

Holme Grange School

Whole School Policy Including EYFS



Behaviour and Discipline Policy

To keep pupils happy, safe and to help them learn we have:

The Holme Grange Way

Treat other people as you would be treated

Forgive

Share

Be honest and live with integrity

Listen to each other

Be kind and helpful

Do your best to be your best self

This policy operates in the context of the school's Code of Conduct and reflects the ethos of the school. We are a caring community with a sound value-base. We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour. We live in a society where social skills are vital to our well being, and learning to interact with others is therefore a critical part of education.

The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils. Pupils should be given clear expectations, effective pastoral support and opportunities to build good social relationships. It is important that everyone associated with the school has high expectations and applies this Policy consistently. Many aspects of the policy follow DfE non-statutory advice '*Behaviour and Discipline in Schools* (Feb 2014) and '*Getting Simple things Right*' (2011)

Whilst good behaviour needs to be taught and modelled, it is also encouraged by the pupils being engaged in their learning and the teaching being the best it can. This philosophy is underpinned by the school's Teaching for Learning Policy and the staff's professional approach to innovation while upholding traditional values.

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To consistently model good behaviour
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the school rules and the Code of Conduct. Each form has its own form room code.

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

These aims are backed up by a system of rewards and where necessary appropriate sanctions.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. It is important that children are familiar with the school ethos and the Code of Conduct. In this context, children will be rewarded for good behaviour. We will use a positive system of rewards which is not to say that inappropriate behaviour is ignored but that this behaviour is held up against the positive aspects that the majority of pupils and adults are trying to uphold. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood.

Some rewards will include:

- Positive comments in books
- Positive notes home via the planner or reading record book
- Using House Points
- Verbal praise, including special mentions in form or in Assembly
- Exhibiting good work in form or the *Wall of Fame* board
- Informal referral to the Headteacher or the Head of School (Pre-Prep, Middle or Upper)
- Using commendations or smiley faces on charts, books, etc
- Use of special award certificates within the form room and whole school community
- Giving pupils the opportunity to reward each other through specific class award systems (Star of the Week etc.).

We operate an ethos of flexibility and tolerance – Each pupil should be treated as an individual, particularly those with Attention Deficit Disorders (ADHD).

In order for the Policy to be effective it is **essential that everyone follows the procedures in place in a consistent manner**. A staggered sanction system is vital as it allows us to hold something in reserve – the Headteacher is always available but should not be seen as an easy way out.

Geographical Application

The Behaviour and Discipline Policy applies to all pupils when they are on school premises, or in the care of the school, or wearing school uniform, or otherwise representing or associated with the school. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

Discipline

The School expectations can be summed up in one sentence:

We expect children to work hard, play fair, model good behaviour and be happy.

At Holme Grange School good behaviour is an expectation which the School positively pursues. The School attaches great importance on good discipline, integrity, courtesy and respect for others. Parents, pupils, staff and governors share responsibility for creating an atmosphere which is conducive to a well disciplined and happy school which meets the personal, social and emotional needs of all children. We expect all parents to support the aims of the school, ensuring their child maintains appropriate standards of punctuality, behaviour, diligence, language, discipline, appearance and dress. The Governors expect that a high standard of discipline will be set and maintained at all times.



School rules are concerned with care and consideration for others, and with safety inside and outside the school building. They reflect the belief that children need to develop self-discipline, self respect and respect for others in order to live harmoniously at school and in their future lives.

The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils. Pupils should be given clear expectations, effective pastoral support and opportunities to build good social relationships. It is important that everyone associated with the school has high expectations and applies the behaviour policy consistently.

In order to teach children where their boundaries lie, there will be fair and consistently applied sanctions for inappropriate behaviour which make the distinction between minor and serious offenses apparent.

Pupils are supported by every teacher in the school as every teacher is responsible for discipline and pastoral care throughout the school. Pupils know who to approach in the school with worries and concerns. A worry box is available in each form room in the Prep school and behaviour is discussed regularly in form time.

For less serious misdemeanours the Form Tutor should be informed and he/she can deal with the incident directly. For more serious offences the pupil should be sent to the appropriate member of the SMT, who in turn may refer the matter to the Head teacher. Corporal punishment may not be used by any member of staff at any time.

In the event that a teacher has not actually witnessed an alleged incident, they will ask the pupils involved for information and ensure that every child is treated fairly, no assumption of wrong doing will be made.

Children will always be asked to apologise to those who were affected by their behaviour. This should encourage the child to take responsibility for their actions.

If a problem is persistent, recurring or serious the child's parents will be informed with a view to devising a strategy to manage the behaviour. It is crucial that the staff and parents work together to improve the situation.

Major breaches of discipline include use of language that they know to be foul or abusive, physical or verbal assault, deliberate damage to property, stealing, leaving school premises without permission, bullying and disruptive behaviour whilst attending school. There will also be disciplinary action against pupils who are found to have made malicious accusations against staff.

This type of behaviour is rare and it is the responsibility of the teacher, the Head of Pre Prep or Assistant Heads and the parents to help the child modify his/her behaviour.

Procedures for dealing with Breaches in Discipline

Since incidents are treated individually, depending on the seriousness of their nature some of the following may be omitted. Some may go with others – so a child who has received a yellow card could also be asked to stay in to complete work.

- The pupils may be spoken to the teacher and may receive appropriate sanctions
- The pupil may lose all or part of a playtime
- The pupil may receive a yellow card in the Prep school
- The pupil may be required to miss a club in which case they will be sent to Prep to complete homework
- The pupil may be required to miss representing the school in a sports fixture or special activity
- The parents may be informed either by the class teacher or Assistant Head Teachers
- The pupil may be on a report card and parents will be informed
- A formal meeting may be arranged between the pupil, parents and one of the Assistant Head teachers or Head teacher
- In exceptional circumstances the pupil may be excluded from school for a fixed or permanent

amount of time, this will be decided upon by the Head.

Pre-Prep

In Year 1 and 2 a rainbow, sun and cloud system is the strategy used in classrooms to highlight and sanction unacceptable behaviour. It encourages positive behaviour and reinforces the school rules. Every child starts on the sun and is moved down to the cloud for misbehaving or breaking classroom rules. The child then has the opportunity to modify his or her behaviour and move back to the sun. Every day there will be an opportunity for independent learning. If a child is on the cloud at this point of the day, he or she will lose five minutes of this time. If a child is placed persistently on the cloud, this will be logged and parents will be informed. A child will be placed on the rainbow for outstanding behaviour. It is important that all names are moved back to the sun for the start of each day to encourage the children to behave well and act as a positive incentive. This system works well because it is visual and encourages the children to reflect on their behaviour. It also incorporates the idea of a warning to prepare children for Prep school systems.

Little Grange

In Little Grange staff will at all times demonstrate positive behaviour towards the children and each other. The Holme Grange Way will be used daily to reinforce the code of conduct expected by the children at all times.

Positive praise will be used by all staff consistently reinforcing and celebrating good behaviour. In addition to this children will receive stickers as rewards.

The Buddy of the Week board will be used to record positive attitudes and deeds of kindness, stickers and certificates will be awarded weekly to those children appearing on the board.

In September the staff will explain the rules of the nursery and the giving of 2 warnings with clear explanations as to why the behaviour displayed is unacceptable.

Reinforcement will be made at the commencement of each new term and the code of conduct explained to all new children.

In the summer term 1 warning will be given prior to a time out.

Following a third incident the child will receive some time out at an appropriate length of time for the child in question. The child will be withdrawn to one side close to a member of staff.

Through Jigsaw the children will learn to think about the feelings of others and be encouraged to think about and express how they feel in different situations.

The use of a traffic light card system will be used, a green card with a smiley face to reinforce good behaviour, a yellow card with straight face as a warning for unacceptable behaviours and a red card with a sad face to represent time out.

The use of cards will be less intrusive and the child's name will not need to be used, therefore drawing less attention from staff and fellow pupils for unacceptable behaviours.

The following behaviours will earn a zero tolerance red card;

Biting, spitting, pinching, hitting, punching

Conflict Resolution.

We believe that conflict resolution is an important area to develop with children. We will practise conflict resolution with the children at all times using the following steps.

Equal attention will be given to all children in a calm approach thus preventing any inappropriate action.

The children's feelings will be acknowledged, with equal attention given to each child involved.

Information will be gathered from each child, with the opportunity for each child to explain their own view point.

The children will be asked to think of ideas for a solution.

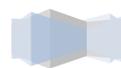
Arrive upon a solution that is mutually agreed upon, support may be needed and visual clues can be provided.

Follow up support may be provided through Jigsaw, stories and pictorial books.

Children should apologise using the words "I am sorry for"

Holme Grange Code of Conduct

These standards are for the benefit of the School community, to promote good manners and provide a safe orderly environment in which learning can take place effectively.



1. **Manners** are important:
 - We remain **polite** and **courteous** at all times – we say *please, thank you and 'you're welcome'*
 - *We hold doors open to allow others to come through*
 - We **never** make any **rude** or **offensive** personal **remarks or gestures** to anyone.
 - We **never** call people names or make them unhappy by our actions or words as it can cause a great deal of unhappiness and we would not like to be treated that way.
 - We **never call out** and speak only when invited to.
 - We **do not interrupt** and always say 'excuse me' to attract an adults attention.
 - We ask questions respectfully but never question a teacher's authority – we do as we are told
2. **Kind** behaviour is our rule, pupils should always think before they act. At Holme Grange we have kind hands and kind hearts and always make sure everyone feels included.
3. We show respect for visitors, parents, staff and other people. We also show respect for our own, the school's and other peoples property.
4. We take **pride in our personal appearance** and personal hygiene:
 - We always wear the correct school uniform and sports kit
 - **Girls:** hair should be tied back if it is shoulder length or longer using accessories which are navy blue or school 'scrunchies'.
 - **Boys:** hair should be worn in a short style, above the collar and with the ears showing. Extremes of haircuts, colouring and styles are not allowed.
 - We enter and leave the School wearing our blazers and looking smart
 - We always wear our full and correct uniform with pride when on trips or visits with the school
 - **Jewellery is not allowed.** The exception is watch and one small stud type earring in the lobe of each ear (girls only). All jewellery should be removed during PE lessons and given to the PE teacher for safe keeping.
5. We **do not** use **any** excessive physical force on anyone **whether in fun or anger**.
6. We always **greet** others about the School with a **smile** and offer to **help** and guide visitors.
 - We greet teachers and adults by their correct title – *Good Morning Mrs ____, Sir, etc.*
7. We stand when the Headteacher enters our classroom and say good morning / afternoon.
8. The Internet can only be accessed when an adult is present – we all agree to abide by the **School's Responsible Computer Use Code** which teaches safe internet use.
9. It is important to be **organized** as it helps us with our learning. In the Prep school :
 - We always have the correct equipment and books required for each lesson
 - We ensure our uniform and belongings are all named
 - We check the timetables to find the times of our music, dance or drama lessons each week and ensure we arrive on time
10. We walk around the school in a calm and quiet manner, noise should be kept to a minimum, using the **left hand side** of the corridors:
 - We **line up quietly outside** classrooms.
 - We become silent instantly the teacher approaches.
 - We **do not enter any classroom until invited** to do so by a teacher.
 - When instructed we become silent and attentive immediately.
11. Our **learning habits are important:**
 - We always complete all preps on time and to the standard of which you are capable.
Academic work must always be the priority at School.
12. Ball games are not permitted in the playground, we must use the AWP or the field.
13. We must not enter, without an adult present:
 - The changing rooms
 - The school buildings before school unless accompanied by a teacher or member of staff.
 - Any classroom
14. You are not allowed to play on the AWP (All Weather Pitch) unless you have changed your shoes. Only trainers allowed. You are **not** allowed to play in socks only.
15. We keep our school tidy:



- We do not drop litter of any kind around the school site
 - We pick up litter
 - We eat our snack and drink our squash or milk on the playground only, and put rubbish in the bins. **Only fruit or raw vegetables are permitted as snack:**
 - **no sweets, crisps, chocolate or similar items at any time in school.**
16. We show good table manners and clear up after ourselves
 17. We enter and leave assemblies in silence
 18. On hearing the fire alarm, we walk quickly and quietly to the main playground with our teacher, and wait in silence.
 19. We inform a member of staff if we do not recognise an **unaccompanied visitor** who is not wearing a Holme Grange Visitors pass
 20. **Mobile phones are not permitted in school** any phones brought into school should be handed in to the school office at the start of the day and collected at the end of the day. Pupils must not keep them in their classrooms, changing rooms or bags. The school accepts no liability for the loss/damage of any personal equipment while on the school premises. Phones found on pupils will be confiscated.
 21. If we feel unwell or hurt and we need to see Matron, we must **always** inform the member of staff on duty or our Form Teacher.

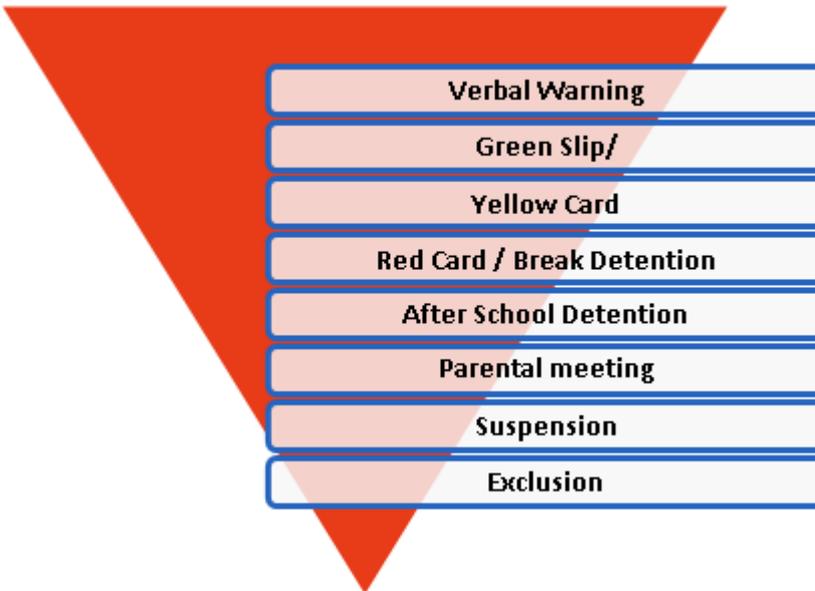
Transition

The different rewards and sanctions procedures are explained regularly to pupils as they move up through the school. Procedures are discussed with parents at the Meet the Form Teacher meeting every September and children in the Prep school are given transition booklets as they move from year to year.

Rewards



Sanctions



Communicating the Positive

Often parents are informed when their child has done something negative. We encourage appropriate and deserved positive communication via the reading record or pupil planner or in the case of the younger pupils, verbally on collection.

Form teachers will check **daily** that each child has come to school with their planner and pupils should be encouraged to take this with them to every lesson. Planners should be signed weekly by the form teacher as a matter of course.

Wall of Fame

Children should be encouraged to bring work to the Head teacher who, if she is free will speak with the child concerned, should the Head teacher not be available the work can be left with Jill Dever who will pass it to the Head as soon as she is free.

Any piece of work which a teacher feels demonstrates outstanding effort or achievement for a particular child and sets an example to others, should be presented to be displayed on the 'Wall of Fame'. All items posted on the 'Wall' will be recorded. Three *postings* will result in the presentation of a prize and certificate at the end of term.

Heads of Department

It is important that pupils feel valued and recognised for their efforts. Our rewards systems recognise that every child is an individual and allows everyone to contribute to the wider school community in their own area of strength – children need to know this is appreciated in order to boost their self esteem and support learning.

When a child completes a particularly noteworthy piece of work, they should be encouraged to take this piece of work to the appropriate head of department or subject area during a form or registration period. When presented with such a piece of work, the member of staff will acknowledge and praise and also make a note in the pupils reading record or planner to demonstrate a positive comment to the parents.

House Points

Academic and Pastoral



Pupils in Years 1 and 2 and in the Prep School are given house point cards with space for up to 5 house points to be recorded and signed by the awarding adult. In the Pre Prep the teachers are responsible for maintaining an individual running total. House point totals for the Pre Prep are called out in a weekly celebration assembly and then are passed to the 'Prep School Head of House Award Scheme' each week and are added to the Prep School total, contributing to the whole school house totals. The 'Prep School Head of House Award Scheme' is responsible for recording the House Points which are then given to the heads of house in order to monitor total number of house points each pupil receives.

House Point totals are announced weekly in assembly and noted in the Head teacher's weekly update to parents.

House points can be awarded for effort and achievement in all subject areas and where examples of positive behaviour are shown. This may be helping others, volunteering to tidy up or consistent good manners. It may also include kindness towards peers.

These may be recorded on the piece of work or and on the individual pupil's House Point Card. Whichever is the case it remains the responsibility of the awarding subject teacher to sign the pupil card. Reception Class and Pre-Prep are awarded Smiley Faces, stickers and stamps to show a visual representation of the reward too.

All house points collected will go toward the individual house total in addition to the personal total for each child. Certificates and / or badges are awarded in assembly when certain totals are achieved.

<u>House Point Total</u>	<u>Years 1 – 6</u>
30	Bronze Badge
50	Silver Badge
80	Gold Badge
120	Platinum Badge

Badges are awarded on a termly basis and the pupil's individual house point total is reset each term

In addition, each term awards will be presented to pupils gaining the highest number of house points in:- Pre-Prep, Y3&4, Y5&6 and Y7&8. At the end of the academic year, in the senior years (Y5 to Y8) pupils attaining the highest number of house points for their house, will be presented with a house badge.

House Points – Eaton Grange – Years 7 - 9

House points are to be awarded for exceptional effort or behaviour – for "over and above".

They should not be given just for attending lessons with correct equipment or punctually as this is an expectation.

For academic work, they should be recorded in exercise books and it is the responsibility of the student to collect the points and post their cards regularly in the box provided.

Eaton Grange house points will be counted separately but will still contribute towards the House Cup totals.

Individual rewards:

Over the year :	
60 points	Bronze Badge
90 points	Silver = £5 voucher (cinema or similar)
120 points	Gold = £10 voucher
150 points	Platinum



House rewards

At the end of the year there will be a “treat” e.g. pizza party or bowling for the House with the Highest Average Score.

Certificate of Achievement

In the Pre-Prep, pupils who produce an exceptional piece of work or show an exceptional level of effort during a week may be rewarded with a certificate in assembly. Nominations are made by the Thursday of the week, through a record sheet on the staff notice board. These pupils are then awarded a certificate of achievement in the Friday’s assembly (written by the form teacher).

In the Prep School, staff collectively choose one child per year group, each week at a Thursday staff briefing, who has demonstrated particularly strengths, character or simply set an example to others through their actions. These pupils are awarded certificates during a Friday assembly.

Most Valued Player

Each week, certificates will be presented to pupils for effort in sport. ‘Most Valued Player’ awards are presented to pupils who have demonstrated outstanding sportsmanship.

Pupils may also be given the opportunity to nominate peers for an award, promoting positive encouragement and support for fellow team members.

Agreed weekly focus

In order to support staff in a consistent application of this policy, a weekly focus will be agreed with staff at a Monday briefing. This will be an aspect of behaviour we wish to reinforce for that week and will become a focus for awarding behaviour house points. This does not prevent house points being awarded for other positive behaviours but supports a positive community ethos whilst reinforcing the values we wish to promote.

If a pupil’s work or behaviour falls beneath the standard which could reasonably be expected of them, the school has the right (confirmed and clarified in The Education and Inspections Act 2006) to administer disciplinary sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

Disciplinary penalties have three main purposes, namely to:

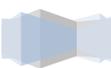
- impress on the perpetrator that what he or she has done is unacceptable;
- deter the pupil from repeating that behaviour;
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. Punishing a whole class when only some pupils are guilty would not be acceptable; if some pupils in a lesson disrupt the session, they would be the ones kept behind at the end so that they see a connection between their behaviour and the punishment. This helps in the process of a pupil accepting responsibility for their behaviour and improving their self-discipline.

Boundaries of acceptable behaviour are reinforced positively in Assemblies, Form Periods, and PSHCE (Personal, Social, Health, and Citizenship Education) lessons and constantly through reminders in the daily life of the school.

Staff should always remember that a sanction should be given for unacceptable behaviour and should not stigmatise the pupil. A sanction should not humiliate or degrade a pupil.

Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through.



It is imperative that everyone's reactions to inappropriate behaviour are consistent.

It should always be remembered that Holme Grange has an ethos of flexibility and tolerance, as outlined in the Holme Grange Way. Each child should be treated as an individual, particularly those with particular learning difficulties. Holme Grange School acknowledges its legal duties under the Equality Act 2010 in respect of pupils with special educational needs/disabilities and is aware that reasonable adjustments might be made for these pupils where appropriate.

Disorganisation / Forgotten Equipment / Missed Prep

Some pupils need help in organising themselves and strategies must be put in place to do so. It is not acceptable to ask a pupil with certain learning difficulties to function with the same application of memory as others. Staff in the Accelerated Learning Centre will support teachers with advice and provide strategies to support children.

If a child does not hand in a piece of homework a note should be put in the child's planner. If this is repeated a telephone call to the parents seeking a resolution to the problem should take place. Some pupils should be encouraged to attend a prep session after school where support can be given by the staff on duty at the time.

Sports department staff will manage communication with parents in the event of repeatedly forgetting items of kit.

A green slip is issued as a reminder in **Years 3 - 6** to help a child remember forgotten items and to inform parents. This must be returned signed to the appropriate member of staff with the item in question. If the green slip is not returned with the missing item or work then a Yellow Card should be issued. All green slips should be recorded on 3Sys.

These green slips should be kept by Form Tutors and three green slips will result in a Yellow Card. Form Tutors would then instigate a plan to help support the pupil with their organisation and communicate this to Subject Teachers so that there is a common approach to helping the pupil.

In Eaton Grange, students must be warned about coming to lessons without the correct books and/or equipment (this could be a blanket class/year group warning). A yellow card should be issued after the warning if this persists. Three yellow cards for lack of organisation should be reported to parents and then Form Tutor and Subject Teachers must instigate a plan to help and support the student with their organisation. This might include a checklist on their locker, a morning routine of preparing books and equipment, arranging to leave key items in the subject room etc.

In Eaton Grange, students must be warned about not completing and/or handing in Prep on time. After this warning (which could be a blanket class/year group warning) a yellow card should be issued if Prep is not completed/handed in on time. It is vital that students understand the importance of completing homework as either consolidation of work covered in class or as preparation for the next lesson and that not doing it will have an impact on their learning. As with all yellow cards – three yellow cards will result in a lunchtime detention with the Section Head.

Warnings



Any instance of inappropriate behaviour, whether on the playground or the classroom will be addressed. **The initial stage** is a warning issued by the member of staff. The warning will act to remind the child of the consequences of their choices and seek to encourage them to cease immediately.

Yellow Cards

If the behaviour persists then the member of staff will issue a yellow card. This will then be registered on 3Sys with the name of the member of staff, the date and details of the offence. **Yellow cards must be recorded as soon as possible after the incident to avoid any misunderstandings. Pupils must never be left in any doubt whether a yellow card has been issued or not.**

In Years 3 – 6 three yellow cards within a half term will result in a lunchtime detention. The yellow card count will then revert to zero.

In Eaton Grange, three yellow cards throughout the year will result in a lunchtime detention. They will be carried over and will not revert to zero.

Lunchtime detentions will take place on Thursday lunchtimes with the appropriate section head. Pupils will be given the Detention Think Sheet to complete and will then eat lunch in silence in the dining hall at a separate table.

Red cards (Detention)

There may be some occasions when behaviour is deemed to be totally unacceptable and a warning of the consequences is not appropriate. Dependent on the severity of these instances, it may warrant an instant red card or even after school detention.

Examples of such offences are: anti-social behaviour, 'bullying', bad-foul language, deliberately hurting somebody else, stealing, and lying.

A refusal to heed any warning given should be taken as an act of bad manners, rudeness, insolence, disobedience or defiance which should not be tolerated at any time.

Pupils may be asked to complete a 'THINK SHEET' when on detention which will be held on their file. Three detentions in a half term will result in an after school detention and parents notified of the time and date set.

After School detentions will be supervised by a member of the SMT.

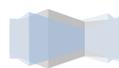
In cases of extreme inappropriate behaviour a Headteacher detention will be issued and parents called to discuss the matter directly with the Head.

Detention takes priority over all other School and out of School activities

The School's aim is to encourage and reward good work and behaviour. If pupils follow the rules, are kind and helpful then they will avoid getting a break detention or losing out by being excluded from activities.

In the event of a pupil receiving a detention the **Section Head** or where felt appropriate the Headteacher, may deem it appropriate to ask the parents in for a meeting. This is to create a strong link between school and home to ensure that any sanctions are fully understood, agreed upon and therefore have maximum effect.

Headteacher Detention



Where deemed appropriate, the Headteacher may issue a detention which she will personally supervise and set appropriate work.

Suspension

Holme Grange School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Suspensions from the school are rare but at times they are a vital part of the school's sanctions policy. For more serious misdemeanours such as stealing or fighting, the Headteacher may deem it appropriate to suspend a child from school for a period of time. This information is recorded in the Pupil Sanctions Record.

Exclusion (See Exclusion policy)

Exclusions from the school community, whether fixed term or permanent, are damaging to a pupil's self-esteem. They diminish the sense of belonging to the community. As such they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour. The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time. Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Violence, including severe verbal bullying, fire setting and frequent high level disruption would fit within this category.

In all cases the Headteacher gathers the opinions and takes advice from members of staff who are working with a pupil. She may delegate some responsibility to a member of the Senior Management Team for fixed term exclusions. The Headteacher alone makes the decision to proceed to permanent exclusion.

Pupil record

This is for staff to record any reported anti-social behaviour including bullying or any other incident or meeting with a pupil or parent. Anti-social behaviour would include teasing or incidents which have made a child's life uncomfortable and miserable – enough to make them complain. As these reports accumulate for a particular child, either on the receiving end or vice versa, a pattern will be seen so that action can be taken. **THESE are incidents that are recorded but for which there is little or no evidence available other than one child's word against another's.**

Classroom Discipline:

This is very much a personal matter but working on the principle that the classroom should be a place of learning, these basic rules should apply:

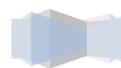
- Children put their hand up when they wish to speak
- Children do not speak when the teacher is speaking
- Children stand up if the Headteacher brings visitors into the room
- Children have books ready for the start of the lesson and are quiet as soon as the teacher arrives
- Children should not deface the outside of any exercise books.

Only in extreme cases should a child be sent out of the classroom for misbehaviour.

Disruptive Behaviour

Disruptive behaviour is not to be tolerated.

Recording of Incidents of anti-social behaviour or disruption



1. Write up the incident, outlining the offence, sanction and whether follow-up action is required. Details should be recorded on 3Sys. **Form tutors should take responsibility for ensuring pupils with a detention attend.**
2. **Report books** may be used where appropriate to help pupils and monitor their behaviour and all teachers will be informed.

Supervision at Meal Times

Children are expected to demonstrate good manners at all times. It is important that they are given the opportunity to engage in conversation with their friends and to learn the important social function of mealtimes whilst maintaining a degree of calm – the bell will be rung if voices get too loud.

Supervision is carried out by teachers and other staff. Their role is to ensure that meal times are pleasant for the children to enjoy their food and spend time with their friends. Children are encouraged to eat a balanced meal. If a child is not eating their form teacher will be informed who will take the matter up with the parents. Children will be asked to clear the tables and floor area when they have finished eating as part of good manners and housekeeping.

Persistent or serious misbehaviour at mealtimes will be brought to the attention of the form teacher who will deal with it appropriately.

Pupils in Eaton Grange eat their lunch in Eaton Mess using the self-service system. There is the same expectation of good manners and healthy eating. They are encouraged to eat a balanced meal but only to take what they are going to eat in order to raise awareness about the value of food and to minimise waste.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school.

We will inform parents if we have any concerns about their child's welfare or behaviour. We also ask all parents to make any concerns known to the Headteacher, Head of School or Form Tutor.

Little Grange and Reception Classes (EYFS)

At Holme Grange we recognise that each child is an individual and as such they will enter nursery with different experiences of rules and boundaries. They also join us having had a variety of social contact with other children. Holme Grange Foundation Stage believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

As a staff team and with the guidance of the Head of the Pre Prep and S.E.N. co-ordinator we; Discuss all issues concerning behaviour.

Methods

We adhere to the following;

- As a team we discuss behaviour and the handling of children's behaviour where it may require additional support;



- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development;
- and keep up to date with legislation, research and thinking on promoting positive behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
- We require all staff, to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting; children, parents and staff to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their child's behaviour. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

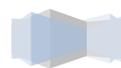
- We require all staff, to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways that are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self- esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Corporal Punishment

The school does not use or threaten to use Corporal Punishment.

Physical Restraint

We use physical restraint, such as holding, only to prevent physical injury or immediate danger to children or adults and/or serious damage to property.



Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of Nursery Manager or Reception class teachers and are recorded. The Head of the Pre Prep School is informed as soon as possible on the same day. The child's parent is informed on the same day. An incident form is completed for the parent to sign and kept on file.

Rough and tumble play and fantasy aggression

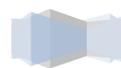
Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.



- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - the child has a developmental condition that affects how they behave.

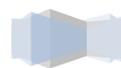
Bullying (See Tackling Bullying Policy)

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are
- given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;



- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

We feel it is important for our children to make independent decisions and choices and that it is our role to help them develop the appropriate skills to be able to do this on their own. We use all available opportunities to encourage negotiating skills and demonstrate good examples of this between adults and children. These skills enable the children to share effectively and reduce the incidents of disruptive behaviour/arguments over toys etc.

All settings must have rules and boundaries to enable them to operate effectively and safely. Time is spent explaining to the children why we need to have rules and how, if we didn't all follow them, they or someone else might get hurt. Having nurtured a strong family atmosphere the children are all keen to look after each other and by combining Little Grange and Reception on regular occasions, younger children can see positive behaviour being displayed by older children and they in turn can become more understanding of the younger children. We highlight children displaying positive behaviour and this often helps to act as a reminder to the others to do the same. In the EYFS each child has lots of opportunities to earn rewards for positive behaviour.

These may take the form of public praise, stickers, mini certificates, school certificates, star of the day/week and the tidying up award. In Reception children also receive house points. Their house points are recorded on a class chart.

As part of typical development children do display undesirable and challenging behaviour at times and this is dealt with on an individual basis. The following is a guide to how a toy throwing incident may be dealt with;

- The child is asked to stop the behaviour. (If they don't the request is repeated).
- Staff will explain why an action shouldn't be done and what will happen if it is repeated.
- If they are endangering the other children they will be asked to hand over the toy.

Staff are often 'very disappointed' if children don't follow rules and this is often enough for the behaviour to stop. If not the traffic light system is used.

Traffic Lights: this is a visual aid to discourage challenging behaviour. A small incident (after verbal warnings) may result in a child's name being moved onto amber; more serious or continuing behaviours will result in their name being moved up to red. Over a period of time; dependent upon age/developmental stage, children earn their way back down to green. Each day is started a fresh.

If a child displays a particularly anti-social behaviour such as smacking, biting etc. the child will be withdrawn from the group and taken to an area of the classroom where they have time to reflect on their behaviour. After an appropriate amount of time (dependent on age) a member of staff will talk to the child and explain why they were withdrawn from the situation and help them to understand what they did was wrong. The child will then be asked to apologise to anybody else hurt in the incident.

Behaviour in each session is treated within that session. We understand the importance of having realistic expectations of the children based on their developmental level. Young children need to be supported with their behaviour immediately rather than during the course of a day. Individual target cards are sometimes created with the children to encourage and develop positive behaviours both in school and at home e.g.



sharing, bedtime routines, toileting, teeth cleaning etc. These take on a variety of forms and are completed in partnership with parents.

Years 9 – 11

Our senior pupils in Eaton Grange are asked to sign a Code of Conduct which is age appropriate. This is discussed with them in LS lessons and they agree to abide by the code.

Holme Grange School



Eaton Grange – Years 9 – 11

Code of Conduct

The Holme Grange Way

We treat other people, as we would want to be treated.

We forgive.

We share.

We are honest and live our lives with integrity.

We listen to each other.

We are kind and helpful.

We do our best to be our best self.



The Holme Grange Way underpins our conduct and behaviour at school. High standards of behaviour will be expected at all times both during the school day and beyond the school gates.

In order for every student to feel safe and comfortable in school we ask the following :

To ensure a safe and tidy environment :

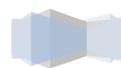
- Move around the school safely and sensibly. Walk on the left hand side of corridors and stairs. You should enter school through the “Pencil” gate and the Eaton Grange main doors.
- Remain polite and courteous at all times.
- Before school you are allowed in your classroom but NOT in the Common Room.
- If you arrive after registration you must sign in at the office.
- You must not leave the school premises during the school day unless written permission has been given. You must sign out at the office.
- You must not eat inside any school building. You must obey the school dining room rules – i.e. self service – all food taken must be eaten and leave dining area clean and tidy as you would like to find it etc.
- You are responsible for your own belongings. Avoid bringing in valuable items and use your locker for storage.
- Do not litter.
- Chewing gum is forbidden.
- Obey the ICT code of conduct.
- If you have any concerns about the well being of others you should report it immediately to a teacher.

To help you work to the best of your ability :

- You must submit homework on time. If this is not possible then your parents must write a letter explaining the reasons why.
- You should bring correct books and equipment to lessons.
- You must arrive for lessons promptly and be ready to start immediately.
- Copying from other pupils or plagiarism is forbidden.

General rules :

- School uniform rules are to be observed at all times. No make-up or jewellery, apart from simple stud earrings, is to be worn at any time.
- No physical force is allowed at any time.
- Mobile phones can only be used at the times and in the areas designated in the mobile phone policy. (They will be confiscated if used at other times or in other places).
- Photographs, videos or recordings may not be taken of any member of the school without their express permission. They may not be used in any way without that person’s informed consent.



- There should be no public display of affection – e.g. hand holding, kissing, cuddling etc.

At Holme Grange School it is strictly forbidden :

- To bully or intimidate others
- To use abusive, obscene or racist language
- To steal
- To bring into school items which are harmful or offensive either to yourself or others. This includes cigarettes, alcohol, illegal drugs, knives or any illegal substances. The possession of illegal drugs or drug taking in school or in any school related activity will usually result in permanent exclusion.

I agree to abide by the Holme Grange Code of Conduct

Name

Signed

Date





Holme Grange School

DETENTION THINK SHEET

The Holme Grange Way

Treat other people as you
would be treated

Forgive

Share

**Be honest and live with
integrity**

Listen to each other

Be kind and helpful

**Do your best to be your
best self**

Name:

Form:

Think Carefully and Be Honest.

1. Why am I in detention?

2. What could I have done to avoid this?

3. These are my targets what will help me improve my behaviour.

a.

b.

I agree to do my best to follow the School rules and improve my behaviour.

My signature:

Date:

Teacher Signature:

Occasionally Parents will be required to sign acknowledgement of the child's detention.

Parent Signature:

