

Hollygirt Behaviour and Discipline Policy

NB: Any behaviour reported by students or parents that refers to 'bullying' should be passed to the Head or in their absence the Deputy Head immediately. The Head may decide to delegate the concern but should always be notified in the first instance.

This policy aims to promote a system of values and behaviours that allows students to fulfil their real potential; the Hollygirt Way. We encourage students to be kind and respectful; to treat others as they would wish to be treated and these values are at the heart of the school aims.

Hollygirt School Aims:

- Offer a nurturing and bespoke education that allows students to thrive and achieve their academic potential in small classes.
- Encourage a warm, vibrant, family-orientated community in the heart of Nottingham that aims to develop socially responsible individuals ready for successful lives.
- Actively promote Fundamental British Values through an understanding of respect for themselves, the school and the wider community through our ethos of Kindness, Honesty, Resilience and Hard Work.

This policy will

1. Place the Emphasis on High Standards and Supporting Pupils

All adults in the school community should actively acknowledge positive and caring behaviour and praise actions and words of our students (and staff, parents and trustees) that are kind and courteous and supportive of each other. This can be done through actual compliments to a student or through awarding House Points for courteous behaviour which

are then recorded on Satchel One and in using fully and regularly the rewards systems in school.

(The main change here is that the current Merit system will now represent academic progress and a House Point system for every other kind of good deed and gesture that our students are so good at)

Rewards

Rewards should be frequent and tangible; these can be positive comments; house points; a positive email home; a mention in assembly or other occasions.

New Rewards include:

As and when nominations for a **Head's postcard home**: for resilience - exceptional behaviour /progress -going above and beyond...

House points -as mentioned - for manners /courtesy / Hollygirt spirit (recorded on Satchel One)

- End of year House Points winners Day off timetable to do outdoor activities at a local centre – archery, zip line, raft building etc. or trips to Alton Towers / Go Karting / Laser Tag.
- Termly House Points rewards (for most house points collected that term) – pizza lunch, trip to McDonalds etc
- Rewards for academic work are Merits and are recorded on Satchel One and Bronze, Silver, Gold and Platinum certificates issued in Rewards assemblies at the end of term assemblies. Cultural trips to places of interest to be decided by the students.

2. Progress in Lessons and Behaviour

In order to make the necessary progress, we expect the following from the students:

- Correct school uniform.
- Sensibly moving around the school.
- Be on time with correct equipment.
- Line up sensibly.

- Try your best in lessons.
- Ask your teacher for help if you need it.
- Listen to the teacher -do not talk when the teacher is talking.
- Respect school property.
- Keep your hands to yourself.
- Discuss your learning with the teacher; take advice.
- Do not distract others.
- To avoid making personal and group drama (as per students' code of conduct) – save your energies for learning!

3. Where we Encounter Problems with Behaviour -

1. In class -class teacher after 1st and then 2nd reminder can issue a **ticket** **and / or** a break or lunchtime detention *and must place on Satchel One and send an email home*. In the email home and according to our ethos of seeking to praise – **please could staff also mention something positive about the student** before explaining what the **ticket** is for. If the ticket is work related, then the work should be completed in detention time.

*A **ticket** can be issued in any situation and the purpose of these is to provide useful information to form tutors and HoKs who can monitor patterns in behaviour. If there is nothing positive to say -please seek advice from a HoK / Head before sending the email home.*

2. If no improvement and /or multiple tickets – form tutor is informed, and student may be placed on **tutor report** (at the discretion of tutor and HoK) with positive praise targets for a week. (HoKs to be consulted / informed of targets) – *parents informed by email home from form tutor about the praise report and the nature of the targets.*

Double tickets may be issued where a child is repeatedly disrupting a lesson and has to be moved to another classroom in order to allow the lesson to continue. Parents will be informed and an email sent home by the classroom teacher. This will be followed with a HoK detention and restorative practice meeting by the senior teacher pastoral. (see step 3)

3. If negative comments on the tutor report or incomplete tutor report - **HoKs detention** after school Monday 3.45-4.45 pm and restorative task (work completion if this is the issue and /or appropriate task possible using FBV as a guide – HoKs to set task in conjunction with staff) – *parents informed by letter* (template) and parents collect from school where possible for brief meeting with HoK. HoKs to keep a record of set detentions. HoK detention letter kept on student file.
4. Student has **restorative meeting** with Senior Teacher Pastoral to reset. STP to contact parents re meeting content and future expectations *by email*.
5. Any further issues - **SLT detention**. Thursday 3.45 - 4.45 pm and parents in for a meeting with Head /Deputy Head and a letter home that is also filed in the student file. This can be the first step for serious breaches of terms and conditions -bringing the school into disrepute, deliberate damage to school property, persistent refusal to complete schoolwork, persistently disrupting the learning of others, truancy, physical assault, bullying and any situation where an incident or difficulty is exacerbated through not telling the truth. *However, depending upon the severity of the behaviour, this may go straight to step 6 - suspension /exclusion*. This detention cannot be awarded without consulting the Head /Deputy Head who are responsible for determining the restorative strategies moving forwards. Where there is no improvement and / or as a result of more than one SLT detention – the school may consider actions in bullet point 6 below.

6. **Suspension – Permanent Exclusion.** On occasion and as per the terms and conditions of entry to the school signed by the parents upon accepting a place, the Head may suspend or permanently exclude a student. This will only happen in grave situations and / or where the student's influence on others either inside or outside of school or progress / behaviour is unsatisfactory. Parents will attend a meeting with the Head and will receive a letter stating the actions that the school is taking. Where this is permanent exclusion, the student will leave the school immediately with their parents. The Head will discuss the matter with the Chair of Trustees.

7. **Appeal** Parents may appeal against the decision by writing an appeal letter where they request the decision to be considered by other members of Hollygirt Trustees. This should happen within a week of the decision and be heard within a month of receipt of the letter. In the interim, the student is not allowed to attend school.

For all email in Step 1 - please ensure HoK is CC'd in

For all email in Steps 2 following please ensure Head /DH /Pastoral as well as HoKs are cc'd in – thank you.

Student Voice: If a student disagrees with a sanction, then they should discuss the issue with their tutor and they may appeal to the Deputy Head / Head. The Deputy Head /Head can review the situation, but their word is final.

Class detentions should be avoided unless it really is the whole class misbehaving.

4. Students with SEND

Due consideration must be given to any student who has an individual need and liaison with the SENDCo / LSA /pupil development officer is essential to tailor the sanction and to seek a move forward. Full use of restorative practice is made with all students and they are encouraged to use the '**fast brain, slow brain**' strategy that is noted in the students 'code of conduct' - in response to issues they may face.

5. Parents

It is important for our parents to work with us in managing behaviour and where school has deemed a sanction necessary, we would hope for support in this process and a potentially a further sanction at home. Similarly, when a student receives rewards and praise in school, we will seek to inform parents so that praise can be awarded at home too.

No student should receive a sanction that is humiliating, and corporal punishment is forbidden.

6. Malicious Allegations Against Staff

The key procedures to follow for allegations against a member of staff are detailed in KCSIE (part 4) if safeguarding is the nature of the allegation. (see Safeguarding policy) However, if an allegation is found to be malicious, the Deputy Head will carry out an investigation (unless the allegation concerns them) at which point a Senior Teacher will step in. All aspects of a child's circumstances leading them to make the allegation will be considered and necessary referrals to external professionals considered. It may be in the best interests of the child – in the instances where the child's circumstances are such that one can understand what has led to the allegations (such as suffering abuse at home which manifests in a cry for help) and the need for support is recognised- but the teacher / student relationship has -as a result of the allegation- broken down – to recommend leaving for another school. In these circumstances, the current school will work with the student and parents to find an alternative school. The Head will need to be consulted in all situations like these and where a malicious allegation was made and where there is no explanation in the background, this may result in suspension or expulsion from the school.

7. Reasonable Physical Intervention

Reasonable force may be used to stop a student committing an offence in school including damaging school property; committing personal injury to themselves or others or behaving in way that threatens safety in school.

8. Behaviour Investigations

Where there is a serious behaviour issue that warrants an investigation (apart from bullying) the HoKs will work with the Deputy Head /Head and where there is a need - pupil support officer /SENDCo / Senior Teacher Pastoral to potentially:

- isolate a student, take a mobile phone (if they haven't handed it in!), take statements (reminders about the need for truth given)
- inform tutors / parents (If the latter is necessary, the Head must be informed ahead of the communication)
- search student property if safety is a concern
- determine follow up actions

Any implications / recommendations / solutions / resolutions / sanctions are to be communicated to the Head.

Related Policies / Documents:

Anti-bullying policy

KCSIE

Student Code of Conduct

Terms and Conditions of entry to the school

Safeguarding Policy

Supervision of Pupils Policy

Admissions Policy

Written by: Dr Helen Barsham

Reviewed and signed off by SLT: Feb 2022

Review Date: Feb 2023

Appendices

Pastoral Head of Key Stage Detention Letter

Dear Mr / Mrs / Dr.

Your son / daughter (name) has been on positive praise tutor report and unfortunately, the school has not seen an improvement in their behaviour. As such, (NAME) will attend a Head of Key Stage detention on Monday (DATE) with (Member of staff) in Rm (venue) from 3.45 -4.45 pm. We would appreciate it if you can pick them up from this detention so that we may have a quick chat with you in order to move forwards. However, we understand that this may not be possible but would welcome an email from you with a suggestion of how you may 'double up' on this sanction at home.

Following this detention, a restorative meeting for (NAME) will be held with the senior teacher pastoral in order to re set our expectations and offer any strategies to support (NAME) in managing their behaviour.

If we do not see an improvement in behaviour / progress after this detention and meeting, then the next step is a Senior Leadership Detention where there will need to be a meeting with the Head or Deputy Head or both.

Yours Sincerely,

Senior Leadership Team Detention Letter

Dear Mr / Mrs / Dr.

Your son / daughter (Name) is required to attend a Senior Leadership Detention on Thursday after school from 3.45 – 5.00pm. This is because (NAME) has not shown any improvement in their behaviour / progress since the Pastoral Heads of Key Stage detention and a restorative meeting with the Senior Teacher Pastoral that discussed behaviour and strategies to move forwards.

It is of utmost importance that you attend a brief meeting with the Head / Deputy Head (on occasion other Senior Leader) when you collect your son or daughter from this detention so that the implications for continued unsatisfactory progress are made clear and the need for your support discussed.

Your Sincerely,

Head / Deputy Head

Behaviour Steps

1. Teacher polite reminder x1 / x2 and then issues a Ticket - Ticket on Satchel One plus email home from teacher - (something positive too) HoK informed



2. If multiple tickets are issued, student to be placed on Praise report for 1 week with targets set by form tutor /HoK. Form tutor to communicate the targets home.



3. If negative report or incomplete report then HoKs set detention 3.45-4.45 (Monday). Letter home from HoK - letter on student file. Where possible parents collect and have a quick meeting with HoK.



4. Restorative meeting and strategies for future behaviour management between student / senior teacher pastoral. Parents notified by email of meeting and strategies.



5. If no improvement and for persistent or grave behaviour issues - SLT detention - Thursday 3.45-4.45. Letter home and onto student file. Parent meeting with Head / Deputy Head



6. Where there is no improvement in persistent unsatisfactory behaviour or a further grave incident or incident that causes harm to the school's reputation, the Head may suspend or permanently exclude. A meeting with parents will be held and a letter containing the school's actions issued.



7. Appeal against permanent exclusion is to trustees and must be received within a calendar week of the exclusion and by 6pm ; the trustees have one month to decide from the date the appeal is received.

Double tickets are issued when a student has to be asked to leave the classroom for disrupting the lesson and sanction is applied at step 3 -HoK detention and restorative practice.

Please parents, work with us and echo praise and sanction at home where we praise and sanction in school.

Behaviour Pathway (Junior School)

In the Junior School, we look to reward good behaviour and support all children to achieve this. We expect children to be kind, respectful and work hard. We expect them to be in correct uniform and bring correct equipment to lessons.

Children are awarded Merits for their efforts and achievements, reflective of relative ability, in the classroom. At the end of each term, merit badges and bronze, silver, gold, platinum and diamond certificates are awarded in a special celebratory assembly. In addition, House Points are awarded to pupils by staff for positive behaviours that underpin Fundamental British Values, such as being polite, kind and helpful or considerate of others. Every week (with a few exceptions, such as shortened weeks at the beginning or end of terms), each Form Teacher nominates a member of their class to be Star of the Week and they are presented with a certificate in assembly. This may reflect excellent behaviour.

The Junior School (Years 1-6) uses the following Behaviour Pathway in conjunction with a traffic light reward system.

At each step of the Behaviour Pathway, staff should look at ways to enact restorative practice: that is, encourage children to reflect on their own behaviours and find positive ways to make amends. These need to be proportional, but could, for example, range from directly apologising to actions such as delivering a presentation to peers. It is important to bear in mind the needs of the individual when considering restorative measures.

All actions should be recorded, and if Step 3 (Red) or further is reached, this should be recorded on the Behaviour Log.

1. Green

All children will start each week on green.

Missed homework with no adequate explanation may result in the child missing some or all of their playtime; the homework is expected to be completed that evening.

Playground misbehaviour may result in sitting out for a period of playtime; this is usually dealt with by **playground staff** but should **always be reported to FORM TEACHERS** who will take further action if necessary.

Low level behaviour (such as lower quality of work than expected, low level disruption, lack of equipment, poor attitude to learning, talking over the teacher, poor uniform) is dealt with by **CLASS TEACHERS**, and **passed onto Form Teachers**, but repetition of this may result in progressing on the pathway.

Children would stay on green if this behaviour is not repeated.

2. Amber

Repeated low level behaviour, including playground misbehaviour, or repeated missed homework **would result in a child moving onto amber**. Isolated incidents may also result in a child moving onto amber, for example, but not exclusively, deliberately hurting another child, rudeness or refusal to a member of staff.

When teachers see children less often, for example, teaching a specialist subject once a week, they may move a child onto amber if low level behaviour is repeated over a period of weeks.

3. Red

If there are further amber episodes, **this may result in progression to red**. An isolated more serious issue, for example, but not exclusively, a more serious incident of deliberate hurting, theft or verbal abuse, is reported to the JUNIOR DEPUTY HEAD and **would result in a child moving straight onto red**.

Such isolated incidents are recorded on the Behaviour Log.

Suitable sanctions are discussed and actioned. At this point, there may be a formal discussion with parents.

- 4.** If no improvement, the JUNIOR HEAD picks up the issue and the pupil can be placed on report / target sheet and a sanction applied as per whole school behaviour and discipline policy. The JUNIOR DEPUTY HEAD and the JUNIOR HEAD will have a meeting with parents to discuss next steps. The behaviour is recorded on the **Behaviour Log**.

- 5.** If no improvement is evident after a report is reviewed, the JUNIOR HEAD and HEAD call a further parental meeting. The behaviour is recorded on the **Behaviour Log**. Further sanctions will be discussed, including the possibility of fixed term exclusions, or in extremely rare cases, permanent exclusion.

For serious behaviour, even as an isolated incident, for example but not exclusively, physical violence, abusive language or racism, pupils may enter the pathway at Step 4 or 5.

Although formal discussions with parents may be initiated from Step 3, Form Teachers may mention low level behaviour to parents, as open communication is a key value to the School.

EYFS

In our EYFS, like in the rest of the Junior School, we look to reward good behaviour and support all children to achieve this. We teach the children to be kind, respectful and to work hard through modelling this behaviour as adults. We follow the EYFS Framework and work with the children to build on all areas of their Personal, Social and Emotional Development. The children are taught to:

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Children are awarded stickers and 'wow' certificates for their effort in the classroom and for academic progress. As with all pupils in the school, Nursery and Reception children are allocated a House and are awarded House Points for behaviour that reflects the Fundamental British Values such as kindness and respect for others that we actively promote. Each week, the EYFS staff nominates a child to be Star of the Week and they are presented with a certificate in assembly. We also use a modified version of the traffic light reward system, appropriate to the children's age. Where a child has been placed on the red light, parents are notified at the end of the day in conversation with the class teacher

Traffic Light System

Children who have remained on green all week will receive one green token per week, which can be exchanged for items from the School tuck shop once a half term.

Amber and red points will also be issued. Amber tokens are worth 1 point and red 3 points. At the end of each half term, 5 points would mean a missed class treat.

Reasonable adjustments will be made for children with diagnosed special educational needs.