

**Holme Grange School**  
**Whole School Policy Including EYFS**



**Behaviour and Discipline Policy**  
**Including Pupil Code of Conduct**

| <b>Date:</b>       | <b>Amendment:</b>             | <b>Reviewed by:</b>   | <b>Authorised by:</b>                            |
|--------------------|-------------------------------|-----------------------|--------------------------------------------------|
| <b>August 2024</b> | <b>Next review due</b>        |                       |                                                  |
| <b>August 2023</b> | <b>Reviewed and revised</b>   | <b>TBo/ KAr / CCo</b> | <b>SMT Oct 23</b>                                |
| <b>August 2022</b> | <b>Reviewed and revised</b>   | <b>JCo</b>            | <b>SMT Sept 22, pending<br/>Governors review</b> |
| <b>June 2022</b>   | <b>Reviewed and revised</b>   | <b>JCo</b>            |                                                  |
| <b>Jan 2022</b>    | <b>Reviewed &amp; Revised</b> | <b>JCO</b>            |                                                  |
| <b>June 2020</b>   | <b>Reviewed</b>               | <b>MJe</b>            |                                                  |
| <b>Jan 2020</b>    | <b>Reviewed &amp; Revised</b> | <b>JCo</b>            |                                                  |
| <b>Aug 2019</b>    | <b>Reviewed</b>               | <b>JCo, CCo, CKe</b>  |                                                  |

## Introduction

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 whole school: Little Grange, Pre-prep, Prep and Eaton Grange. 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* (Updated 2022) and '*Getting the Simple things Right*' (2011) and KCSIE (2023)

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 and Learning Policy and the staff's professional approach to innovation while upholding traditional values.

### Policy Aims

Schools have a duty to prepare students for life beyond school, to provide opportunities for students to gain the skills, aptitudes and knowledge to be responsible persons who can contribute to the global community. Integral to this process is the adoption of behaviours which support appropriate and responsible conduct in School. We aim:

- 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 promote to consistent modelling of 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 code of conduct.
- 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, in preparation for life beyond school.

These aims are backed up by a system of rewards and where necessary appropriate sanctions. See Rewards and Sanctions, Pre-Prep, Prep and Eaton Grange.

This Policy should be read in conjunction with the School's:

- Tackling Bullying Policy
- Safeguarding Including Child Protection Policy
- Exclusion Policy
- Remote Learning Policy
- Acceptable Use (Pupils)

The elements of the **School's Tackling Bullying Policy** are:

- Bullying (verbal or physical) is not tolerated. Everyone is expected to ensure that it does not happen and each person has the responsibility to tell - this is not telling tales.
- Bullying is wrong and all members of the School, children and adults, have a responsibility to report any incidents.
- Any reports of bullying will be taken seriously.
- The Headteacher should be informed of any incidents of bullying.
- The Headteacher will decide whether parents should become involved.
- Teachers should use the curriculum to get across messages about acceptable behaviour - drama, discussion groups, role play, PSHE lessons, assemblies etc.
- The prevention of bullying is everybody's business.
- Staff are to log any confirmed bullying concerns onto CPOMS
- Staff are to log any racist concerns onto CPOMS
- Staff are to log any sexual harassment concerns onto CPOMS

Holme Grange School adopts a zero-tolerance approach to any bullying issues. All staff will challenge any abusive behaviour between pupils that comes to their notice and will report any issues of this nature to the DSL immediately. Please read the Safeguarding and Child Protection policy for further details about dealing with child-on-child abuse

### **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.

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

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 Assistant Heads, the Heads of School, the Deputy Heads or Headteacher are 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 and/or undertaking school activity (for example working online on a School provided account or platform whilst at home), 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 regarding school activity or concerning the school.

### **Discipline**

The School expectations can be summed up in the following 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 to 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 offences apparent.

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 (LS), 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. 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. A sanction should not humiliate or degrade a pupil.

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 may be made for these pupils where appropriate.

For less serious misdemeanours the Form Tutor or Assistant Head should be informed and he/she can deal with the incident according to the policy (detailed below). For more serious offences the pupil will be seen by the appropriate Head of School, who in turn may refer the matter to the Headteacher.

**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, Senior Management and the

parents to help the child modify his/her behaviour.

## **Staff, Record Keeping and Communication**

Often parents are informed when their child has done something negative. We encourage appropriate and deserved positive communication via the pupil planner, email or phone. In addition, with the younger pupils, verbally on collection to a parent works for first instance. Should this not be possible a post it note in the reading record will open communication. Eaton Grange Merits (positive and negative) are made available via the Engage Parent Portal to parents of Year 7-11 and all rewards and sanctions are recorded via Engage. Weekly rewards and sanctions summaries are distributed to Senior Management and form tutors to track pupil conduct. In Little Grange, The Head of EYFS and nursery manager will be made aware.

Pupils are supported by every teacher in the school as every teacher has a responsibility for discipline and pastoral care throughout the school. Pupils are informed, through planned curriculum opportunities, assemblies and school displays, who to approach in the school with worries and concerns.

Pupils have opportunities to let staff know how they are feeling e.g. worry monsters, boxes, displays to share words associated with emotions. Teachers in all parts of the School meet regularly to discuss the pastoral needs of the pupils which, as described above, are logged securely on SharePoint. Where this a pastoral need overlapping behavioural incidents, or bullying this is logged on Engage or for more serious cases, on CPOMS. All safeguarding issues are logged onto CPOMS.

## **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. There are also sites for the parents and pupils to visit. Information regarding transition is included in the pupil planners.

## Rewards and Sanctions – School Specific

### Pre Prep including EYFS, Y1&2

#### ***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. We refer to guidance in the Framework for Early Years 2023.

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;
- 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 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 EYFS 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.

## ***Pre-Prep Years R-2***

### **Classroom Management:**

We work on the principle that the classroom should be a place of learning and these basic rules, with the Holme Grange Way should apply:

- children should be happily and productively engaged in learning
- they should be learning in an environment where they feel safe, supported and valued
- at Holme Grange children are encouraged to wait their turn
- our pupils listen when others are speaking
- Children stand up and greet our Headteacher and her visitors
- Children know their routine and teacher expectations
- Children should not deface the outside of any exercise books.

### **Rewards and Sanctions**

In Year R, 1 and 2 a progressive rainbow, sun and cloud system is the strategy used in classrooms to highlight and sanction unacceptable behaviour. Staff communicate with parents any anti-social behaviour and pupils are aware that school and home are in partnership. Pupils who do not respond to the sun, cloud system come for a talk with Assistant Head of School, if this doesn't see an improvement a book is put in place to communicate with parents. The home school communication book is established to see if any patterns emerge and is seen as a positive step to highlight all good choices. This is shown to Assistant Head of School for praise and encouragement at the end of each day. In the rare case when these measures do not work, the Prep school Head becomes involved and parents may be invited in to talk through steps to support their child's behaviour and development in their social choices. These measures would all be recorded on CPOMS and The Prep School Head will keep the Headteacher informed of any pupil on a home-school book.

The sun cloud system begins in Year R with the children receiving verbal praise and at times a sticker for reaching the Rainbow. The system encourages positive behaviour and reinforces the school rules, it offers a visual reminder to the students. Every child starts daily on the sun and is moved down to the cloud for misbehaving or breaking classroom rules after a verbal warning has been given to modify the behaviour. The child then has the opportunity to change his or her behaviour choice and move back to the sun.

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.

Staff keep their own record of pupils who are on the cloud, these will be shared at pastoral meetings to inform our RAG records on pupils. Pastoral concerns are shared regularly in team meetings when staff can share successful strategies and offer insightful information.

Sanction system – at each level pastoral care and interest in pupil well-being is of paramount importance. Finding out why a pupil is choosing their poor behavioural choices. Behaviour is logged on Engage.

|                                                         |                                                                                                                                                                                             |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Level 1 – use of visual system in class</p>          | <p>Class teacher gives a verbal warning to correct poor behavioural choices.</p> <p>With second verbal warning comes a move to the cloud. Another 2 warnings brings a move to raincloud</p> |
| <p>Level 2 – 3 consecutive days of rainclouds.</p>      | <p>Class teacher talks to parents to see if everything is alright at home.</p> <p>Head of School is kept informed.</p>                                                                      |
| <p>Level 3 – 2 more consecutive days of rainclouds.</p> | <p>Pupil comes for a talk with Head of School. Class teacher will keep parents informed.</p>                                                                                                |
|                                                         |                                                                                                                                                                                             |

|                                       |                                                                                                                                                                                                                              |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 4 – behaviour has not improved. | A behavioural log will be recommended between home and school which will be shown to Head of School daily for praise and encouragement. Head of School will inform head teacher and contact parents to put support in place. |
| Level 5 – still poor choices          | Pupil will have a meeting with Head teacher, parents may be called in for a meeting.                                                                                                                                         |

### **Record Keeping**

Pre-Prep Behaviour Log is available on ENGAGE to record any behaviours for which a sanction has had to be given. Record the incident, sanction and impact of the sanction. These can then be checked and analysed for patterns and reviews.

Staff log all safeguarding concerns on CPOMS. Staff must record any reported anti-social behaviour including bullying or any other incident or meeting with a pupil or parent using factual language and child's words onto Engage or CPOMS,

Disruptive behaviour is not to be tolerated. 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. If a child was on a home/school book for example, this would be logged on Engage with reason for and impact.

**Form teachers should take responsibility for ensuring pupils are sanctioned in line with policy and only when repetitive or deemed necessary involve Head of School and Headteacher. Teachers should let Head of Pre-Prep know of any anti-social behaviour patterns they have identified so that in communication with parents we are all consistent in the messages we present.**

### **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. In EYFS pupils always eat within visual sight and sound of an adult.

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 anti-social behaviour choices at mealtimes will be brought to the attention of the form teacher who will deal with it appropriately. Assistant Heads of School should be informed when behaviours are repetitive and pupils are not responding to teacher sanction as per policy.

### **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.

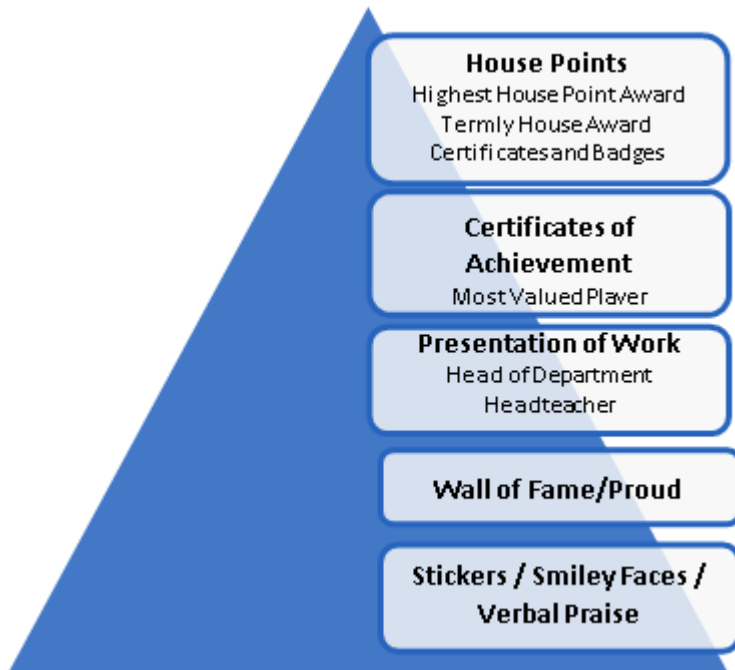
### **Certificate of Achievement**

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, this is linked most often to our Learning Habits. Nominations are recorded on Engage with the reason for the award. These pupils are then awarded a certificate of achievement in the Wednesday's assembly. Each form teacher nominates one pupil a week for the certificate.

## Prep School (Y1-6)

### Rewards

Pupils are awarded house points as set out previously in this policy.



### House Points

Pupils are all in one of 4 houses. In Holme Grange these are Thames (yellow), Severn (red), Trent (green) and Kennet (Blue).

Pupils' house points are recorded on a google sheet by the relevant member of staff. House point totals for the Pre-Prep and Prep are called out in a weekly celebration assembly. A house cup is awarded termly to the house with the most points in both Pre-Prep and Prep.

The 'Prep School Head of Houses' are responsible for monitoring the House Points and presenting appropriate badges to pupils. The Head of Houses also ensure that the Head of each house receives information on totals to discuss at house meetings.

House Point totals are announced weekly in assembly and noted in the weekly newsletters to parents.

House points can be awarded for effort and achievement in all subject areas and where examples of positive behaviour are shown. They should be focused on Holme Grange Learning Habits and Values. 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. Badges are awarded in class weekly when certain totals are achieved.

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

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

Termly awards will be presented to pupils gaining the highest number of house points in:– Pre-Prep, Y3&4 and Y5&6 At the end of the academic year, in the senior years (Y7- Y9) pupils attaining the highest number of house points for their house, will be presented with a house badge.

### **Wall of Fame**

Children should be encouraged to bring work to the Headteacher who, if she is free will speak with the child concerned.

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.

### **Certificate of Achievement**

In the Prep School, staff choose one or two children per year group who have demonstrated particular strengths, school habits and values, strength of character or simply set an example to others through their actions. By the Wednesday of each week, nominees should be submitted through a document on SharePoint. These pupils are awarded certificates during a Thursday assembly.

Form teachers are expected to monitor allocation of the certificates to make sure all pupils are recognised and are made to feel valued.

### **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.

## Sanctions in Y3-6

### Procedures for dealing with Breaches in Discipline

#### Warnings

- Any instance of inappropriate behaviour at school, including whilst online, will be addressed. In most cases, **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 Engage 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.
- Three yellow cards within a half term will result in a lunchtime detention. The yellow card count will then revert to zero.

### 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.
- In Pre-Prep and Prep, if a child does not hand in a piece of homework a note should be put in the child's planner. In Eaton Grange a Demerit is issued, which is visible to parents via the Engage Portal. 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.
- 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.

Lunchtime detentions will take place with the Head of School. In most cases, pupils will be given the Detention Think Sheet to complete and may be asked to complete tasks which support the School community.

#### 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, lying and any intentional misuse of the School's IT system (platforms and hardware).

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.

**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 Head of School or where appropriate the Deputy Head or 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.

| <u>Prep School Sanctions Flow Chart</u> |                                                                                                          |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Level 1</b>                          | <b>Verbal warning</b>                                                                                    |
| <b>Level 2</b>                          | <b>Green slip (forgotten kit/equipment)</b>                                                              |
|                                         | <b>Yellow card (poor behaviour)</b>                                                                      |
| <b>Level 3</b>                          | <b>3 yellow cards</b><br><b>Lunch time detention</b>                                                     |
| <b>Level 4</b>                          | <b>Red card</b><br><b>Parents informed</b><br><b>Lunch time detention (physical behaviour, swearing)</b> |
| <b>Level 5</b>                          | <b>Lunchtime detention (3)</b>                                                                           |
| <b>Level 6</b>                          | <b>Parental meeting</b>                                                                                  |
| <b>Level 7</b>                          | <b>After school detention</b>                                                                            |
| <b>Level 8</b>                          | <b>Suspension</b>                                                                                        |
| <b>Level 9</b>                          | <b>Exclusion</b>                                                                                         |

Since incidents are treated individually, depending on the seriousness of their nature, some of the stages may be omitted.

- 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 of School
- The pupil may be on a report card and parents will be informed

- A formal meeting may be arranged between the pupil, parents and the Head of School Deputy Head
- A formal meeting may be arranged between the pupil, parents and the Head
- 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.
- There may be times when a pupil will be need to be restrained to avoid them hurting themselves, others or property. At such times the staff will follow the guidelines in Use of Reasonable Force (July 2013)
- that teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed

# Behaviour in Eaton Grange

## Expectations in Eaton Grange

Be ready to learn  
Be respectful to others  
Contribute to Lessons -Engage in Your Learning  
Be Positive  
Challenge Yourself and *Always Try*  
Aim High  
Listen  
Be polite  
Be kind

Celebrate individuality  
Value others opinions  
Stay safe  
Build positive relationships  
Reward good behaviour  
Challenge poor behaviour  
Learn from Your Mistakes

## Ideal Behaviours

### The Holme Grange Way

Treat other people as we would want to be treated.

Forgive.

Share.

Be honest and live our lives with integrity.

Listen to each other.

Be kind and helpful.

Do our best to be our best self.

- Be caring and considerate.
- Work with drive and determination.
- Be resourceful.
- Take pride in your appearance.
- Hold open doors.
- Say good morning/afternoon.
- Be approachable.
- Work with motivation.
- Follow all school rules.
- Hand in all prep on time and to the best of one's ability.

## Lesson Routines

Be on time  
Have the correct equipment  
Listen, engage and participate  
Aim High and Challenge Yourself  
Seek and Act Upon Feedback to Improve  
Take a Risk and Build Resilience - Learn from your mistakes  
Complete homework and hand in on time  
Follow all instructions first time  
Stand up when visitors enter the room and say good morning/afternoon

Engage, reinforce, illustrate and practise the 'Holme Grange Learning Habits' which serve as guiding principles to promote successful lifelong learning.

**Empathy and Understanding**  
**Courage and Self Belief**  
**Independence and Initiative**  
**Co-operation and Collaboration**  
**Risk Taking and Resilience**  
**Curiosity and Enthusiasm**  
**Imagination and Creativity**

## Life Routines

Acknowledge and greet people as you move around the school and make eye contact when doing so.

Hold open doors

Wear the correct uniform

Say 'thank you' whenever you can

Help others

Respect the environment

Put all rubbish in the bin

# Rewards in Eaton Grange

Verbal Praise  
Certificates of Achievement  
House Points

**Merits**  
**Head Teachers Award**  
**Emails or letters home**

## Mental Toughness in Eaton Grange

**Control** – Emotional and Life  
**Confidence** – in Abilities and Interpersonal  
**Challenge** and Aspiration  
**Commitment** – Delivery oriented and Goal oriented  
Engagement  
Positivity and Resilience

## Unacceptable Behaviours

Answering back.  
Verbal abuse.  
Physical contact/abuse.  
Rolling up skirt.  
Wearing make-up or nail varnish.  
Very short haircuts.  
Not tying long hair up

Arriving late to lessons.  
Not completing prep.  
Not handing in work on time.  
Running in the corridor.  
Swearing/bad language.  
Unsporting behaviour.  
Being unkind.  
Bullying

## Rewards and Merits

**Merits** are awarded for excellent work performance and excellent attitude to learning. They are awarded by subject staff in the form of a stamp or a sticker and are recorded weekly on the school management system by Form Tutors.

| <b>Merits</b>                   |                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Bronze                          | Silver                          | Gold                            | Platinum                        |
| 25                              | 50                              | 100                             | 120                             |
| Bronze Badge                    | Silver Badge                    | Gold Badge                      | Platinum Badge                  |
| Letter home from Assistant head | Letter home from Assistant head | Letter home from Assistant Head | Letter home from Head of School |

## Sanctions and Rewards

| <b>Behaviour Roles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pupil Role</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Pupils are responsible for their own behaviour both in the classroom and outside the classroom.</li> <li>• They are expected to uphold the Holme Grange Way and Eaton Grange Expectations for behaviour.</li> <li>• Pupils are expected to follow the school rules at all times.</li> </ul>                                                                                                                                                                                                                                                                                                                                                          |
| <b>Teacher Role</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Teachers are responsible for the behaviour of their classes.</li> <li>• Teachers use the Holme Grange Way and Eaton Grange Expectations as the foundations for behaviour management.</li> <li>• Teachers follow whole school procedures consistently.</li> <li>• All teachers monitor and act on behaviour in corridors and around the school grounds. This includes uniform and general conduct.</li> <li>• Teachers manage the sanctions that result from the behaviour in their lessons and pass on information to the relevant member of staff.</li> <li>• Teachers record sanctions they award on the management information system.</li> </ul> |
| <b>Form Teacher Role</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Tutors perform daily uniform checks.</li> <li>• Tutors perform regular equipment checks.</li> <li>• Tutors are informed of any incidents involving their tutees and monitor their behaviour both in and out of lessons.</li> <li>• Tutors keep track of rewards and sanctions on the management information system.</li> <li>• Tutors monitor tutees on support report.</li> </ul>                                                                                                                                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Tutors refer continued poor behaviour and repeated yellow cards to the Head of Year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Relevant Head of Year or Head of Year Role</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• The Relevant Head of Year is responsible for the behaviour of the pupils in Eaton Grange.</li> <li>• The Relevant Head of Year monitors the consistency and application of behaviour procedures across Eaton Grange.</li> <li>• The Relevant Assistant Head organises After School Detentions</li> <li>• The Relevant Assistant Head contacts parents' regarding. After School Detentions(not incl. Friday)</li> <li>• The Relevant Assistant Head refers pupils to the Deputy Head (Head of EG) where appropriate.</li> </ul>                                    |
| <b>Head of Eaton Grange</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• The Eaton Grange Head is responsible for the behaviour across the school.</li> <li>• The Eaton Grange Head will provide support where required.</li> <li>• The Eaton Grange Head is responsible for organising, Friday after School Detentions</li> <li>• The Eaton Grange Head contacts parents' regarding, Friday after School Detentions</li> <li>• The Eaton Grange Head refers pupils to the Head Teacher where appropriate.</li> <li>• The Eaton Grange Head monitors the consistency and application of behaviour procedures across the school.</li> </ul> |
| <b>Head teacher Role</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• The Head Teacher monitors the consistency and application of behaviour procedures across the school.</li> <li>• The Head Teacher should be kept informed of behaviour management procedures in place.</li> <li>• The Head Teacher is the final level of behaviour management.</li> <li>• Pupils should be referred to the Head Teacher in extreme cases or if they are a persistent offender.</li> </ul>                                                                                                                                                          |

## MERIT AWARDS

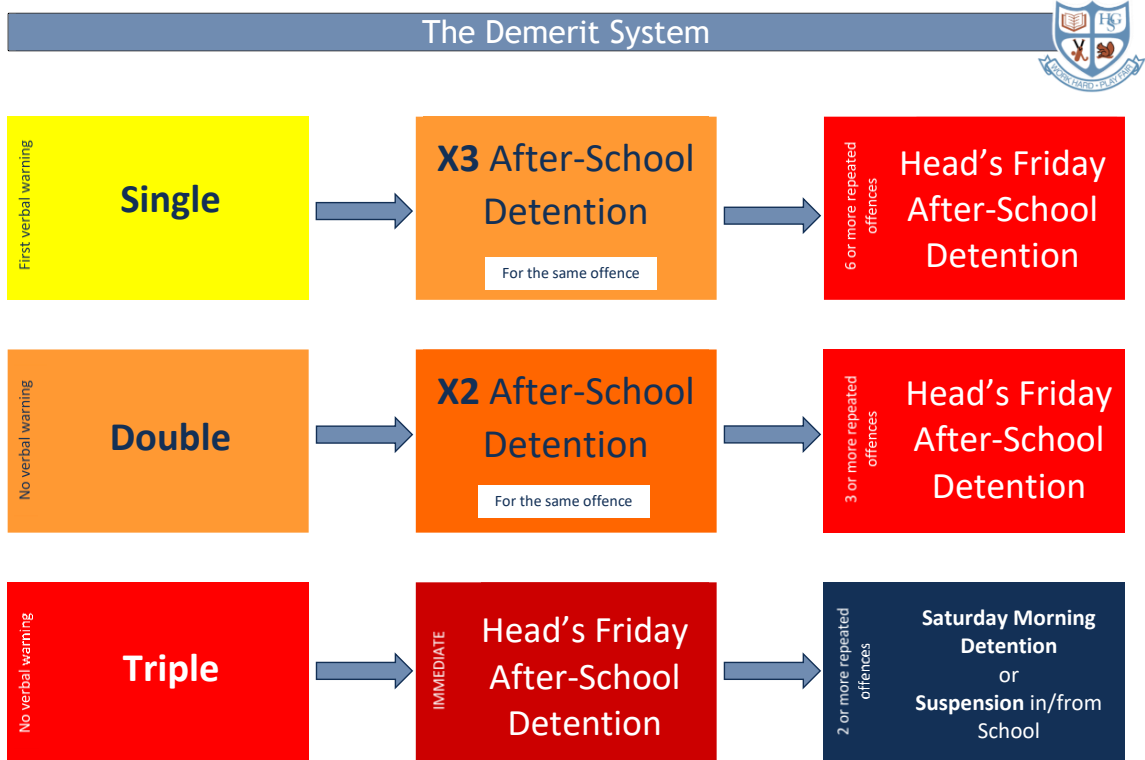
- If we publish how students can aim to achieve merits we can speak to the positive behaviour we wish to see (and reward). We have a number of “prizes” like smart pens, books as well as their Bronze Silver and Gold Badges.
- We highlight in assemblies, individuals and or groups that have scored highly – we can drive a positive ethos.
- If we add a competitive element – where a whole classes merits could score them an “end of term treat” like a trip to the movies, waterpark, funfair ...etc.. the aim is to create a positive environment in classes

| Type of Merit | Academic Merits                                                                                                                                                                                                                                                                                                                        | Behaviour / Action / Service Merits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Possible incentives and rewards that equate to a certain number of Merits received                                                                                                                                                                                                         |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Single Merits | <ul style="list-style-type: none"> <li>• For an excellent piece of work.</li> <li>• Excellent attitude to learning.</li> <li>• A 100% record of h/w completed (perhaps at the end of a term?)</li> <li>• Returning work ahead of schedule</li> <li>• Work that goes beyond the scope / expectation of the task.</li> </ul>             | <ul style="list-style-type: none"> <li>• Helping another student in a moment of need</li> <li>• Demonstrating any of the Holme Grange Values in a visible way.</li> <li>• Taking part (signing up) voluntarily in some form of outreach or service task.</li> <li>• Demonstrating a “Holme Grange Way” value</li> </ul> <div data-bbox="699 927 1123 1099" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="color: green; margin: 0;">Treat other people as you would be treated</p> <p style="color: red; margin: 0;">Forgive</p> <p style="color: blue; margin: 0;">Share</p> <p style="color: orange; margin: 0;">Be honest and live with integrity</p> <p style="color: green; margin: 0;">Listen to each other</p> <p style="color: red; margin: 0;">Be kind and helpful</p> <p style="color: blue; margin: 0;">Do your best to be your best self</p> </div> | <ul style="list-style-type: none"> <li>• Merits noted regularly in assemblies</li> <li>• End of term treats for the class / year groups, that score the highest number of merits.</li> <li>• Early lunch vouchers etc... which can be awarded in assemblies by student leaders.</li> </ul> |
| Double Merits | <p>Exceptional performance:</p> <ul style="list-style-type: none"> <li>• Achieving an exceptional result in a test that for example, shows a improvement of two or more grades)</li> <li>• Serving others – “teaching” or tutoring others in group project like settings that helps others succeed.</li> <li>• Consistently</li> </ul> | <ul style="list-style-type: none"> <li>• Arranging / organizing a service or outreach task (that serves our students or the local community)</li> <li>• Exceptional service to others, school or community (that is selfless and involves some form of personal sacrifice).</li> <li>• Regular help or kindness shown to another student</li> <li>• Demonstrating the Holme Grange Way values <b>consistently over time.</b></li> <li>• Being a proud ambassador for our school out outside events</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                            |



|                      |                                                                                                                                                                                 |                                                                                                                    |  |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--|
|                      | producing work of a high standard that goes beyond the scope of the task.                                                                                                       | / activities (Like COP27 etc)                                                                                      |  |
| <b>Triple Merits</b> | <ul style="list-style-type: none"> <li>Local or national recognition of academic / subject work –</li> <li>Scoring highly in external challenges / competitions like</li> </ul> | <ul style="list-style-type: none"> <li>Official Local, regional or national recognition of service etc.</li> </ul> |  |

## DEMERITS





- **Assigns** - Any member of staff can give a single demerit
- **Reports** - Any staff member on Engage
- **Decides** - Assistant Head's set after-school detention.



- **Assigns** - Any member of staff can give a double
- **Reports** - Any staff member on Engage
- **Decides** - Assistant Head's set after-school detention.



- **Assigns** - Any member of staff can recommend a triple
- **Reports** - Assistant Heads record on Engage and issue detention
- **Decides** - Assistant Head's and/or Head of EG set detentions
- *Further escalation to Saturday detention or Head of Holme Grange School for more serious offences that lead to exclusions.*

What gets you an Academic Demerit?



**1**

**Single**

- Classwork, homework incomplete or late
- Poor effort or poor attitude to learning
- Forgetting:
  - Equipment
  - MS Surface
  - MS Surface Pen - not charged or ready to work
  - PE Kit

**2**

**Double**

- Copying of others classwork or homework
- Repeated Failure to complete previous incomplete homework or tasks (not meeting new deadlines)

**3**

**Triple**

- Cheating in tests / exams and assessments
- Plagiarism

## What gets you a Behaviour Demerit?



|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Single</b> | <b>1</b><br><u>Examples</u> <ul style="list-style-type: none"> <li>● <b>Uniform:</b> after initial verbal warning to rectify demerit given - for minor infringements / incorrect uniform</li> <li>● <b>Lateness</b> without a valid reason</li> <li>● <b>Rudeness</b> or lack of manners</li> <li>● <b>Disrupting</b> the learning of others</li> <li>● <b>Eating</b> during lesson times</li> <li>● <b>General breaking</b> of school rules</li> <li>● Also refer to the School Code of Conduct.</li> </ul> | <b>Double</b> | <b>2</b><br><u>Examples</u> <ul style="list-style-type: none"> <li>● <b>Swearing</b> and other bad language used in conversation (or overheard)</li> <li>● <b>Defiance</b> / disobedience or insolence</li> <li>● <b>Lying</b> to any member of staff</li> <li>● <b>Tampering</b> with other people's property</li> <li>● <b>Serious or repeated</b> disruption of the lesson</li> <li>● <b>Mobile Phones</b> - breaking school AUP</li> <li>● <b>Chewing gum</b></li> <li>● Also refer to the School Code of Conduct.</li> </ul> | <b>Triple</b> | <b>3</b><br><u>Examples</u> <ul style="list-style-type: none"> <li>● <b>Physical contact with others that is uninvited</b> - like pushing or shoving</li> <li>● <b>Prejudiced behaviours</b> including racism, sexism, homophobia, etc.</li> <li>● <b>Anti-social behaviour</b> including: damage to school property or others property /graffiti or defacing</li> <li>● <b>Swearing of discriminatory language</b> used towards another person</li> <li>● <b>Theft</b> from anyone in our community or guests</li> <li>● <b>Breaking rules of the AUP</b> for devices and internet usage</li> <li>● Also refer to the School Code of Conduct.</li> </ul> |
|               | <p><b>More serious offenses</b> that lead to <b>exclusions</b> are detailed in the <b>EXCLUSION POLICY</b> - staff will report any incidences directly to the Head of Holme Grange who will issue sanctions.</p>                                                                                                                                                                                                                                                                                             |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## **Sanctions – Academic**

### Sanctions – Academic SUPPORT

Students who are consistently given De-merits must be closely monitored by their form teachers. Any concern will be raised with parents. If pupils persistently accrue de-merits, then a discussion with Head of Year or Eaton Grange and parents will be organised to discuss whether a support card would be an appropriate measure for them.

Scholars who are given De-merits (regardless of their particular Scholarship award) are at risk of losing their scholarship and they and their parents must be informed of this.

Where a GCSE student consistently receives De-merits in a particular subject a meeting will be called initially between the Assistant Head and the pupil to discuss the issue. Should the pattern continue, a meeting will be called with parents to agree an appropriate way forward.

## **Support and Report Cards in Eaton Grange**

### **Support Card - Organisation**

- This is a support measure and in no way used as a disciplinary tool.
- Authorised and issued by Form Tutors after consultation with Head of Eaton Grange.
- Used to support pupils struggling with - organisation of equipment, time management, completing and handing in prep.
- Parents informed and asked to play an active role in the process.

### **Report Card - Behaviour**

- Authorised and issued by Form Tutors after consultation with Head of Eaton Grange
  - Used to support pupils with their conduct and behaviour.
- Parents informed and asked to play an active role in the process.

## Quality Teaching

The provision of quality teaching is a preventative measure against poor behaviour. Staff are advised to follow this guidance:

|                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Quality Teaching and Learning</b>                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"><li>• Consider the types of strategies needed in order to maintain the interests of the students.</li><li>• Lesson structure/organisation</li><li>• Questioning skills</li><li>• Wait time</li><li>• Cooperative learning</li><li>• Mind mapping</li><li>• Role play</li><li>• Card sorts</li></ul>           |
| <b>Be fair and consistent</b>                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>• Maintain consistency with all students in the class.</li><li>• Ensure all pupils follow the Holme Grange Way and guide of acceptable behaviours.</li></ul>                                                                                                                                              |
| <b>High Expectations</b>                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>• Establish a set of rules which make desired behaviours explicit.</li></ul>                                                                                                                                                                                                                              |
| <b>Reward the right behaviours more than you sanction the wrong ones</b>                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>• Give students rewards for displaying desirable behaviours.</li><li>• Use positive language. For example, instead of “will you stop talking”, say “I’d like everyone listening”; instead of “stop turning around”, say “I’d like everyone facing this way please”.</li></ul>                             |
| <b>Writing names on the board and marking poor behaviour</b>                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>• On the first instance of poor behaviour a pupil is warned (their name may be written on the board as a reminder)</li><li>• Future misdemeanours are simply acknowledged by a tick next to the pupil’s name.</li><li>• A yellow card can then be issued to the pupil at the end of the lesson.</li></ul> |

## Serious Disciplinary Procedures

For situation where the routine procedures for discipline prove to be ineffective, or for one off incidents deemed to be of a significant nature, the following sanctions (by the Head or Deputy) apply:

### Suspension and Exclusion (See Exclusion policy)

#### 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. The Headteacher 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.

## Appendix A

### Eaton Grange Pupil Code of Conduct

# Holme Grange School



Eaton Grange

### 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.
- Remain polite and courteous at all times.
- Before school you are allowed in your classrooms, however these areas must be treated with respect at all times.
- 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 including your device
- Avoid bringing in valuable items and use your locker for storage.
- Do not litter.
- Chewing gum is forbidden.
- Obey the Code for Acceptable Use of Technology.
- If you have any concerns about the well-being of others you should report it immediately to a teacher.
- Phones **MUST** be handed into the form teacher in years 7 to 9, Year 10 and 11 may have their phone in school but it must be switched off.

**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, are to be worn at any time.
- No physical force is allowed at any time.
- There should be no public display of affection – e.g. hand holding, kissing, cuddling etc.
- **Mobile phones are not permitted in school below Year 10.** Any phones required for Years 7-9, brought into school for an agreed and valid reason (for example independent journeys to and from school) should be handed in to the form teacher at the start of the day and collected at the end of the day. Pupils below Year 10 must not keep phones on their person or 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. For detail of mobile phone use in Years 10 and 11, see the Pupil Rules for Mobile phones and Acceptable Use Policy (Pupils).
- 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.

**At Holme Grange School it is strictly forbidden:**

- To bully or intimidate others – this includes cyberbullying



- To use any physical abuse – hitting, kicking, shaking, biting, hair pulling or any other action which would cause physical harm
- To use any sexual harassment – such as sexual comments, jokes, remarks, or any online sexual harassment – such as up skirting or texting
- 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 (including e-cigarettes and vapes), 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.

**We Challenge Any Bullying**

|   |                                                                                                                       |                          |
|---|-----------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1 | I will respect others with empathy and respect.                                                                       | <input type="checkbox"/> |
| 2 | If somebody does not like what we do or say we stop.                                                                  | <input type="checkbox"/> |
| 3 | I will not start or spread rumours about other people including sexual rumours.                                       | <input type="checkbox"/> |
| 4 | I encourage each other to speak out if we are hurt or offended.                                                       | <input type="checkbox"/> |
| 5 | When I hear derogatory or offensive comments about others I will try and call it out with sympathy and understanding. | <input type="checkbox"/> |
| 6 | I will not take or share photos without the other person's consent.                                                   | <input type="checkbox"/> |

I agree to abide by the Holme Grange Code of Conduct

Name .....

Signed .....

Date .....

# Appendix B

## Pre-Prep and Prep School Pupil Code of Conduct

### Holme Grange School

#### Pre-Prep and Prep School

#### Pupil 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.

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 adult's 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 people's property.
4. We take **pride in our personal appearance** and personal hygiene:
  - We always wear the correct school uniform and sports kit
  - Hair should be tied back if it is shoulder length or longer using accessories, which are navy blue or school 'scrunchies'.
  - 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 a watch and one small stud type earring in the lobe of each ear. 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 Code for Acceptable Use** 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 whilst the registers are taken
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 below Year 10.** Any phones required for Years below Y10, brought into school for an agreed and valid reason (for example independent journeys to and from school) should be handed in to the form teacher at the start of the day and collected at the end of the day. Pupils below Year 10 must not keep phones on their person or 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. For detail of mobile phone use in Years 10 and 11, see the Pupil Rules for Mobile phones and Acceptable Use Policy (Pupils).
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.

**At Holme Grange School it is strictly forbidden:**

22. To bully or intimidate others – this includes cyberbullying
23. To use any physical abuse – hitting, kicking, shaking, biting, hair pulling or any other action which would cause physical harm
24. To use any sexual harassment – such as sexual comments, jokes, remarks, or any online sexual harassment
25. To use abusive, obscene or racist language
26. To steal
27. To bring into school items which are harmful or offensive either to yourself or others. This includes cigarettes (including e-cigarettes and vapes), 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.



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