

Behaviour and Discipline Policy



Hollygirt School NOTTINGHAM

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This policy uses extracts from the DfE's advice for headteachers and school staff in 'Behaviour in Schools' (February 2024) – found [here](#).

To be read in conjunction with the following policies

- Alcohol, Smoking and Substance Abuse Policy
- Anti-Bullying and Cyberbullying Policy
- Anti-Racism Policy
- PSHE and RSE Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Suspension, Removal and Permanent Exclusion Policy

Legislation:

- Equality Act 2010 [here](#)
- Children and Family Act 2014 (section 29 and 42) [here](#)
- SEN Code of Practice [here](#)

1. School Aims and Rules

- We offer a nurturing and bespoke education that allows pupils to thrive and achieve their academic potential within small classes.
- We foster a warm, vibrant, family-orientated community in the heart of Nottingham that aims to develop socially responsible individuals ready for successful lives.
- We actively promote Fundamental British Values through developing an understanding of respect for self, the school and the wider community in fulfilling our values of Kindness, Honesty, Resilience and Hard Work.

Hollygirt School is a school where **pupils can learn in a calm, safe and supportive environment and where we can protect them from disruption.**

At Hollygirt:

- disruption is not tolerated,
- bullying, physical threats or abuse, derogatory language (including name calling) and intimidation are dealt with quickly and effectively.

All school staff have a responsibility to provide a safe environment in which pupils can learn, as set out in the statutory guidance of Part 1 of Keeping Children Safe in Education which can be found [here](#).

Hollygirt School has three rules. Pupils are expected to be:

- **Respectful** to everyone in our community
- **Responsible** in the choices we make
- **Ready to Learn** in everything we are asked to do.

Hollygirt's relational approach to behaviour aims to reflect the school's values, restore a calm and safe environment where all can thrive, and prevent the reoccurrences of misbehaviour through restorative techniques.

2. Education and Inspections Act 2006

The Headteacher of a relevant school must determine measures to be taken with a view to:

- (a) promoting, among pupils, self-discipline and proper regard for authority;
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils;
- (c) securing that the standard of behaviour of pupils is acceptable;
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

3. Behaviour Curriculum

The behaviour should be taught to allow pupils to meet the school's expectations. Positive reinforcement when expectations are met and sanctions are necessary when rules are broken.

For example, pupils are expected to:

- line up outside their classroom at the start of the lesson;
- walk inside the building on the left side of the stair and corridors;
- arrive on time to lessons;
- look after their environment including displays around school, the toilets and outdoor areas.
- follow uniform expectations (*See Appendix 1 and 2 for uniform expectations*).

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

4. The Role of all Stakeholders

4.1 School Leaders

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of supporting pupils in achieving them.

School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its aims and routines and how best to

support all pupils to participate in creating the culture of the school, including an understanding that misbehaviour may be a symptom of a wider or deeper issue.

4.2 Teachers and Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable behaviour. Staff should uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should also encourage and support pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

4.3 Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils should be taught that they have a duty to follow the school's Behaviour and Discipline Policy and uphold the school rules, ethos, and should contribute positively to the school culture.

Pupils should be taught strategies that can support them in achieving positive behaviours, or to mitigate and manage any displays of misbehaviour. Pupils should be made aware of whole school support and strategies available to them, including calm spaces and the pastoral team and how to access them. This applies to all pupils but is particularly pertinent to pupils with SEND who may find it more challenging to regulate their behaviour, especially in times of discomfort or stress.

4.4 Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's Behaviour and Discipline Policy including rewards and, where possible, take part in the life of the school and its culture.

Parents have an important role in supporting the school's approach to misbehaviour and rewards and should be encouraged to reinforce the policy at home as appropriate.

Where a parent has a concern about management of behaviour, they should raise this directly with their child's form tutor while continuing to work in partnership with them.

4.5 Trustees

Trustees are required to:

- (a) make, and from time-to-time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils; and
- (b) notify the Headteacher and give them related guidance if the governing body wants the school's Behaviour and Discipline Policy to include particular measures or address particular issues.

5. Whole-School Approach

Hollygirt reinforces the whole school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's Behaviour and Discipline Policy. Where appropriate, parents will be included in any pastoral work following misbehaviour.

6. Responding to Behaviour in School

Hollygirt School will positively reinforce the behaviour which reflect the values of the school (**Honesty, Kindness, Resilience, Hard Work**) and prepares pupils to engage in their learning.

Sometimes, a pupil's behaviour is not acceptable, and they should understand that there are reasonable and proportionate consequences at Hollygirt.

6.1 Responding to Good Behaviour

Positive reinforcements are used clearly and fairly at Hollygirt to encourage routines and expectations of the school's behaviour culture. At Hollygirt we reward pupils who consistently meet expectations and perform to the best of their ability. Pupils are rewarded for their academic achievements and for displaying the school's values – kindness, hard work, resilience, and honesty.

Examples of rewards may include;

- verbal praise;
- merits for academic achievements;
- House point for demonstrating the school's values;
- Head's postcard home for going Above and Beyond;
- Reward trips;
- Certificates in the end of term Rewards Assembly
- Awards at Prize Giving

See Appendix 3 for Rewards.

6.2 Responding to Misbehaviour

Preventative responses to encourage positive behaviours:

- Verbal reprimand and reminders of expectations;
- Form Tutor's Praise Report

- Phone call to parents

Acceptable responses:

- Detention;
- School based community service;
- Head of Key Stage, Deputy Head's or Headteacher's reporting;
- Suspension, and
- In the most serious circumstances, permanent exclusion.

When a pupil has received several verbal reminders, or Stage Ones indicating persistent and consistent, albeit low level behaviours, staff will implement a bespoke package of preventative responses to support the pupil in returning to the standards of behaviour expected of all Hollygirt pupils.

When a pupil has not followed school expectations, it is important that staff across school respond in a fair and proportionate manner, consistent with our policies and ethos so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques are used and reminders to prevent further behaviour issues arising and restore calm.

Staff will intervene in a relational manner to addressing pupils failing to meet expectations. This is to include no shouting, unless pupil safety is at risk, by showing respect and supporting pupils to understand why their misbehaviour is unacceptable.

See Appendix 4 for Hollygirt's response to misbehaviour.

Pupils will be supported to understand and follow the rules through consequences, restorative practice and targeted support. It is everyone's responsibility in school to consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. If this is the case, this must be reported to the DSL or DDSL.

Consequences must be proportionate and consider the pupil's age, special educational needs or disabilities, or any religious requirements affecting them as set out in the Education and Inspection Act 2006.

Corporal punishment is illegal.

6.3 Supporting a Pupil following a Consequence:

Restorative justice will be used to help a pupil understand:

- (1) what they did to not meet expectations,
- (2) who was affected by their misbehaviour, and
- (3) what could they do better next time if they were in the same situation?

Hollygirt will use the following strategies to support pupils:

- Communication with parents by the teacher in the first instance;
- Inquiries into the pupil's conduct with staff by Head of Year/Key Stage;
- Inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL;
- Inquiries with the school's SENDCo to see if individual needs strategies can be used;
- Consider whether the behaviour support being provided is still appropriate.

6.4 Detentions

Detentions are used consistently and fairly by staff. This process is well known to pupils and staff.

Detentions that take place after 3.45pm, parents will be informed by the member of staff holding the detention. For detentions that will go beyond 4.00pm (Head of Key Stage or SLT), parents will be notified by the email generated by the input of a detention on our management information system (iSAMS).

Staff should not issue a detention where there is concern that doing so could compromise the pupil's safety. Staff should consider if the detention is likely to put the pupil at increased risk; if the pupil has known caring responsibilities; if the timing conflicts with a medical appointment, or the pupil uses public transport.

6.5 Suspension

All pupils have the right to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following support.

See Suspension, Removal and Permanent Exclusion Policy.

7. Responding to Behaviour Outside of School

Hollygirt School will respond appropriately to misbehaviour outside of the school premises to such an extent as is reasonable. This includes:

- a school organised activity offsite;
- travelling to and from school;
- when wearing school uniform;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could affect the reputation of the school.

Pupils who have negative interactions with other pupils can damage the school's culture. Managing issues online can be very difficult as most cases occur outside of school, however our expectations for pupil behaviour remains the same. Inappropriate online behaviour including bullying, the use of inappropriate language, the sharing of nude or semi-nude videos or images, and sexual harassment will have the same response from school as serious incidents that happen in school.

8. Mobile Phones

Each senior pupil should have a Hollygirt branded mobile phone pouch as part of their school kit. Pupils will secure their phones in their pouches under the supervision of their form tutor; the phones will remain in these pouches until the end of the school day at 3.45pm when pupils will be able to access unlocking devices. Pupils should not unlock or use their phone in school unless given permission to from their teacher for educational reasons.

If a pupil arrives in school without their pouch, they should hand their phone into reception and collect at the end of the day.

The school takes seriously any purposeful adaptation and misuse of the phone pouches as this will compromise pupil concentration and safety during the school day. Any pupil who is found to be undertaking such action will be required to hand their phone into reception for at least a week.

Prep School pupils are not allowed mobile phones in school; however, the school makes an exception in response to certain parental requests (for example, if they are catching the bus). In these cases, phones are handed to the Form Teacher on arrival and returned to the pupil at the end of the day.

9. Preventing Reoccurrence of Misbehaviour

Hollygirt School has adopted a range of strategies to help pupils manage their behaviour and reduce the likelihood of suspension or permanent exclusion, including:

- restorative practice;
- an effective pastoral team;
- report praise cards;
- reward initiatives;
- SEND provision identifying underlying factors leading to misbehaviour;
- and, positive engagement with parents.

The graduated response of **assess, plan, deliver and then review** the needs of our pupils is used by our SEND team. Pupils are also supported by:

- Time in a reflection room with a Learning Support Assistant (LSA)
- Dog therapy
- Personalised timetabling
- Support from external agencies

10. Responding to Misbehaviour from a Pupil with Special Educational Needs and/or Disability

Hollygirt consistently and fairly promotes high standards of behaviour for all pupils and provides support to allow them to achieve and learn.

In all cases, staff are encouraged to consider whether the needs of a pupil may have contributed to misbehaviour and whether the misbehaviour may be a symptom of a wider or deeper issue. This is particularly pertinent to pupils on our SEND register who may have trouble in understanding and performing expected social actions. Staff should take care to consider if a pupil response to a request or verbal warning, including facial expression and tone of voice, is a reflection of a pupil's need and condition.

Staff must remain aware of where medical conditions and disabilities may inadvertently cause a pupil to contravene a school rule and approach any such contravention with care and compassion while cause is established.

It is recognised that pupils with SEND are more likely to be victims of bullying and peer pressure which may include manipulation and tormenting designed to provoke a reaction or misbehaviour. Staff must always remain conscious of this possibility when addressing misbehaviour.

Hollygirt staff are encouraged to consider the above and whether the individual needs of a pupil have contributed to the misbehaviour and if so, whether it is appropriate and lawful to give a consequence to the pupil. In cases where a consequence is considered an appropriate response, the individual needs of the pupils will factor in the choice of response.

11. Use of Reasonable Force

Hollygirt School follows the DfE's advice 'Use of Reasonable Force' (July, 2013) – click [here](#).

'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.' Schools do not require consent from a parent to use reasonable force, however parents will be fully informed after letting know the circumstance that it was used.

12. Searching without Consent

Searching plays a critical role in ensuring that schools are safe places for pupils and staff. The Headteacher and authorised staff can conduct a search for the following prohibited items (DfE Advice, July, 2022):

- Bladed objects and weapons
- Alcohol
- Illegal drugs
- Tobacco, cigarette papers or vapes
- Firework
- Stolen items
- Pornographic images
- An article that has been or likely to be used to commit an offence, cause personal injury or damage to property.

13. Searching, Screening and Confiscation

Under common law, Hollygirt staff have the power to search a pupil for any item if the pupil agrees. The authorised member of staff should make sure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) should be informed if a pupil is in possession of a prohibited item as this may mean they are involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases criminal sexual exploitation. The Headteacher will only authorise the DSL or a DDSL to commit a search unless there are exceptional circumstances.

A search can be carried out if a member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item. The authorised member of staff should explain to the pupil why the search is being carried out. The authorised member of staff should always seek the cooperation of the pupil. An appropriate location should be found for the search. The law states that the member of staff carrying out the search should be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. An exception to this is if the member of staff carrying out the search reasonably believes there is a risk of serious harm.

A member of staff may search outer clothing, pockets by asking the pupil to pull them inside out, possessions or locker.

Pupils should be given effective after care following a search, irrespective if an item has been found.

All searches will be recorded on CPOMs, irrespective if an item has been found.

Hollygirt will reinforce the whole school approach of building and maintaining positive relationships with parents. Parents will always be informed if a search has taken place for a prohibited item, irrespective if an item has been found.

Schools can confiscate or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items that have been confiscated. DfE advice for schools can be found [here](#).

14. Behaviour Pathway in Prep School

In the Prep 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 badge 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 Prep 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 on ISAMS.

1. Green

All children will start each week on green.

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

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

Low level behaviour (such as quality of work, 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 Deputy Head of Prep and **would result in a child moving straight onto red**. Such isolate 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 HEAD OF PREP 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 DEPUTY HEAD OF PREP and HEAD OF PREP 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 Head of Prep and Headteacher 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 Prep 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 students in the school, Kindergarten 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 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.

15. Monitoring and Evaluating School Behaviour

Behaviour is monitored and objectively analysed from iSAMs and CPOMS by senior leaders. Behaviour data is monitored daily by pastoral leaders and evaluated frequently and dynamically by the Deputy Head, Head of Prep and the Headteacher, including a half termly meeting to review trends. The Head of Year and Head of Key Stage discuss behaviour trends weekly with their tutors and implement appropriate responses.

The following data is monitored:

- daily incidents in and out of the classroom;
- Attendance and lates;
- suspension;
- Merits and awards
- Frequency of leaving the class for the toilet or water

Appendix 1 - Prep School Uniform Policy

All Pupils

- Hollygirt bottle green blazer
- Hollygirt bottle green coat
- For colder weather, practical bottle green or black outdoor coat or anorak
- Hollygirt bottle green V neck jumper or cardigan
- Green and white summer dress if wishing to wear this
- Grey ankle socks, or white ankle socks with summer dress
- Plain black practical, sensible **shoes** – no boots, trainers, or heels.
In colder weather, boots can be (and should be if there is snow) worn to school and for playtimes. School shoes should be brought to change into when indoors.
- Hat, scarf and gloves
- Summer cap or hat

EYFS and Key Stage 1

- Hollygirt bottle green pinafore
- Charcoal **grey** trousers or shorts
- White shirt (shirts to be always tucked into trousers or skirt) and Hollygirt tie **or** red gingham shirt
- Bottle green **or** red tights
- Hollygirt book bag or rucksack (book bag for EYFS)

Key Stage 2

- Hollygirt bottle green pleated skirt – worn on or just above the knee.
- Charcoal **grey** trousers or shorts
- White shirt (shirts to be always tucked into trousers or skirt).
- Hollygirt tie
- Bottle green tights
- Hollygirt rucksack

Physical Education Kit

- Hollygirt skort or shorts (or plain black skort or shorts)
- Hollygirt hoodie or zip top
- Hollygirt leggings, tracksuit bottoms (or plain black leggings, tracksuit bottoms)
- Hollygirt fitted polo shirt or Hollygirt T-shirt
- Trainers
- Safety equipment for specific sports, for example, gum shield, shin pads
- Green or black swimming costume or swimming shorts (no pockets)

Pupils wearing the incorrect uniform/PE kit will be asked to borrow items or parents will be asked to bring into school the correct uniform/kit for their child.

Other Expectations

- Hair must be appropriate for school (no extreme hairstyles). Long hair must be tied back for all PE lessons, when in labs and whenever the class teacher thinks this is appropriate. Hair accessories should be green, red or black.
- No nail varnish/gel or false nails allowed.
- Jewellery - pupils may wear one small earring in each lobe of their ear. Pupils may wear a watch. No visible body jewellery other than earrings are allowed. Pupils will be asked to take their jewellery off if it doesn't follow expectations.

Appendix 2 – Senior School Uniform Policy

All Pupils

- Hollygirt bottle green blazer – to be worn at all times unless the Headteacher gives discretion to remove on hot days
- Hollygirt bottle green pleated skirt – worn on or just above the knee
- Charcoal grey trousers
- Hollygirt bottle green V neck jumper or cardigan – this is in addition to the blazer and must be worn under the blazer
- White long or short sleeved shirt – shirts to be always tucked into trousers or skirt
- Hollygirt tie – to be worn at all times unless the Headteacher gives discretion to remove on hot days
- Practical black, dark blue or green outdoor coat or anorak – no fashion items including leather, denim or sweatshirts/hooded tops. Head coverings are permitted in school for pupils whose faith requires it. No other headwear to be worn in school, with the exception of sun hats when the Headteacher gives discretion to wear. Outdoor clothing should not be worn when inside the school building.
- Plain black or white cotton socks, or black or skin-tone coloured tights
- Plain school bag – must be an adequate size to contain school books and folders
- Plain black practical, sensible shoes – no boots, no trainers, or heels

Physical Education Kit

- Plain black shorts or skort
- Hollygirt hoodie or zip top
- Plain black leggings or tracksuit bottoms
- Hollygirt fitted polo shirt or T-shirt
- Trainers
- Safety equipment for specific sports i.e., gum shield, shin pads

Pupils wearing the incorrect uniform/PE kit will be asked to borrow items or parents will be asked to bring into school the correct uniform/kit for their child.

Other Expectations

- Hair must be appropriate for school (no extreme hairstyles). Hair must be tied back in labs and for practical lessons.
- Make-up - pupils should present a professional look including minimal make-up and finger nails should be of a safe length (Headteacher's/Deputy Head's discretion) and no nail varnish/gel or false nails allowed. No false eyelashes. If pupils would like to cover up spots, they should use clear coverings.
- Jewellery - pupils may wear one small earring in each lobe of their ear. No bars, chains, spikes, spacers or similar are allowed. Pupils may wear a watch. No visible body jewellery other than earrings are allowed. Pupils will be asked to take their jewellery off if it doesn't follow expectations or poses a risk to themselves or others.

Appendix 3 – Rewards

Praise

Staff will frequently give praise to pupils. This includes a positive phone call or email home.

House Rewards Trip

The House with the most points at the end of each term are invited to half a day off timetable to attend a Rewards Trip, which they pay for.

Merits

15 pupils will be invited to attend the end of term Rewards Trip for FREE.

Above and Beyond

Pupil will receive a postcard home from the Head.

Badges and Certificates

Pupils will receive badges for achieving 50, 100 and 150 merits and certificates will be awarded in the end of term Rewards Assembly.

Prize Giving

Awards are presented to pupils at the school's annual presentation evening.

Appendix 4 - Responding to Misbehaviour

Stage	Examples of Misbehaviour	Examples of Response	Staff	Recording Misbehaviour
Verbal Reminder	Minor misdemeanour for example: calling out in class, off task behaviour, boisterous behaviour in corridors or gardens/pitches/lunch hall.	Teacher or support staff will ask pupil to modify behaviour, de-escalate situation and redirect pupil to more appropriate behaviours	Teacher or support staff	Teacher or support staff records on iSAMS under Verbal Warning and writes a description. This is not shared with parents.
1	A repeat of a minor misdemeanour as described above within a short period of time or a pattern emergence across a short period of days eg: verbal reminders about boisterous behaviour in three consecutive breaks	Teacher, support staff or Form Tutor will issue a reminder of expectations. This consequence could be used for incidents outside of the classroom.	Teacher or support staff, Form Tutor supported by the Head of Department or HoKS	Teacher or support staff or Form Tutor records on iSAMS under Stage 1 and writes a description. This is not shared with parents.
2	Persistent Stage 1 behaviour, more than 2 reminders, or an isolated incident considered a more serious misdemeanour.	The member of staff will undertake a restorative conversation as soon as is practical with the pupil. This consequence could be used for incidents outside of the classroom. The pupil must always be supported fairly and with consideration. The consequence requires the pupil to be reflective and not humiliated.	Teacher or support staff or Form Tutor, supported by the Form Tutor or HoKS	Teacher or support staff records on iSAMS under Stage 2 and writes a description. This is shared with parents via iSAMS app. For repeated Stage 2 misbehaviour, the member of staff will communicate with home.
3	Any behaviour that the teacher or support staff believes is more serious, for example: inappropriate/rude language, disruptive/dangerous behaviour, disrespectful attitude/manner.	SLT will support lesson behaviour. Out of lesson behaviour should be referred to the Head of Year or Head of Key Stage. A 30 minute Head of Key Stage detention is usually issued with the Head of Key Stage will complete restorative work with the pupil. A Head of Key Stage detention can also be issued	Member of staff supported by the Head of Year and/or Head of Key Stage.	Teacher or support staff records on iSAMS under Stage 3 and writes a description. This is shared with parents via iSAMS app. Head of Year or Head of Key Stage will communicate with home.

		for: repeatedly being in the incorrect uniform, not securing mobile phone and truanting.		
4	Misbehaviour that is very serious, for example: bullying, physical or verbal abuse.	Will be handled in collaboration with the Deputy Head. Will require an investigation to be carried out which may be delegated to the Head of Key Stage. Usually issued with a 60 minute SLT detention. The Headteacher may consider a suspension and/or involvement of external agencies as appropriate.	Deputy Head supported by the Headteacher.	Deputy Head records on iSAMS under Stage 4 and writes a description. This is shared with parents. Deputy Head will record the incident including supporting statements on CPOMs. Deputy Head or Headteacher will communicate with home. Headteacher will hold a reintegration meeting or permanent exclusion meeting following a pupil being suspended.

The above examples should not be considered exhaustive; staff will consult with Heads of Year/Key stage if they are unsure of which Stage a specific behaviour constitutes, or the Deputy Head/Headteacher if the behaviour is more serious. In the spirit of Hollygirt school's aims and values, mitigating and/or aggravating circumstances may be factored into the response and resulting consequences. Praise reports at Form Tutor, Head of Year/Key Stage, Deputy Head or Headteacher level may be used at any stage as a preventative or monitoring measure.