low-level disruption, we encourage and correct, modelling good practice and demonstrating the change we would like to see in the world.
- Where behaviour disturbs or disrupts learning, or where behaviour is not in line with our values and ethos, we have a series of clear and fair consequences which are applied fairly and consistently. We apply the consequences either immediately or as soon as possible after the event (as detailed in Appendix III).
- We also try to address the cause of the misbehaviour and, in the spirit of reconciliation and forgiveness, we repair and rebuild relationships so that we can all move forward.
- We aim to teach students how to develop positive, respectful relationships, providing them with transferable strategies so that they become self-regulating, peaceful problem-solvers.

- We are solution-focussed and positive, always striving for a good outcome.

Out-of-lesson Behaviour

Whilst on the school playground, using the school corridors, in the surrounding area of the school building, we expect the same standards of kindness, care and safety. We expect students will act in a responsible and respectful manner, as would be expected in a classroom. Consequences are equally applicable to out-of-lesson behaviours.

Physical intervention

In line with the school's Positive Handling Policy, members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Behaviour outside of School

Holywell School students are ambassadors for our school at all times. This includes when they are outside school – whether this is on the school bus, on a school trip or simply walking home in their school uniform. Where a student's behaviour is unsatisfactory outside of school, where there is non-criminal bad behaviour and/or bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, staff can treat such incidents as if they were 'in school' and will consider sanctions in line with the school policy. Staff will liaise with parents and outside agencies involved. The DfE has the following guidance:

What the law allows: Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable" Subject to the behaviour policy, teachers may discipline students for misbehaviour when the student is:

- *taking part in any school-organised or school-related activity or*
- *travelling to or from school or*
- *wearing a school uniform or in some other way identifiable as a student at the school.*
- *misbehaving at any time, when that behaviour:*
 - o *could have repercussions for the orderly running of the school or*
 - o *poses a threat to another student or member of the public or*
 - o *could adversely affect the reputation of the school.*

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.
DfE Guidance (January 2016)

Unsatisfactory behaviour outside of school will be dealt with in school if there are repercussions of that behaviour either on the safety/wellbeing of members of the Holywell community or on the reputation of the school. Incidences of online/social-media related incidents will often be referred to the local police.

Review

This policy will be reviewed annually by the Senior Leadership Team (SLT) and the Ethos Committee of the Board of Governors. The governing body may, however, review the policy earlier than this if they receive recommendations on how the policy may be improved.

Cross reference this policy with the following policies:

- 1) Equality Policy and Equality Objectives
- 2) Accessibility Policy and Plan
- 3) Complaints Policy
- 4) Exclusion Policy
- 5) Anti-Bullying Policy
- 6) Marking and Feedback Policy
- 7) Curriculum Policy
- 8) Positive Handling Policy

This policy has due regard to the related statutory legislation, including, but not limited to, the following:

- The Education Act 2002 (as amended by The Education Act 2011)
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007 (as amended 2014)
- The European Convention on Human Rights (ECHR)
- The Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2017) 'Exclusion from maintained schools, academies and student referral units in England'
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Appendix I:

HOLYWELL COMMITMENTS

In order to secure outstanding Behaviour for Learning, it is essential that students, staff and parents know what is expected of them and work together to secure outstanding Behaviour for Learning. Our Holywell Commitments describe the commitments which members of our community make to everyone involved in the learning process.

THE SCHOOL COMMITMENT

Learning:

- We will do everything possible to enable every student to be the best they can be.
- We will provide inspiring, challenging learning experiences.
- We will challenge barriers to learning in all forms.
- Promote a growth mindset.

Communication:

- We will be clear about our values, vision and expectations.
- We will acknowledge and celebrate achievements and effort.
- We will deal with issues communicated to us effectively, efficiently and expediently.
- We will use social media responsibly and will not post content online which is damaging to the school or any of its staff, students or parents.
- We will communicate any concerns related to behaviour and attendance and support students and parents to address any underlying issues.

Values:

- We will value and respect everyone as an individual.
- We will treat all members of our community with dignity and build relationships rooted in mutual respect.
- We will model, promote and support the development of the school values.
- We will support all members of the community to enjoy, achieve, excel and care.
- We will encourage everyone to live 'life in all its fullness'.



THE HOME COMMITMENT

Learning:

- I/We will work in collaboration and partnership with the school to ensure that my child can be the best they can possibly be.
- I/We will take an active interest in the development of my child.
- I/We will read, explore and learn with my child.
- I/We will promote a growth mindset.

Communication:

- I/We will communicate effectively, efficiently and regularly using official school procedures: There is nothing so small or awful that I/we can't talk about with someone.
- I/We will use social media responsibly and will not post content online which is damaging to the school or any of its staff, students or parents.
- I/We will let the school know of any other planned absences well in advance (for example, dental or hospital appointments.)
- I/We will take an active part in school consultations, events and parents' evenings.
- I/We will ensure my child attends school regularly, is on time, is correctly dressed and is equipped for work.

Values:

- I/We will support my child to enjoy, achieve, excel and care.
- I/ We will model, promote and support the development of the school values.
- I/ We will treat all members of our community with dignity and build relationships rooted in mutual respect.
- I/ We will encourage my child to 'live life in all its fullness'.



THE STUDENT COMMITMENT:

Learning:

- I will do my best at all times in word and deed.
- I will keep the focus on learning and behave well.
- I will be ready to learn: have the correct equipment; be correctly dressed; and have a learning attitude.
- I will attend school regularly, be on time and be punctual.
- I will have a growth mindset.

Communication:

- I will be polite and respectful.
- I will communicate effectively, efficiently and regularly: There is nothing so small or awful that I can't talk about with someone.
- I will use social media responsibly and will not post content online which is damaging to the school or any of its staff, students or parents.
- I will ask for help when I need it.
- I will follow adult instructions.
- I will accept responsibility for my own conduct.

Values:

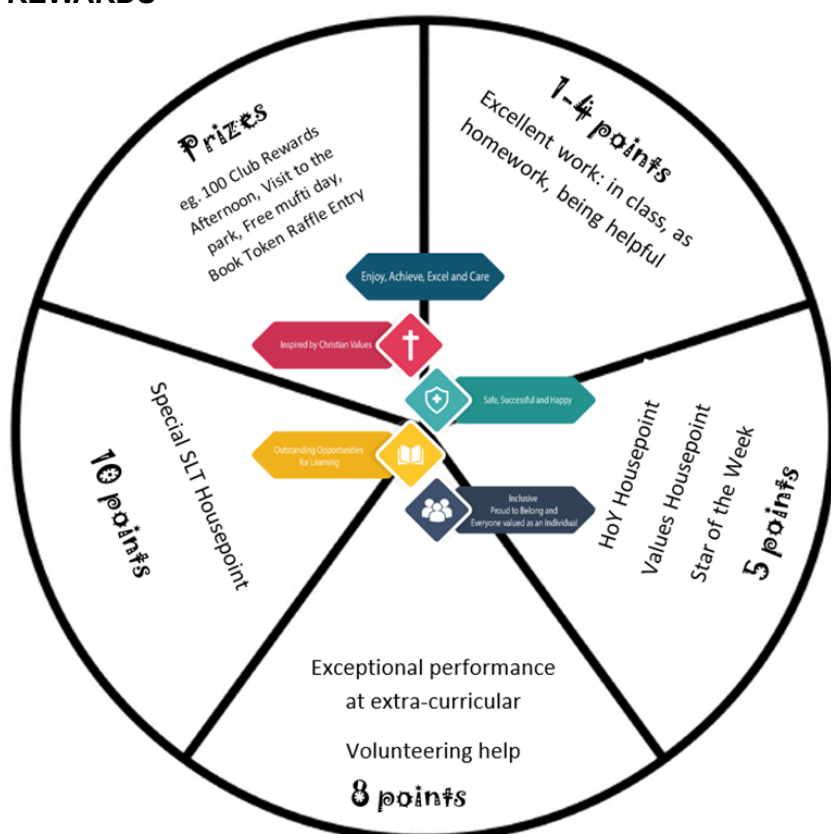
- I will treat others as I wish to be treated.
- I will be kind and forgive.
- I will support all members of the community to enjoy, achieve, excel and care.
- I will uphold the school values.
- I will keep myself and others safe at all times.
- I will look after the school environment and will move around school in a sensible, calm and polite manner.
- I will try to 'live life in all its fullness'.



In addition, staff are responsible for:

- Implementing the school's Behaviour for Learning Policy at all times.
- Maintaining a positive and well-managed learning environment.
- Being positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Using the school's reward system and 'consequence staircase' to promote good behaviour.
- Using the rules and consequences outlined in this policy clearly and consistently.
- Treating all students fairly and equally, respecting and maintaining their dignity, seeking to raise their self-esteem and develop to their full potential.
- Undertaking comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students.
- Recording all behavioural events, both positive and negative, on the school's management information system, by following the correct reporting procedure.
- Raising any concerns regarding students' behaviour with the relevant head of year.
- Taking the necessary steps to effectively manage student behaviour, such as placing students on report where appropriate.
- Supporting other members of staff with behavioural issues involving individual students or groups of students.
- Liaising with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organising detentions where appropriate.
- Intervening promptly when they encounter poor behaviour or unexplained absence.
- Immediately contacting the headteacher and the rest of the SLT when there has been a serious breach of the school's Code of Conduct.
- Contacting parents/carers regarding their child's behaviour where necessary.
- Continuously keeping parents/carers informed of any behavioural management issues concerning their child.
- Acting in accordance with the school's Exclusion Policy when dealing with more serious breaches of school conduct.
- Monitoring the attitude, effort and quality of the students' work.

Appendix II: REWARDS



At Holywell, our 'tangible rewards' are rooted in our House communities. Each student belongs to one of four Houses:
St George,
St Patrick,
St Andrew
or St David.

House Points are used to recognise good behaviour, effort and service. Students collect House Points which contribute to the whole House Point total each half term as well as a recognition of personal achievement and effort.

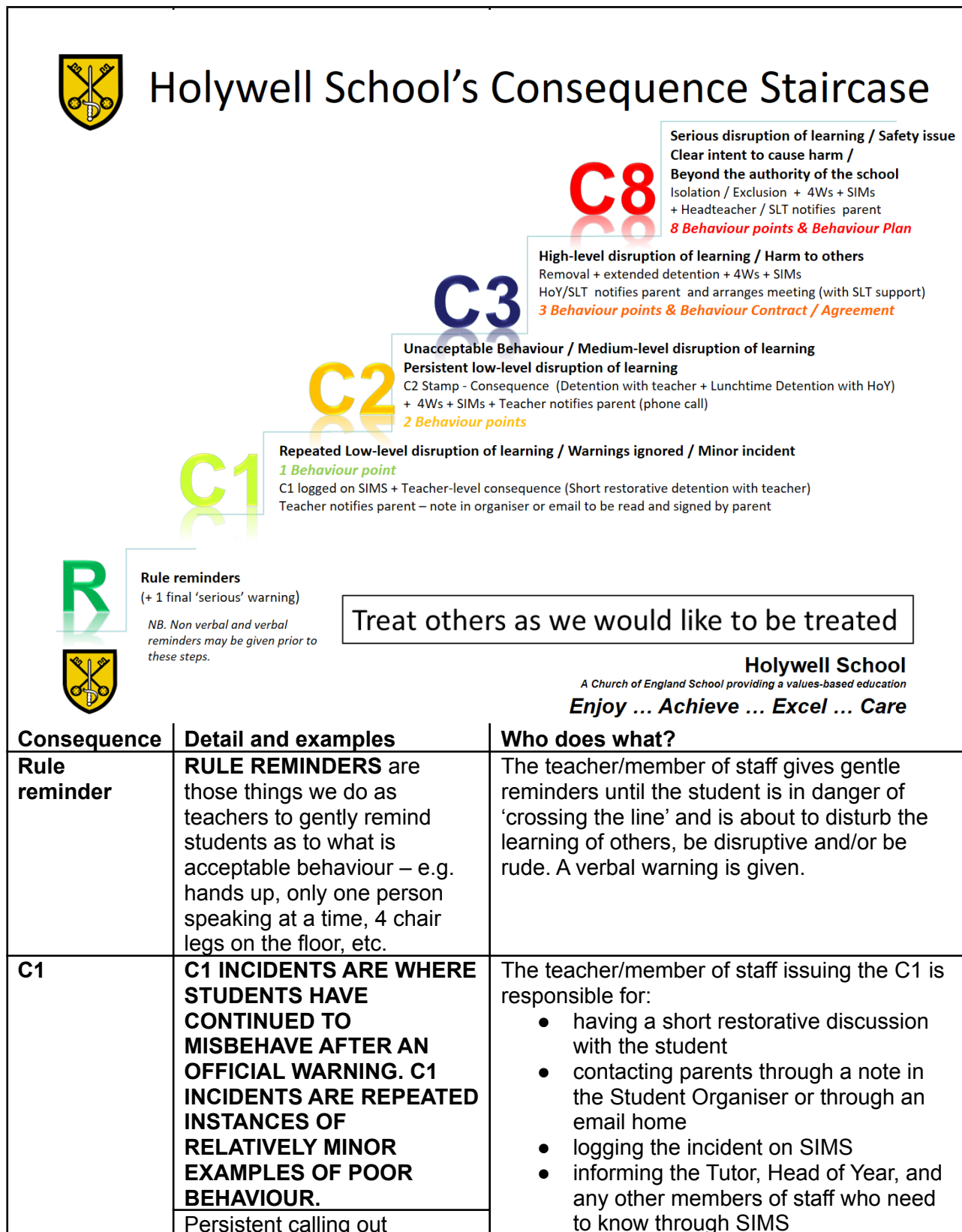
- Staff can award up to 4 House Points for excellent work, effort or service. These will be awarded by signing the wheel in the student organiser.
- Praise emails. These are worth 4 house points. They are awarded for excellent work in a specific subject area or for a specific contribution/action worthy of praise above and beyond the usual expectations.
- 'Head of Year' House Point. These are worth 5 points and are only to be given out by the HoY or Head of Key Stage. These house points can be given for a range of reasons including: excellent work, representing the school, behaviour, values, contribution to school life etc.
- 'Values House Point' – worth 5 points. These can be given by staff when seeing a student do something that represents that particular value. The points are added to the normal house point count, where the tutor will add them electronically on to SIMS and then the paper copy is passed to the Assistant Headteacher, who will use these awards to inform the award for the monthly Values Champions.
- Star of the week – given to students in Key Stage assembly – HoY/HoKS will log these on SIMs and award the students with 5 house points.
- Special SLT House point – worth 10 points. These are awarded in two different ways:
 - o Any member of SLT may award a Special SLT House point for an outstanding contribution to school life.
 - o Any member of staff may nominate a student for a Special SLT House point. Staff must use their discretion and these awards must be for exceptional work, effort, progress and/or achievement. Staff send the nominated student to the SLT's PA who will find/arrange for a member of SLT to see the student. This will be recorded on SIMS by the SLT PA.
- The Head of Year House point, Values House Point and SLT House points all come in paper form. Students then give them to their form tutor in Monday afternoon registration time when teachers are doing the house point count.

- Teachers electronically add on any of the special paper house points and any full wheels in student planners (10 HP) onto SIMS.
- Heads of House will complete a house point count and hand out student certificates half termly. They complete a report on SIMS to enable them to do this.
- Rewards – Every time students achieve 100 house points, they have access to the half-termly '100 Club' – an afternoon off timetable as a reward. The 100 Club is organised by Heads of House and students are invited to attend these.

Appendix III:

CONSEQUENCES

Where behaviour is not of our Holywell high standards, a range of de-escalation techniques will be used to encourage good behaviour and to create an effective learning environment. Where there are issues, staff should work through the Consequence staircase:



	<p>Not getting on with work after reminders</p> <p>Calling out / Talking over teacher</p> <p>Stopping others from learning (e.g. deliberately taking up too much space, making people laugh)</p> <p>Deliberate humming / coughing</p> <p>Persistently swinging on chair and ignoring warnings</p> <p>Eating in class and continuing after a warning or request to stop</p> <p>Repeatedly not completing homework</p>	
C2	<p>C2 INCIDENTS ARE INSTANCES OF UNACCEPTABLE BEHAVIOUR AND ARE SERIOUS ENOUGH TO WARRANT TIME OUT AND A C2</p> <p>Continuation of C1 behaviour</p> <p>Swearing</p> <p>Deliberately throwing something</p> <p>Rudeness</p> <p>Answering back</p> <p>Unsafe Play / Play fighting</p> <p>Eating defiantly in class</p> <p>Persistent lack of homework</p>	<p>The teacher/member of staff issuing the C2 is responsible for:</p> <ul style="list-style-type: none"> • a short restorative detention (15 minutes) and completion of 4Ws reflection form • logging the incident on SIMS • informing the Tutor, Head of Year, Headteacher and any other members of staff who need to know • referring the student to the Head of Year <p>The Head of Year is responsible for</p> <ul style="list-style-type: none"> • contacting parents by phone • speaking to the student • holding a lunchtime detention • following up with a behaviour plan /actions from the 4Ws (e.g. restorative meeting; behaviour agreement; work report)
C3	<p>C3 INSTANCES ARE MORE SERIOUS INSTANCES OF UNACCEPTABLE BEHAVIOUR WHICH</p>	<p>The teacher issuing the C3 is responsible for:</p> <ul style="list-style-type: none"> • providing a detailed account of the incident (email, word document, handwritten report) for the Tutor, Head

	NECESSITATE SOME FORM OF SENIOR LEADERSHIP INTERVENTION. C3 INSTANCES USUALLY INVOLVE DAMAGE, HURT, INJURY, EXTREME RUDENESS	<p>of Year, Assistant Headteacher, Deputy Headteacher, Headteacher and any other members of staff who need to know</p> <p>The member of SLT / Head of Year who deals with the issue is responsible for:</p> <ul style="list-style-type: none"> • logging the incident on SIMS • contacting parents by phone • deciding on a suitable sanction which reflects the nature of the incident
	Continuation of C2 behaviour	
	Injuring someone (no clear intent / messing around)	
	Truanting from a lesson	
	Damaging school property	
	Prejudicial comments	
	Physical assault / Hurting someone	
	Complete defiance and refusal to co-operate	
	e-safety / safety infringements	
C8	C8 INSTANCES ARE SERIOUS BREACHES OF BEHAVIOUR WHICH REQUIRE INTERNAL OR EXTERNAL EXCLUSION. THEY RESULT IN A	<p>All C8 incidents must be authorised and agreed with the Headteacher (or Deputy Headteacher).</p> <p>The member of staff referring the student is responsible for:</p>

<p>SERIOUS DISRUPTION TO LEARNING OR THEY ARE INSTANCES WHICH POSE A THREAT TO HEALTH AND SAFETY. THEY INVOLVE ACTIONS IN WHICH THE PERPETRATOR DEMONSTRATES A CLEAR INTENT TO HARM/HURT; THEY MAY INVOLVE ACTIONS WHICH ARE BEYOND THE AUTHORITY OF THE SCHOOL</p>		<ul style="list-style-type: none"> providing a detailed account of the incident
	Physical assault (student / teacher) with intent	<p>The Headteacher /Deputy Headteacher is responsible for:</p> <ul style="list-style-type: none"> contacting parents logging the incident and the outcome on SIMS writing the formal exclusion letter arranging a re-admittance interview informing all members of staff involved in the incident of the outcome and actions <p>The SLT PA is responsible for</p> <ul style="list-style-type: none"> communicating to Central Bedfordshire Council (Inclusion and Access Team) and Chair of Governors about the exclusion
	Swearing at a teacher	
	Bullying including repeated verbal intimidation	
	Non-compliance with senior members of staff	
	Serious safety issue e.g. running off site and necessitating police intervention	
	e-safety issues	
	Bringing illegal substances / weapons into school	
<p><i>NB. Every time students collect 8 behaviour points, they will have a 1-day internal exclusion and remedial support action.</i></p>		

Other sanctions and strategies used to address inappropriate behaviour

a) Work / Behaviour Report

There are several reports which can be used to monitor a student's behaviour/success in lessons. Reports can be initiated by tutors, subject teachers, subject leaders, assistant head teachers and the head teacher. Parents MUST be contacted when students are placed on report.

Reports can be for 1 day or 5 days. They are either diagnostic to identify issues/patterns of behaviour or they are to monitor progress against targets set. Normally, reports will last no longer than 2 weeks before being reviewed. Students will hopefully meet their targets and be removed from being 'on report'. Where this is not successful, after 2 weeks, a further review with parents will be necessary and students will be moved on to another level. Copies of report formats are available from SLT/Heads of Year.

A class report is also available to use where a number of students are disrupting a lesson. This again is diagnostic and used to identify individuals.

b) Detentions

Teachers have a power to issue a detention to students (aged under 18) and, at Holywell, detentions are one of the sanctions we employ as a consequence for unacceptable behaviour. Parental consent is not required for detentions. As with all of our sanctions, the member of staff issuing the detention must act reasonably given all the circumstances when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

C1 detentions are the responsibility of the teacher.

C2 detentions: the breaktime detention is the responsibility of the teacher. Heads of Year will have a weekly C2 lunchtime detention session.

More serious issues (C3/C8) will be referred for SLT detention.

Detentions outside school hours

- Although parental consent is not required for detentions outside of school hours, staff should always contact parents to give notice that the child is in detention out of hours. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - any school day where the student does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break;
 - non-teaching days – usually referred to as 'training days', 'INSED days' or 'non-contact days'.
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the student at risk.
 - Whether the student has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
 - Whether suitable travel arrangements can be made by the parent for the student.

c) Confiscating items

At Holywell School, we follow the legal guidance on confiscating items. There are two sets of legal provisions which enable school staff to confiscate items from students:

- I. The 'general power to discipline' enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the

circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

II. Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the police
- For other items, school policy is that staff will keep the item safe. They will inform parents and will retain the item until it is collected by the student's parent/guardian. If this is a repeated offence, staff may retain the item until the end of term. All unclaimed items will be disposed of at the end of the academic year.

NB. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’.

In terms of in-school procedure regarding items which are confiscated, staff should note the following:

- Personal property of students should be confiscated if they are causing a disruption to the learning of others and/or they infringe a school rule. Usually, a warning will be given and students will be asked to put the item away. If the disruption continues, items are usually confiscated until the end of the day and parents informed. If there is a repeated occurrence, items can be held until the end of a half-term and/or until a parent collects the item.
- If it is a piece of jewellery, ask students to remove the item and to put it somewhere safe (this may be the office). If students continue to wear the jewellery, confiscate the item until the end of the day and write a note in the student's organiser. If the student defiantly wears the item, it should be confiscated until the end of term and/or until a parent/carers collects it. Confiscated items should be kept safe, labelled and dated and if needed can be securely stored in the office safe.
- If it is a mobile phone and the phone is used or is taken out in class, the phone should be confiscated until the end of the day and parents contacted. As with jewellery, repeat occurrences will result in the phone being confiscated until the end of a half-term and/or until a parent/carers collects it.

d) Internal Exclusion

This is a sanction used for C8 incidents and involves students being internally excluded for half a day or 1 full day. Students report to Reception and are provided with work from each subject teacher. They work on their own and are not allowed out at break or lunch time. Provision is

made for students to eat and go to the toilet. Whilst in internal exclusion students are also asked to reflect on their behaviour and what they need to do to ensure that this does not happen again. Usually, students will have a work report and/or a behaviour agreement following a period of internal exclusion. Students may also be allocated a mentor and/or Student Learning Plan following internal exclusion. Subsequent high-level disruption is likely to lead to a fixed-term exclusion.

e) Exclusion

A decision to exclude a student (either for a fixed term or permanently) will be taken only in response to serious breaches of the school's behaviour policy; and if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. This is at the discretion of the head teacher (or named teacher in the head teacher's absence). (See Exclusion Policy.)



4Ws Reflection

Student's Name: _____ Class: _____

Teacher's Name: _____ Date: _____

Where did this happen? _____

When did this happen? _____

1. WHAT?

What happened?

What happened before that?

2. WHO?

Who was affected? How do you feel now?

3. WHY?

Why did you act this way? Why did you make the choices you made? What values do you need to develop?

4. WRAP-UP

How do you put things right? How do you fix things up or work things out?

How do you make sure that this doesn't happen again?

What have you learned?

Resolution required (please tick):

Apology and guarantee

Behaviour agreement

Consequence in line with Consequence Staircase

Further support (from Tutor / Head of Year / Assistant Headteacher / Deputy Headteacher / Parents)

Other:

“Live life in all its fullness” (John 10: 10)

Enjoy, Achieve, Excel, Care

The Holywell Vision (The way forward; the goal; the aim)

At Holywell, our vision is that everyone in our community chooses to “Live Life in all its Fullness” (John 10:10).

Inspired by the teaching of Jesus, the Good Shepherd,
we choose to live our values, being the best we can be in community.

The Holywell Values (The important things which drive our vision and which underpin our ethos)

Kindness, Respect, Love, Peace, Courage, Hope, Community
Compassion, Care, Equality, Faith, Forgiveness, Grace, Humility, Justice, Joy, Resilience,
Responsibility, Self-Worth and Self-Regulation, Service, Thankfulness, Tolerance