



## HOLYWELL CHURCH OF ENGLAND ACADEMY

# Behaviour for Learning Policy for Holywell School

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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:

*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."*

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, to be committed to keeping each other safe, to keep the focus on learning 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

## 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.

## Values and Principles

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 respect, kindness, responsibility, love, service, compassion, tolerance, forgiveness, 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.

*“Pupils are tolerant and respectful of each other’s differences. They understand that everyone is an individual. They know it is unacceptable to be unkind because someone is different. Bullying is not tolerated, and cases are rare. If it does happen pupils know they have someone to talk to and are confident it will be dealt with.”*

*“The majority of pupils behave well and have a positive attitude to their learning. They know that their teachers want them to do well. Pupils respond to these aspirations by staying focused and working hard.”* Ofsted July 2023

Our primary concern is the safety, wellbeing and education of all students; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

## The Holywell Behaviour Principles

So that everyone in our community can 'live life in all its fullness', we expect behaviour which enables all students to be "the best that they can be", treating others as we wish to be treated. We do this through our high expectations, promoting positive and active engagement with learning. Students’ pride in themselves as an individual and as part of the wider school community is shown by:

1. Respecting everyone in the school community,
2. Being kind, respectful and caring towards all members of the school community, and
3. Keeping themselves and others safe at all times.

## **Creating a climate for learning: Behaviour in School and our Behaviour Curriculum**

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.

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. As part of our 'Behaviour Curriculum', our Holywell Commitments (Appendix I) describe

the commitments which members of our community make to everyone involved in the learning process. These commitments define the expected behaviours in school. They are centred on what successful behaviour looks like and defines such behaviour clearly for all parties. 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.

The way in which we deliver our Behaviour Curriculum and secure effective Behaviour for Learning is as follows:

- We are clear about our vision, values, principles and expectations: Collective Worship explores our Christian values and what these look like in day-to-day practice; we explicitly go through 'The Holywell Commitments' at the start of each academic year and regularly reinforce these with all members of the school community.
- 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 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.
- Positive behaviour is taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. In addition to discussing The Holywell Commitments at the start of the year, behaviour issues are addressed regularly in Community Time discussions - specifically focussing on defining positive behaviour and making it clear what this looks and sounds like. PSHE lessons also address aspects of the Behaviour Curriculum including peaceful problem-solving strategies, supportive and healthy relationships, anti-bullying behaviours, self-esteem, wellbeing, etc. Moral issues are also explored in our Collective Worship as well as in a range of curriculum subjects eg. RE, Geography.
- Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.
- Whole-school routines are explained to students and reinforced by staff. Routines include:
  - lining up outside the classroom before a lesson.
  - following the 'start-of-lesson' routine: silent reading (or, as agreed, a silent starter activity)
  - having equipment ready for learning
  - hands-up for answers
  - one-way system during lesson change and at break-time
  - end-of lesson routine (standing silently behind desks and being dismissed in an orderly, structured manner - eg, table or group by group)
- Teachers will establish lesson routines to teach and reinforce the expected behaviours of all students (inc. routines for handing out books, routines for working in groups, routines for organising equipment, etc)
- Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **In-lesson Behaviour**

- In lessons, we have high expectations of behaviour and learning and we expect excellence.
- We use the acronym 'LEARN' to help students remember our expectations:
  - **L**earning-focussed
  - **E**ngaged and equipped
  - **A**lways be the best you can be

- o **Respectful and Kind**
- o **No excuses**
- We are consistent, insistent and persistent in our expectations.
- We use routines to support effective learning and to establish high standards (inc. routines for lining-up, starting lessons, making contributions in class, ending lessons, moving around school, etc)
- Teachers 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. Well-planned, engaging and appropriate teaching and learning results in students being so caught up in learning that they will not have time to be distracted or misbehave.
- 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).

### **Out-of-lesson Behaviour on the school site**

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.

### **Inclusion**

As a Church of England School, we are welcoming of 'All God's Children'. We prioritise inclusion, and we ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. We endeavour to create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the community in everyday practice. We aim to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination. We offer comprehensive support to students displaying problematic behaviour, before and/or alongside disciplinary measures taking into account students' home circumstances and any Special Educational Need or Disability (SEND). We make reasonable adjustments for students with additional needs, however, other students and teaching staff must be protected from disruption so they can learn in safe, calm, and supportive environments. Action will be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

### **Language**

The school does not tolerate offensive or insulting language in any circumstances, and expects polite and considerate behaviour to be maintained by all.

### **Bullying and Discrimination**

Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. Students are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

At Holywell School we use the following definition of Bullying:

**Bullying**  
**is behaviour which is:**  
**intentional and targeted,**  
**deliberately designed to be hurtful**  
**and repeated systematically over a period of time.**

The school supports students to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated (please see the Anti-Bullying Policy for further details and specific guidance on Dealing with perceived bullying issues).

### **Self-worth and self-regulation**

We value all students at Holywell and encourage each individual to see their own self-worth, promoting wellbeing and healthy life-styles (mental and physical). All students are taught to actively support the wellbeing of other students. All students are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

### **Attendance**

Students are held to high standards of attendance. We will take swift, appropriate action to ensure that problems of lateness and/or absence are handled effectively.

### **Staff behaviour**

Staff lead by example and model their conduct in line with the school's standards, values and the code of conduct for all adults. This statement, and the policies that are influenced by it, apply to all staff inside and outside of school.

### **Behaviour towards members of the school community**

We expect all members of the school community to adhere to our core principles. Any kind of violence, threatening behaviour or abuse between students, or by members of the school community towards the school's staff, will not be tolerated. We have the same expectations of parents/carers too: If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution. Please refer to the policy on Parental Behaviour for further details.

### **Physical intervention**

In line with the DfE's guidance on the use of reasonable force (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>), members of staff have the legal right to use reasonable force to prevent students 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. Incidents (including online behaviour incidents) amongst young people sometimes occur outside the school day and off the school premises. Incidents that occur outside school sometimes affect the culture in school. Staff can treat such incidents as if they were ‘in school’ and we can consider sanctions in line with our policy. We do expect parents/carers to deal with behaviour outside of school in the first instance and we are happy to offer support if there is a risk of the poor behaviour outside of school impacting on the school community.

Incidences of criminal behaviour (inc. assault) and/or criminal online/social-media related incidents outside of school should be referred to the local police (via 999 or 101 depending on the nature of the incident). Staff will liaise with parents and outside agencies involved.

In line with our sanctions, we will discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- wearing school uniform or in some other way identifiable as a student at the school;
- where misbehaviour could have repercussions for the orderly running of the school;
- where misbehaviour could adversely affect the reputation of the school.

In cases when a member of staff or headteacher suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the school will ensure any further action they take does not interfere with any police action taken. However, DfE guidance states that “schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.” When making a report to the police, it will often be appropriate for us to make, in tandem, a report to local children’s social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Incidents of online/social-media related incidents will often be referred to [thehelpline@saferinternet.org.uk](mailto:thehelpline@saferinternet.org.uk) and/or the local police.

When an incident involves nude or semi-nude images and/or videos, the incident will be referred to the designated safeguarding lead as the most appropriate person to advise on the school’s response. Handling such reports or concerns can be especially complicated and we will follow the principles as set out in “Keeping children safe in education” (DfE).

### **Bus-related incidents**

Bus-related incidents will be dealt with in collaboration with the Local Authority providing the transport service. Sanctions may be imposed by both school and the relevant Local Authority and will depend on the nature of the incident. Both Central Bedfordshire and Bedford Borough issue a Code of Conduct for behaviour on school transport and sanctions will be applied in line with this Code of Conduct.

## **Roles and Responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- Ensuring the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- Visibly and consistently supporting all staff in managing pupil behaviour through following the Behaviour for Learning Policy;
- Ensuring measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- Ensuring pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- Ensuring all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- Ensuring any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: Headteacher, Senior Leadership Team (inc. Behaviour Lead / SENDCo / Safeguarding Lead) and Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the student commitments and Behaviour for Learning Policy and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.



## **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) Accessibility Policy and Plan
- 2) Anti-Bullying Policy
- 3) Child-on-Child Abuse Policy
- 4) Complaints Policy
- 5) Curriculum Policy
- 6) Equality Policy and Equality Objectives
- 7) Exclusion Policy
- 8) Marking and Feedback Policy
- 9) Parental Behaviour Policy
- 10) Safeguarding Policy

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE 'Keeping children safe in education' (updated annually)
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

## 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

#### Values:

- We will 'live life in all its fullness'; We will live our values and we will be the best we can be in community. We will also encourage everyone in our community to live 'life in all its fullness'.
- 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 treat others as we would like to be treated.
- We will be kind to one another in word and deed.
- We will keep each other safe: "Everyone has the right to feel safe at all times".
- We will support all members of the community to enjoy, achieve, excel and care.
- We will be inclusive: we will respect our differences and celebrate our diversity
- We will be respectful and polite.
- We will be proud of our school and we will do everything we can to uphold the school's high standards of behaviour and conduct, promoting a positive school ethos and image both in school and in the community.
- We will be caring.

#### Learning:

- We will do everything possible to ensure all students keep the focus on learning and to enable them to be the best they can be.
- We will provide inspiring, challenging learning experiences.
- We will challenge barriers to learning in all forms.
- We will 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 can (and will) talk with someone about anything, even if it feels awful or small.
- 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.

## THE HOME COMMITMENT

### Values:

- I/ We will encourage my child to 'live life in all its fullness': living the school values and being the best we can be in community.
- I/ We will model, promote and support the development of the school values.
- I/We will not abuse members of staff and will treat all members of the school community as I/we wish to be treated.
- I/ We will treat all members of the school community with dignity and build relationships rooted in mutual respect.
- I/We will be kind in word and deed.
- I/We will keep members of the school community safe: "Everyone has the right to feel safe at all times".
- I/We will be inclusive: I/we will respect our differences and celebrate our diversity.
- I/We will be respectful and polite.
- I/We will be proud to be a member/members of the school community and I/we will do everything we can to uphold the school's high standards of behaviour and conduct, promoting a positive school ethos and image both in school and in the community.
- I/We will be caring.
- I/We will support my child to enjoy, achieve, excel and care.



### 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 support my child to keep the focus on learning.
- 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: We can (and will) talk with someone about anything, even if it feels awful or small.
- Where I/we have concerns or issues, I/we will communicate these as soon as possible using the school referral system – the first point of contact is the form tutor or class teacher. Where informal concerns have not been resolved, I/we will use the School Complaints Policy and Process.
- 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.

## THE STUDENT COMMITMENT:

### Values:

- I will 'live life in all its fullness'; I will live our values and be the best I can be in community.
- I will treat others as I wish to be treated.
- I will be kind to others in word and deed.
- I will keep myself and others safe at all times: "Everyone has the right to feel safe at all times".
- I will be inclusive: I will respect people's differences and celebrate other people's diversity.
- I will support all members of the community to enjoy, achieve, excel and care.
- I will be proud of our school and I will do everything I can to uphold the school's high standards of behaviour and conduct, promoting a positive school ethos and image both in school and in the community.
- I will look after the school environment and will move around school in a sensible, calm and polite manner.
- I will be caring.

### Learning:

- 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 have a growth mindset.
- I will do my best at all times in the classroom in word and deed.
- I will attend school regularly, be on time and be punctual.

### Communication:

- I will be respectful and polite to all members of our school community.
- I can (and will) talk with someone about anything, even if it feels awful or small. 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.

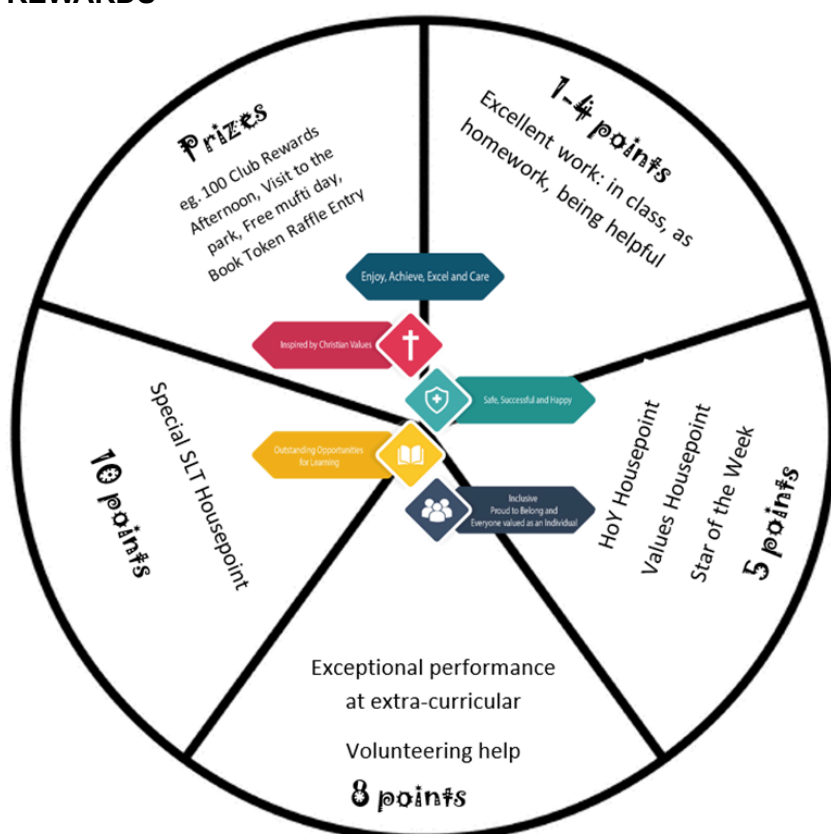


In addition, staff are responsible for:

- 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 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. 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 between 1 and 5 House 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 Values Lead, who will use these awards to inform the award for the monthly Values Champions.
- Star of the week – given to students in Year Group assembly – HoY 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.

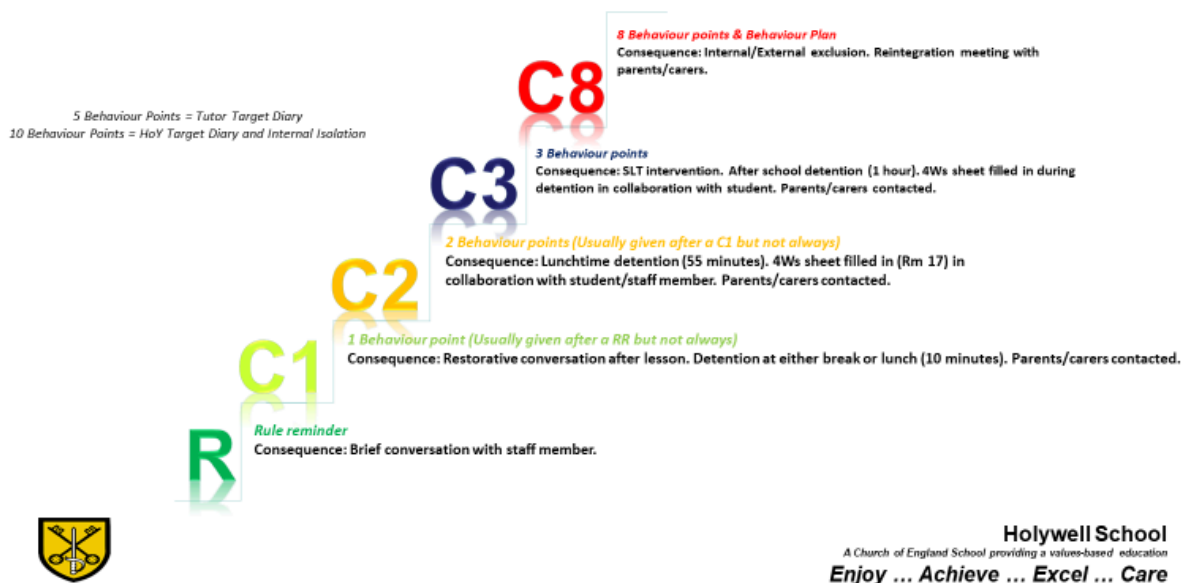
- Heads of House will complete a house point count and hand out student certificates half termly. They complete a report on SIMS to enable them to do this.
- Rewards – Students receive rewards at different ‘milestones’:
  - o 50 Housepoints - Treat token (eg. for Hot Chocolate and treat)
  - o 100 Housepoints - Holywell Reward Pen
  - o 150 Housepoints - ‘150 Club’ – reward time with activities, drinks and snacks.

## 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:

## Holywell School's Consequence Staircase



Below are descriptions of the behaviour(s) which may lead to each level of consequence. Please note that these descriptions serve as guidance and are indicative of the type of behaviour at each level - they are neither definitive nor exhaustive. Each situation will be reviewed on an individual basis.

Consequence	Description of Behaviour leading to this consequence	Who does what?
<b>Rule reminder</b>		The teacher/member of staff gives gentle reminders until the student is in danger of 'crossing the line' and is about to disturb the learning of others, be disruptive and/or be rude. A verbal warning is given. A brief follow-up conversation with the staff member will take place.
<b>C1</b>	Continued off-task behaviour (usually after a final rule reminder or verbal warning). C1 incidents are repeated instances of relatively minor examples of poor behaviour.	The teacher/member of staff issuing the C1 is responsible for: <ul style="list-style-type: none"> <li>having a restorative discussion with the student and holding a 10 minute detention, either at breaktime or lunch on the day the C1 was issued. If given after lesson 4, the detention and conversation will take place the next day.</li> <li>contacting parents through Satchel One and an email home, if appropriate.</li> <li>logging the incident on Satchel One, with as much detail as possible, including time, location and whether the detention has taken place yet.</li> </ul>



Consequence	Description of Behaviour leading to this consequence	Who does what?
<b>C2</b>	Behaviour which has a significant impact on individuals or others (in or out of the classroom); behaviour which results in accidental harm/hurt to others. NB. A C2 can also be issued for a continuation of C1 behaviour.	<p>The teacher/member of staff issuing the C2 is responsible for:</p> <ul style="list-style-type: none"> <li>Giving the student details of their lunchtime detention (55 minutes). The detention will take place on the day the C2 was issued. If the C2 was given after lesson 4 then it will take place the next day.</li> <li>having a restorative conversation with the students and collaboratively completing a 4Ws reflection form with the student during their detention.</li> <li>informing the Tutor, Head of Year and any other members of staff who need to know. Parents//Carers will also be informed.</li> </ul> <p>The Head of Year/Pastoral Team/SLT is responsible for</p> <ul style="list-style-type: none"> <li>holding the lunchtime detention (55 minutes).</li> <li>logging the 4Ws sheet on SIMS.</li> </ul>
<b>C3</b>	Serious instances of unacceptable behaviour which necessitate some form of SLT intervention (in or out of the classroom). NB. A C3 can also be issued for a continuation of C2 behaviour.	<p>The teacher issuing the C3 is responsible for:</p> <ul style="list-style-type: none"> <li>providing a detailed account of the incident and sending it to the form tutor, Head of Year, and any other members of staff who need to know.</li> <li>contacting parents by phone/email then sending a message via Satchel One.</li> <li>Confirming the detention with parents/carers and then informing the Head of Year/SLT. After school detentions are held on Wednesdays. If a C3 is issued on a Wednesday then if parents/carers consent, the detention can be held on that day. Otherwise it will take place the following Wednesday.</li> <li>During the detention, the member of the Pastoral team/SLT hosting the detention will collaboratively fill in a 4Ws sheet with the student.</li> </ul>
<b>C8</b>	Behaviour which requires an internal or external suspension. Reasons include: <ul style="list-style-type: none"> <li>Physical assault against a student and/or adult</li> <li>Verbal abuse or threatening behaviour against a student and/or adult</li> <li>Use, or threat of use, of an offensive weapon or prohibited item.</li> <li>Targeted Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic, misogynistic or ableist abuse</li> </ul>	<p>All C8 incidents must be authorised and agreed with the Headteacher (or Deputy Headteacher). The sanction for a C8 will be either an Internal or External Suspension.</p> <p>The member of staff referring the student is responsible for:</p> <ul style="list-style-type: none"> <li>providing a detailed account of the incident.</li> </ul> <p>The Headteacher /Deputy Headteacher/HoY/Head of Key Stage is responsible for:</p> <ul style="list-style-type: none"> <li>contacting parents</li> <li>logging the incident and the outcome on SIMS/Satchel One</li> <li>writing the formal exclusion letter (External)</li> <li>arranging a re-admittance interview with parents/carers. This will take place on the morning the student is due back in school (External only)</li> </ul>

Consequence	Description of Behaviour leading to this consequence	Who does what?
	<ul style="list-style-type: none"> <li>Serious damage to the reputation of the school</li> <li>Inappropriate use of social media or online technology</li> <li>Behaviour which is beyond the authority of the school</li> </ul> <p>NB. A C8 can also be issued for persistent and continued C3 behaviour and/or non-compliance. For further details, refer to the Exclusion Policy.</p>	<ul style="list-style-type: none"> <li>informing all members of staff involved in the incident of the outcome and actions.</li> </ul> <p>The SLT PA is responsible for</p> <ul style="list-style-type: none"> <li>communicating to Central Bedfordshire Council (Inclusion and Access Team) and Chair of Governors about the exclusion – (External exclusions only)</li> </ul>
<p><i>NB. Students who accumulate 5 behaviour points will be placed on a form tutor target diary which will provide them with some key targets to focus on in order to help address any issues. The form tutor will contact parents/carers to discuss.</i></p> <p><i>Students who accumulate 10 behaviour points will have a review with the Head of Year and will be placed on a Head of Year target diary which will provide them with some key targets to focus on in order to help address any issues. The Head of Year will contact parents/carers to discuss. They will also have an Internal Suspension for one day. Students will complete their normal class work (when this is not possible, other appropriate work will be provided).</i></p> <p><i>Target diaries will be for an initial period of 2 weeks after which their impact will be assessed.</i></p> <p><i>Students can also collect equipment, homework and uniform warnings. These are logged in organisers. 3 warnings will equate to 1 Behaviour point. This will be communicated home via Satchel One, by form tutors.</i></p>		

### Other sanctions and strategies used to address inappropriate behaviour

#### a) Work / Behaviour Report / Target Diary

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.

We also use a 'Target Diary' or 'Rewards Diary' (whereby a student will have targets and lesson-by-lesson feedback from staff). We have linked this to the number of negative behaviour points a student may accumulate ... again, to be both supportive and pre-emptive, providing the student with targets and an opportunity to address our concerns with the support of a trusted adult:

- If a student reaches 5 Behaviour points then they will be placed on a 'form tutor' target diary.
- If a student reaches 10 Behaviour points then they will be placed on a 'Head of Year/Key Stage' target diary.
- If a student accumulates 10 negative Behaviour Points (and / or multiples thereof), this would also trigger an Internal Suspension. This will be communicated home by the Head of Year or Key Stage Leader.

b) Detentions

Our Consequences include detentions. These provide opportunities for students to reflect on their choices and think of ways to change their behaviour so they can be the best they can be.

Detentions are linked directly to our consequences:

- C1 - 10 minutes detention with the class teacher, either at break or lunchtime.
- C2 – 55 minutes, at lunchtime, on the day the sanction was issued. The detention will take place the next day if issued after lesson 4.
- C3 – 1 Hour (15:45 – 16:45). After school detentions will be held on a Wednesday.

NB.

C1 detentions are the responsibility of the teacher.

C2 detentions: Heads of Year/SLT will lead a daily C2 lunchtime detention session.

C3 detentions: After school on a Wednesday and will be led by SLT/HOY.

Parental consent is not required for detentions. As with all of our sanctions, the member of staff issuing the detention will act reasonably given all the circumstances when imposing a detention. With lunchtime detentions, staff will facilitate time / opportunity for the student to eat, drink and use the toilet.

Although parental consent is not required for detentions outside of school hours, staff will 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:

- o any school day where the student does not have permission to be absent;
- o weekends - except the weekend preceding or following the half term break;
- o non-teaching days – usually referred to as 'training days', 'INSED days' or 'non-contact days'.

School staff will not issue a detention where they know that doing so would compromise a child's safety. Parents will always be informed of detentions outside of school hours. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- o Whether the detention is likely to put the student at risk.
- o Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- o 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:
  - o knives and weapons
  - o alcohol

- o illegal drugs
- o stolen items
- o tobacco, cigarette papers, vapes
- o fireworks
- o pornographic images
- o any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- o any item banned by the school rules which has been identified in the rules as an item which may be searched for (eg. smartphones)

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 Suspension

This is a sanction used for C8 incidents and involves students being internally isolated and suspended 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 suspension, 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 suspension. Students may also be allocated a mentor and/or Student Learning Plan following internal suspension. Subsequent high-level disruption is likely to lead to a fixed-term suspension.

#### e) Suspension

A decision to suspend a student for a fixed term or be excluded permanently will be taken only in response to either persistent poor behaviour and/or 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.)

## APPENDIX IV

### Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – Bullying is behaviour which is: intentional and targeted, deliberately designed to be hurtful and repeated systematically over a period of time.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Repeated lack of correct equipment (NB. equipment will be provided for students who cannot afford their own items)
- Refusing to complete homework, incomplete homework, or arriving at school without homework

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.