



## HOLMEWOOD HOUSE SCHOOL

*'Kindness, aspiration & self-belief'*

### Behaviour and Sanctions Policy

<b>Policy Holder</b>	Assistant Head Pastoral Care and Wellbeing
<b>Date Approved</b>	January 2025
<b>Approval</b>	SLT
<b>Date for next review</b>	January 2026

This policy is a **whole school policy** and should be read and understood by **all staff** in conjunction with: Safeguarding and Child Protection Policy, Anti-bullying Policy, Cyberbullying Policy, Acceptable Use Policy, Searching and Confiscation Policy, Physical Restraint and Use of Reasonable Force Policy & Disability Policy.

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities.

This is a whole school policy and includes EYFS and the Boarding House.

#### **Aims and Principles**

Culture and consistency are key to the effectiveness of this policy.

Aims:

- To promote positive relations between the entire Holmewood community
- To promote good behaviour, self-discipline and respect
- To promote the Holmewood's core values: Aspiration, Self-Belief and Kindness
- To create and nurture an environment where everyone feels secure, valued and free to learn
- To help children to reflect on their actions and develop their thinking or reactions
- To prevent, identify and tackle bullying (including cyberbullying)
- To develop strong relationships with parents and guardians

At Holmewood we want to instil trust into our children; give them responsibility, celebrate their achievements and help them to understand the value of positive behaviour.

To ensure transparency and consistency in our approach to behaviour, we work closely together with parents in a number of ways, including:

- Regularly celebrating successes with parents – in person and in writing
- Encouraging open and supportive relationships between home and school, which foster communication and the sharing of information
- Communicating with parents early on where children's behaviour is showing that something is not right for them
- Meeting with parents at least half termly where a child is on a behaviour plan
- Presentations on the 'MyHeart' element of our school curriculum, as well as other aspects of school life that affect the pastoral well-being of the children
- Running support groups for parents and consultations about curriculum content to help them support their children at home

### **School Rules**

We do not have a complex list of rules. However, there is a single standard by which our whole school community must live and on which we base our pastoral expectations:

**'Treat others as you would wish to be treated'**

### **Promoting Positive Behaviour**

All staff should act as role models for the children, by demonstrating positive and respectful behaviour to everyone in the Holmewood community. Having consistent expectations and staff setting good examples, being positive role models, will help to promote and teach good behaviour.

The expectations are:

Kindness – Pupils should always be kind. They must also listen to others and understand when people say they are upset or not enjoying something. They need to be aware of others as well as themselves.

Responsibility – All pupils are encouraged to build and develop their moral compass and to apply the 'treat others as you wish to be treated' rule to any decision making. Through the curriculum, tutor time, assemblies etc, the children are encouraged to make good choices and to try to act appropriately. As children move up the school there are additional roles that are available that extend this such as librarians, committee members or head of house roles.

Respect – Pupils should be always polite and respectful to all members of the school community. Pupils should represent themselves and the school in a positive way. This applies to what they say, do and their appearance.

Learning & Lessons – Pupils are expected to enter and leave lessons in a calm and orderly manner. All pupils have the right to learn, so pupils are expected to be silent at the request of the teacher. Pupils must respect their peers and not act in a manner that is detrimental to anyone else's learning.

Prep – Prep is designed to work alongside their studies at school, extending and challenging their learning. If done well this will promote a desire to learn and achieve ones best levels.

Dress code – pupils must wear the correct school uniform. They must be dressed appropriately with tidy clothes, clean shoes and brushed hair.

- Long hair must be tied back for all pupils – below shoulder length is a good guide
- Clothes that are damaged should be repaired or replaced as soon as possible
- Blazers must be worn to school and to all assemblies

**Property** – Pupils should respect their peers' property and the school's property. Any acts of vandalism will be fully investigated and parents will be expected to contribute towards the cost of damages. Boarders must report accidental damage to a member of staff immediately. No sports equipment should be kept in dorms and there should be no eating and drinking in dorms.

**Senior Pupils** – Older pupils and pupils in positions of responsibility are expected to be positive role models for younger children. They should lead by example. This is particularly important in the boarding house when younger pupils need help to settle and to get used to the boarding routine. They are often asked to act as a buddy in order to help new pupils settle into school life.

**Privacy**- Boarders should not go into other boarders' dorms and must respect the privacy of the other boarders in their dorm and their possessions. This also applies to areas such as changing rooms and shower areas.

**Use of lockers**- Pupils are expected to use their lockers responsibly and they should never go into another pupil's locker. These are allocated each year so that mistakes are not common.

**Technology** - All pupils, staff and parents must have read and understood the Online Code of Conduct and Acceptable Use of Technology policies. Pupils who need their phones before or after school must hand them in to the Reception at the start of the day and may not collect them before the end of the school day. Pupils who misuse their devices during the school day will have them removed for a set period of time. The school has robust filtering and monitoring software to check all usage on the school network. This will be recorded on the device misuse tracker.

**School grounds and buildings** – Pupils must remain safe at all times. Pupils must take care when crossing the school driveway and only cross at the designated crossing sections. Pupils should avoid running on congested pathways and must not run inside school buildings. Pupils should not go into school buildings unsupervised unless instructed by a teacher. Boarders should not walk alone between the boarding house and other school buildings after school hours. All new pupils have this covered as part of their induction and all pupils are reminded of safe practices at regular intervals at least every term.

**Resolution** – *problem solving of incidents and conflicts*

All children at Holmewood have a voice and are listened to. Where possible, the school encourages children to problem solve and resolve issues for themselves. If they are unhappy or need support, they should raise their concern with the nearest member of staff, their tutor or someone within their safety circle. Our My Heart My Mind My World curriculum supports the children to do this from the youngest age.

In Reception, the children are taught three initial steps to problem solving which are:

- Stop and calm down
- Say the problem
- Say the feeling

In Year 1, two further steps are added:

- Think of a goal
- Make a plan

Then from Year 2 upwards, the children add on two final steps:

- Try your plan
- Reflect on how your plan worked

### **Managing Transitions**

The school is aware that transitions can be times of anxiety for pupils. This includes both normal transitions around the school site during the day and the more significant changes of teachers and classrooms that happens at the end of the year.

Pre-Prep pupils are supervised when they are moving around the school building at break times, and children are monitored in the building until they are out on to the playground, at which point the staff on duty take over. EYFS children are monitored by their teaching assistants or teachers at all times during the school day. In the Prep school, children are afforded more independence and are free to move around the buildings and grounds. This increases in frequency and area as the children move up the school. Outdoor spaces are supervised by a member of staff.

At the end of each academic year children who find managing the transition to a new form difficult are identified and a plan is put in place to manage this. Handover meetings are held between the current and new tutor so that any necessary information is transferred early on. The make up of forms is carefully selected to help with this.

### **Support Systems for Pupils**

The school has an excellent pastoral system where the pupils are actively encouraged to share their worries with an adult. Each child has a safety circle of adults to whom they can go with a worry and this work is revisited at the beginning of each term. Each child has a tutor whom they see each day and hold a 1:1 every second week.

The Assistant Head Pastoral meets with all Heads of Year weekly and any pupils who may need additional help are discussed. Relevant information is shared with staff via a pastoral tracker. This highlights current issues as well as skills being developed. Tutors can raise any concerns prior to this meeting in weekly year group meetings. The Assistant Head (Pastoral Care and Wellbeing) has overall responsibility for pastoral care in the school and the Head and Deputy Head are kept informed of all pastoral issues as well as significant concerns being discussed in the SLT weekly meeting.

### **Rewards & Motivation**

The majority of our time should be spent recognising, acknowledging and promoting the positive behaviour and kind acts we witness within the community. It is important to look for opportunities to praise and encourage children both within and beyond the classroom. We pride ourselves on knowing our pupils as individuals, so it is important to ensure we praise and encourage each child regardless of their age or ability.

### **Motivational Behaviours**

Intrinsically motivated behaviours are performed because of the sense of personal satisfaction that they bring, while extrinsically motivated behaviours are performed in order to receive something from others. We encourage and nurture intrinsic motivation and behaviours for learning through mastery, building relationships and connections and promoting autonomy.

Strategies employed during the school day include but are not limited to:

- **Praise:** Verbal praise and reinforcement should be used where appropriate and will grow self-esteem and perseverance. Sharing of praise formally and informally by staff is also beneficial. This could be praise for endeavour related to our school values of kindness, self-belief and aspiration, in the classroom, on the sports field or in the boarding house.
- **Progress:** Helping children to see, value and celebrate their progress as individuals rather than in relation to their peers. This can be through teacher led instruction or also by empowering the skills to allow children to recognise this.
- **Feedback** (written)– age-appropriate positive written feedback can make children feel proud of their efforts. Employing this in a consistent manner through areas such as marking schemes allows instant recognition and understanding. Feedback should include **self and peer assessment**, as well

as teacher led feedback which focuses on growth mindsets as well as ways to improve the content. We know our pupils and how / who they respond to well.

- **Celebrating Work-** sharing pieces of work in class, in assembly or with the Senior Leadership Team and Governors. Often pupils may be asked to show pieces of work to a member of staff, increasing their pride / commitment to working well in the future.
- **Compliments:** As part of My Heart My Mind My World we actively promote giving compliments to each other. We also have praise comments that teachers can add to the weekly newsletter to highlight great work or actions.
- **Relationships:** Time spent building strong bonds between staff and children and facilitating as much collaborating learning opportunities as possible. Children actively learn about this in My Heart lessons and it is reinforced by the termly reviews of safety circles?
- **Pupil Voice and Leadership Opportunities:** Involving children in decision making in relation to their learning, allowing them opportunities to lead on areas they are passionate about. For example, running clubs for their peers, researching topics of interest or engaging in citizenship/community projects. There are also student councils, green committees, librarians etc, where children have a positive effect on the school community.
- **Boarding House:** Activities off-site for the whole boarding house may be used to develop self-esteem, self-awareness, teamwork and relationships.
- **Individual Needs:** Staff should be aware of pupils who may require additional support. There may be times when a child needs more extrinsic motivations due to their needs and in this case an individual behaviour plan will be written with input from the child, the parents and staff. This will be reviewed on a termly basis by key staff.
- **A post card home:** A postcard may be sent home for things that go 'above and beyond' the norm.
- **Celebration assemblies** – Pride, Positivity and Perseverance, Kindness and Courtesy awards are given to each form (Years 3-5) at the end of each term.
- A phone call/ email to the parents may be used to **celebrate/share positive behaviour**

### **Extrinsic Motivational Rewards- the House Point System**

The school has six houses and these are an integral part of the pastoral system. They foster a sense of belonging and pride and the house cup is awarded weekly for the greatest number of house points received. House points are used to record when a pupil has demonstrated positive/excellent behaviour, shown excellent effort or produced work of a very high personal standard. Only one house point is given at a time. The house points are closely monitored to ensure they are administered equitably. The house points are awarded on a tally card, helping to develop skills such as organisation and care.

As the children reach milestones in their house point allocation, badges are awarded to celebrate their accomplishments. They also achieve points towards the house cup – where the leading house each term had a home clothes day on the first Friday back. Heads of House encourage participation in this in house meetings. Finally pupils collect house points as a year group and they achieve a social when they reach a certain level.

At the end of the year, prizes are awarded to pupils of Year 8 to celebrate their contribution to the school. Each child in this year is awarded a book and some children may be recognised with a prize if they have achieved particularly highly in a certain area.

Children in other year groups are also awarded prizes to reflect a multitude of achievements across all areas of school life.

We see the purpose of these prizes as a celebration rather than a motivation.

## Addressing Negative Behaviour

There are no punitive sanctions. The school will **NEVER**:

- Use corporal punishment or threaten to use corporal punishment
- Use any unacceptable or excessive punishments intended to cause pain, anxiety, humiliation, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by any means with a parent/carer/independent listener/helpline.
- Withhold any treatment (medical, optical, dental) as a punishment.
- Deprive a pupil of sleep
- Lock or isolate a pupil in an area or room of a building

Staff should work with the pupil(s) through discussion to try and understand why the behaviour or actions have happened. Staff will need to work to establish trusting relationship or in some cases restore relationships. Clear aims, targets and expectations should be agreed between the teacher and pupil to establish how the relationship will move forward. The school has a defined levels of sanction and what they mean, in order to address the seriousness of an incident, the overall aim of which is to discourage poor behaviour.

If an issue needs to be addressed, the following approaches may be actioned:



### Level 1 – Verbal Reminders of Expectations

*“Feedback is a gift. Ideas are the currency of our next success. Let people see you value both feedback and ideas.” - Jim Trinko and Les Wallace*

This is the most common level for dealing with the initial stages of poor or ill-judged behaviour. The expectations are that the member of staff who is dealing with the sanctions will be able to administer the feedback and hopefully effect a change in the behaviour being shown. Feedback is much more likely to be effective if given straight away. The verbal reminders should be intended to guide behaviour and scaffold positive behaviour, rather than being seen as a threat. Praise should follow the choice of a better course of action.

Examples of situations where a Verbal Reminder could be issued:

Calling out / being too loud in class, missing items of sports kit, not following instructions, disrespectful body language, leaving an area in an untidy state.

Any behaviours should be mentally noted and, if repeated, could cause either an escalation in sanctions or being passed on to the pupil’s tutor for reference.

### Level 2 – Issuing of Yellow Cards

*“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.” - Daniel J. Siegel*

The next level of the sanction's flowchart is issuing a Yellow Card. This is the first formal sanction given and should indicate that either the verbal warning has not been effective / listened to or is of a more serious nature, or that it has a clear effect on either a lesson or another person. The teacher issuing it is required to also add the issuing of the sanction to the Yellow Card tracker so that the relevant staff know it has been issued.

The issuing of a Yellow Card is intended to show the recipient that they have made a mistake and there is a need to learn from it for the future. Pupils should be reminded why it has been issued and how behaviour could be reversed in the future.

Examples of situations where a Yellow Card would be issued:

Being overly physical with someone else,  
 Prep not being completed on a second occasions,  
 Damaging someone else's property,  
 Being significantly late for a lesson without a valid reason,  
 Dishonest behaviour,  
 Being out of bounds,  
 Poor language or swearing,

Or failing to learn from verbal reminders and repeating actions after a warning.

A Yellow Card will now carry a loss of time in the next morning break. This will be served with a Head of Year in a nominated classroom. Each person attending will have a reflection sheet to complete where they will be looking at what happened and how they could approach the situation differently in the future

If a pupil gains 3 or more Yellow Cards within a week, then this automatically escalates to a period of reflection (Level 3). Examples of situations where a Yellow Card would be issued include: Being overly physical with someone else, prep not being completed on a second occasions, damaging someone else's property or being significantly late for a lesson without a valid reason,

Or failing to learn from verbal reminders and repeating actions after a warning.

### Level 3 – Issuing of a Lunchtime Period of Reflection

*We all have a little voice inside our heads which reminds us of all the things we could have done differently in certain situations. Reflecting on an experience can help to put this voice to use as we learn from what we have done and move forward. - The University of Cambridge*

The next level of the sanction's flowchart is a lunchtime reflection period. This involves the person losing their lunchtime for a day and spending it with a member of SLT. The relevant Head of Year will also be informed, and they will let parents know of the issuing and why.

During this time there will be a discussion on the actions that caused the period of reflection. In addition, a written exercise will be completed to ensure that positive outcomes can be identified in case the situation is encountered again by the pupil, enhancing the potential future effect on behaviour.

Examples of situations where a Lunchtime Reflection Period would be issued include: Being intentionally rude or arguing with a member of staff, significant or intentional damage to school property, intentional misuse or dishonest use of a device or gadget, Repeated targeting or unkind behaviour towards another pupil.

Or gaining three Yellow Cards in a week.

#### Level 4 – Internal Exclusion

*“We are free to choose our paths, but we cannot choose the consequences that come with them!*

- Sean Covey

-

The next level of the sanction’s flowchart is an internal exclusion. This would be for serious breaches of the behaviour policy and would be issued and carried out by a member of the SLT. This will involve the pupil not being present in lessons and spending the school day in a set location, out of general circulation. They will complete schoolwork as normal (which could be set via teams), and extra work will be set to ensure they are always busy.

This would be for some of the more severe breaches of trust and behaviour. Contact would be made with parents and, if possible, they would be invited to attend or take part in an online meeting with the Assistant Head Pastoral Care and Wellbeing or Deputy Head. During this an action plan would be agreed in order to ensure the most effective return to school is achieved, as well as making sure the support is in place to effect positive changes in behaviour for the future.

Some examples of situations could include racial or discriminatory language, physical behaviour that has caused harm to others and intentional and serious damage to school property.

#### Level 5 – External Exclusion

*"Everyone may not be good, but there's always something good in everyone. Never judge anyone shortly because every saint has a past and every sinner has a future." ~ Oscar Wilde*

The final level of the sanction’s flowchart is an external exclusion. This would be for the most serious breaches of the behaviour policy and would be authorised by The Head of School.

This will involve the pupil not being present in lessons and spending the school day at home. They will complete schoolwork as normal (which could be set via teams), and extra work will be set to ensure they are always busy. This would be for some of the most severe breaches of trust and behaviour. Contact would be made with parents and, if possible, they would be invited in to attend a meeting with the Assistant Head Pastoral or Deputy Head on the pupil’s return to school. There would be a clear action plan completed to ensure that the student would be able to return to school without repeating the behaviour,



including any support they would need to accomplish this. Weekly reviews would be in place to ensure that this is having the desired effect.

Some examples of situations could include intentional racial or discriminatory language, continued bullying / targeting of other pupils or the most serious levels of damage to school property.

Permanently excluding a child would only come after at least one period of temporary exclusion, unless the breach of discipline was so serious that the expulsion of the child was deemed in the best interests of the school or a child/children.

### **Sanctions for Children in EYFS, Pre-Prep and Lower School**

Many minor incidents in EYFS and Lower School will be dealt with by using the resolution approach mentioned earlier in this policy. However, the following sanctions may be used:

- Supervising the child in a quiet area and helping them to calm down
- Holding a restorative dialogue with the children involved
- Asking children to either draw or make something to say sorry to another child or adult
- Creating a behaviour plan or reward chart which is always shared with the child and parents
- In extreme cases, and only if we feel the child is too exhausted or overwhelmed to manage their behaviour for that day, we may ask parents to collect their child. This would only be agreed by the Head, Deputy Head or Assistant Heads

### **Boarding Rewards and Sanctions**

As with our day school, the boarding house has a culture in which praise and encouragement far outweigh the frequency of sanctions.

Rewarding pupils for achievement, effort, improvement and positive behaviour motivates them and creates the best climate for effective House Spirit. The Boarding House wishes to take pride in celebrating the success of its pupils and in communicating this success to them.

- Frequent reminders in the House of the importance of celebrating success, and of verbal praise and encouragement.
- School prizes, awards and certificates for all kinds of achievement.
- The use of House noticeboards to record special achievements.
- Communication to parents of 'good news'.

Sanctions for boarders will take place during evening activity time and, wherever possible, on the same evening as the sanction is given. The sanctions in the boarding house are similar to the day school in that they reflect the seriousness of an incident and convey a deterrent effect with the emphasis being on restorative justice. All sanctions in the boarding house are recorded in the boarding log. The following sanctions may be used:

- If a boarder is found to have a mobile phone or to be using technology inappropriately, the equipment will be confiscated for a period of time and parents notified, however boarder will still have use of the school telephone should they need to contact home
- Restorative justice: this may include litter picking, bin emptying, tidying of communal areas, laundry, cleaning glass mirrors and surfaces, helping with wall displays, reading to younger children or charity work
- Loss of free time: this could involve missing an activity to write a letter of apology
- Loss of privileges for a defined period of time

**If you are unsure about how to approach any issue, please discuss it with the Assistant Head Pastoral Care and Wellbeing/The Head of Boarding/  
Assistant Head-Head of Pre-Prep**

### **Tracking / Identification of Patterns – Low Level Disruption**

Any low level concerns are logged on the ISams Wellbeing Module. There is a tracker for each year group that all staff have access to. This is reviewed by The Assistant Head Pastoral and the Heads of Year on a regular basis. There is also the school's MIS system, iSams, which enables increased logging of information for specific instances, which are signposted. Information is also logged on Safeguard my School, which may be relevant for pastoral concerns.

The Assistant Head Pastoral produces an overall Pastoral care sheet each week, which provides information about all pupils who are currently being monitored, what the concerns are, actions plans / help and how the past week has gone. All staff have access to this and are encouraged to feedback / contribute to it.

Through effective use of the above, patterns and trends are able to be spotted and either early intervention or structures support plans such as report cards and contact with parents can be utilised.

### **Support and Intervention**

Learning from a sanction or mistake / misjudgement is pivotal. Mistakes or misdemeanours must be viewed as learning opportunities. For repeated inappropriate behaviour or if patterns of behaviour occur, pupil intervention and support may be implemented as detailed above.

This will always be discussed in advance to ensure key staff are informed and effective intervention can take place. Intervention must be restorative, not punitive. If it is felt that the negative behaviour is linked to a welfare/wellbeing/pastoral issue, the pupil will also be included on the ISams Wellbeing Module, meaning an action plan can be put place to support the pupil. If it is felt that the negative behaviour is related to a learning need, action will be put in place to assess/support the child either via the tutor or the learning strategies team. This information is always communicated to parents as required.

### **Pupil Support Plans**

These will primarily be used to support pupils who:

- Are regularly/consistently demonstrating poor behaviour.
- Are consistently disrupting the learning of others.
- May require specific support with their learning and/ or relationships.

This information will be logged on the pupil passport and also on the Weekly Pastoral Tracker so staff are aware and have any updated communicated to them.

### **Tracker Cards:**

In Years 3 – 8 this approach may be introduced. Tracker cards are short term, instant feedback documents with specific targets for the child. These can be both academic and pastoral and will be issued in agreement with a member of SLT. All Tracker Cards are specific to each pupil and will contain clear target and aims, agreed by the Tutor and child and communicated to parents and teachers. The tracker card will then be reviewed each day with the child and tutor and recorded on the management system.

The above plans can involve a range of staff, parents/guardians and where appropriate, the child. A plan with SMART (Specific, Measurable, Attainable, Realistic, Time-bound) targets will be agreed and reviewed regularly.

All tracker documents will be stored centrally, after being uploaded onto iSams. The Tutor will meet with the pupil daily to discuss progress, what has worked well and if there are any improvements that need to be made. This feedback will be passed onto Heads of Year and SLT.

### **Physical Intervention**

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff.

Staff must follow the guidelines in the 'Use of Reasonable force and Physical Restraint Policy'.

### **Removal from the Classroom**

Removal from the classroom is not in itself a sanction as it may be part of a child's behaviour plan or in recognition that the child has become overwhelmed. Children will be asked to leave the classroom if:

- Their behaviour is disrupting the learning of others and they do not respond to the teacher
- They need further support from another member of staff if they are not in control of their actions or are overwhelmed.

Children may be given the opportunity to have a movement break (either independently for older children or with a Teaching Assistant for younger children) and return to the classroom to talk quietly to the teacher before resuming work. Alternatively, they may be asked to go to a Senior Member of staff who will be able to de-escalate and support the child to calm and return to the classroom or to meet with the teacher to re-set the relationship and expectations of behaviour.

### **Searching and Confiscation**

There may be times when a member of staff needs to search a pupil or a pupil's belongings because something has gone missing and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the Searching and Confiscation Policy.

There is a list of items prohibited in school. These items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes or e-cigarettes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Record of Sanctions**

- All sanctions will be recorded on the Pupil Welfare Tracker, Yellow Card Tracker, iSams (School MIS) and depending on the situation on Safeguard my School (for safeguarding concerns).

### **Record of Serious Sanctions**

- All serious sanctions will be recorded and held centrally by the Assistant head Pastoral Care and Wellbeing, Deputy Head and the Head for monitoring purposes.

### **Child-on-child abuse**

- More extreme, negative behaviour may become child-on-child abuse. Our Safeguarding Policy outlines the measures we put in place to prevent and deal with child-on-child abuse.

### **Liaison with Parents and other Agencies**

- The school actively encourages parents to keep in contact and to keep the lines of communication open. The more we communicate, the better we can look after our pupils. Parents will be kept informed of any serious behavioural issues regarding their child. If a Behaviour Plan needs to be put in place, parents will be actively encouraged to be involved

in the process. Occasionally, the school may need to liaise with outside agencies in order to gain advice or to work in tandem to provide the best support for a child.

### **Staff Training**

- Staff will receive annual training on this policy so they have a clear understanding of the systems and procedures and their legal responsibilities.
- Regular updates and training sessions will be held throughout the year during the Monday CPD twilight sessions to support the successful implementation of this policy.

### **Roles and Responsibilities**

The Head is responsible overall for the behaviour in the school, supported by the Senior Leadership Team and all staff members. All Senior Leaders should be highly visible in the School, engaging children, parents and staff on setting and maintaining the behaviour culture in the School, ensuring an environment where everyone feels safe and supported. Specific responsibility for certain areas is delegated to:

- The Assistant Head Pastoral Care and Wellbeing reviews and updates all safeguarding procedures and logs.
- The Assistant Head (Pastoral Care and Wellbeing) works alongside the Assistant Head (Head of Pre-Prep) and updates the Behaviour Policy; Anti-bullying and Cyberbullying policies; analyses and reports to SLT (weekly) and governors (termly) on behaviour trends in the school with following actions; ensures staff have an appropriate level of training; supports staff in behaviour management; induction of staff; liaising with therapists and other specialists in mental health; support for teachers to understand and meet the needs of individual children.
- The Deputy Head has responsibility for the induction of ECTs; is responsible for the observation and monitoring cycle, feeding any concerns about individuals or behaviour management issues to other members of SLT; supporting staff in behaviour management such that children are free to learn.
- Head of Learning Strategies: training and support for special educational needs and disabilities; liaising with experts such as Educational Psychologists or the Therapists. Support for teachers to understand and meet the needs of individual children; co-ordinating and reviewing EHCPs; analyzing triggers for behaviour in SEND children so that support can be put in place.
- All staff are expected to uphold this behaviour policy, modelling behaviour to children and working to establish secure relationships and a positive culture. This responsibility extends around the whole school environment, not just within their classroom, such that each individual member of staff will notice and correct behaviour around the school. This will be done through noticing and connecting with the child before correcting. All staff receive full training on this policy as part of their induction training.