

# Behaviour for Learning Policy

Holland Park School | 2025-26

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## Expectations

At Holland Park School, we have ambition for everyone. We aim to ensure that our students are well-educated, well-rounded and polite young people, who can attend university and fulfil their potential. We believe to achieve this, students need to have a good work ethic aligned with values of aspiration, integrity and respect. Our behaviour policy aims to change any behaviours that do not lead to success so that they become good habits which, in time, become part of their character. We have very high expectations of students because we believe that all students are capable of meeting our high standards and we ensure that students are well supported in meeting these standards. We use the phrase 'first time, every time' as we believe that there are no excuses for poor behaviour and disruption to learning. There may be reasons, but not excuses.

We aim to create a positive environment based on kindness and good manners. We believe that every student deserves disruption-free learning, every minute of every lesson and we are firm in what we insist on this because we know that the life chances of our students depend on it. In applying this policy, Holland Park School will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

## Policy Implementation

Our behaviour policy begins from the principle that learning in the classroom is where we want every student to be, but we must have disruption-free classrooms where teachers are able to teach to the best of their ability and students are able to learn. It places a great deal of responsibility on the student to meet expectations and follow instructions: we believe that every student has the ability to learn effectively and behave well. We do not accept any excuses for poor behaviour: we are ambitious for our students and set the highest standards for them and support them in meeting our expectations.

We believe that everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and harassment and bullying in any form are not tolerated, including online, or outside of school. Furthermore, that the school is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with SEND.

The responsibility for implementing, adhering to and supporting the policy is as follows:

### All Staff

To implement the school policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

### The Senior Leadership Team

To ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required and to be a highly visible

presence around the school engaging with all stake holders in setting and maintaining a behaviour culture.

## Students

Students are responsible for: adhering to the values of aspiration, integrity and respect and for meeting the behaviour expectations outlined in this policy. This includes, but is not limited to, moving around the building in a calm manner, meeting the 'lesson ready' expectations and adhering to the Holland Park School behaviour for learning policy.

## Parents

Parents are responsible for helping the school develop and maintain good behaviour. To support the school, parents are encouraged to understand the school's behaviour policy and where possible, take part in the life of the school and its culture. At Holland Park School we value our close relationships with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform, standards of academic work, extra-curricular activities and homework.

In the event of any behaviour issue, Holland Park School will liaise closely with parents and where practical and, if relevant, other local or national support agencies. The school is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- Staff Training: all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains consistent and that high standards are maintained.
- Standardised display: all classrooms display consistent behaviour posters to ensure that students are constantly reminded of what is expected of them.
- Assemblies: these are used as an opportunity to reinforce high expectations of behaviour to students and to react to any issues that may arise.
- Home-school agreement: This is signed by all students on the first day of each school year reinforces to students and parents' key messages about standards of behaviour and items that are banned from the school.
- Student Planner: this outlines behaviour expectations and lists items that are banned from the school. It can also be used as a form of communication between parents and the school about any aspects of student behaviour.
- Student induction and reinduction: this helps students to understand what is always expected of them as well as the 'why' behind what we do to ensure that students see the link between behaviour in school and our outcomes.
- School website: this has a copy of the behaviour Policy.

## Our Values: The “Holland Park Way”

At Holland Park School we believe in three key values: Aspiration, Integrity and Respect. Students will be taught about the importance of these three values via weekly assemblies and weekly character education sessions during AM registration. The Holland Park Way will be displayed in every classroom throughout the school signifying the importance of our values. A version with guidance on how to show our core values can be found on our website and will be on display around the school, visible for staff, students and visitors to HPS. Further details can be found in Appendix 1 of this policy.

## Teaching the “Holland Park Way”

The tangible elements of each value will be taught to Year 7 students during weekly character education lessons, delivered by their form tutor. In addition, all students from Year 7 to Year 13 will attend weekly assemblies led by a member of the senior leadership team, which will also cover these aspects of the Holland Park Way.

As students progress through Holland Park, we expect their development to reflect our key values and behaviours, embodying aspiration, integrity, and respect in abundance. We also expect every member of our school community to understand the importance of these values and to be able to confidently define each one to any visitors or guests to the school.

## Community Expectations

We expect students at Holland Park to be the best advertisement for Holland Park that they can be at all times. We want students at this school to have an outstanding reputation for the way that they behave and treat others. Students are expected to demonstrate an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school. Students are to be mindful that they represent the school at all times and are expected to positively promote themselves and the school.

We have 5 Expectations of students when they are in the community, and they are that they:

1. **Move safely:** Always walk on the pavements and use crossings safely.
2. **Move quickly:** Move with pace and purpose directly home.
3. **Respect others:** Do not use inappropriate language or physical contact and do not raise your voice above speaking volume.
4. **Respect the property of others:** Do not lean on cars or walls, enter private property, disturb local businesses, or drop litter.
5. **Represent Holland Park with Pride:** Wear uniform correctly and be polite and kind to everyone.

## Rewards & Achievement

An effective behaviour policy always includes a system that recognises, reinforces, and rewards positive behaviour. At Holland Park, students are praised when they go beyond our basic expectations. In the

classroom, this may be through specific and meaningful verbal praise during the lesson, or by awarding an achievement point.

## Achievement Points

Staff may award achievement points for the following reasons:

- Excellent Classroom Oracy
- Outstanding Classwork
- Outstanding Homework
- Showing Aspiration
- Displaying Integrity
- Demonstrating Respect
- Extra-Curricular Engagement
- House Contribution

Every Friday, students will have up to 4 achievement points added automatically, if they achieve the following:

- 100% homework (weekly)
- 100% attendance (weekly)
- Perfect punctuality (weekly)
- 0 behaviour incidents (weekly)

When students reach certain milestones, they will be presented with achievement badges in their Head of Year assembly. They will subsequently be issued with a certificate at the end of term rewards assembly. The criteria for achieving these awards are outlined in Appendix 2 of this policy.

## Ambition awards

Every week; one student in each year group will win an ambition award for one of the three school values; following nominations from form tutors. Students will be awarded a badge that they can wear on their blazer and will be recognised by their year group in assembly.

## Golden Tickets & Postcards

At Holland Park, we believe every lesson is a fresh start. No matter how your day has gone so far, the moment you greet your teacher at the door you have the opportunity to reset, focus, and give your very best.

In each lesson, every teacher has one Golden Ticket to award. This is given to the standout student of the lesson – the one who most clearly demonstrates one or more of our core values: Aspiration, Integrity, and Respect.

To be entered into a prize draw, Golden Tickets must be placed in one of two of the three collection boxes located in the library. Each box represents a different draw: weekly, half-termly, and yearly. The less

frequent the draw, the bigger and more valuable the prizes. Golden Tickets can be used to enter both the weekly and half termly draws.

Weekly prizes may include gift vouchers, books, stationery bundles, sports equipment, and other exciting rewards. Half-termly draws offer larger items such as wireless headphones or sportswear, while the yearly draw features high-value prizes such as a games console or tablet.

When you collect 10 Golden Tickets, you must trade them in for a Principal's Postcard from Dame Sally. This can only be done at the Proud Table in the library on Monday lunchtimes. Only Principal's Postcards can be used to enter the yearly prize draw for our most prestigious rewards.

## Attendance Awards

At the end of each term, a special prize draw will take place for all students who have achieved attendance above 96% for that term.

The draw will be broadcast live to tutor rooms so every student can watch. One winner from each year group will be selected at random, with each receiving a £100 Amazon voucher.

This reward recognises and celebrates the commitment and effort of students who maintain excellent attendance throughout the term.

## Thorpe Park Reward Trip

Each July, a special reward trip to Thorpe Park will take place for students in Years 7–10 who have demonstrated excellent attendance and behaviour throughout the academic year.

To qualify, students must have:

- 96% attendance or higher (in exceptional circumstances, students with lower attendance may be considered at the Headteacher's discretion)
- Five or fewer behaviour incidents recorded over the year
- No serious behaviour incidents logged at Tier 3, Tier 4, or Tier 5 level

This trip is designed to celebrate the dedication, commitment, and positive conduct of our students over the course of the year.

## Proud Table

When students produce work of an exceptional standard, they will receive an "Outstanding Work" stamp in their exercise book.

Each Thursday at lunchtime, the Proud Table will be set up in the library, led by the Headteacher or one of their Deputy Headteachers. Students with an Outstanding Work stamp can visit the table to share their work and, in return, choose a free piece of stationery as a reward.

## Routines, Behaviour & Sanctions

At Holland Park School, we explicitly teach and model the behaviour we expect from our students through our behaviour curriculum, delivered in assemblies and embedded across daily school life. We set high expectations, underpinned by evidence-based research, which we know lead to improved conduct and stronger academic outcomes.

Our behaviour policy applies not only within school but also outside of it. We will sanction students, up to and including permanent exclusion, for any behaviour that contravenes our policies when a student is:

- Taking part in any school organised or school related activity;
- Travelling to or from the school;
- Wearing our uniform, or in some other way identifiable as a Holland Park School student;

and behaves in a way which at any time:

- could have repercussions for the running of the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

### Logging and Sanctioning Behaviour – Tiered approach

At Holland Park School, we operate a tiered and graduated system for logging and addressing poor behaviour. This approach ensures that sanctions are proportionate, consistent, and transparent, with the severity of the consequence reflecting the nature and context of the incident.

The tiers are as follows:

- **Neutral** – All incidents logged as DRB (Discrimination, Racism & Bullying) follow the school's Anti Bullying & DRB policy, which can be found on the school website. The sanction applied will depend on the severity of the incident and the surrounding context.
- **Negative 1** – Low-level incidents which, if repeated, may result in a 45-minute after-school detention.
- **Negative 2** – Incidents which result in a same-day 45-minute after-school detention.
- **Negative 3** – More serious incidents which result in a Twilight Detention.
- **Negative 4** – Serious incidents that are likely to lead to an Internal Exclusion.
- **Negative 5** – The most serious incidents, which are likely to lead to an Off-Site Direction, Fixed-Term Exclusion, or Permanent Exclusion.

This tiered structure ensures that both students and staff understand the escalating consequences of repeated or serious poor behaviour, while also allowing the school to respond proportionately to individual circumstances.

A behaviour and sanctions matrix can be found in appendix 3 of this policy.

## Discretionary Sanctions

The school reserves the right to apply sanctions outside the standard tier guidance where it is considered appropriate. For example, a student involved in behaviour typically categorised as Tier 4 may receive a sanction usually associated with Tier 5 if, after reviewing the evidence and the student's previous behaviour record, the school determines that this is a fair and proportionate response.

## Holland Park School Lesson Routine

1. **Arrival** – Students must arrive to lessons on time, before the late pips finish, and enter the classroom in silence.
2. **Greeting** – Students stand behind their desks and wait for their teacher to greet them with "Good morning" or "Good afternoon", responding in the same way.
3. **Lesson Start** – When instructed to sit, students must write the date and title in their exercise books and begin the RoPE task (retrieval of prior learning/starter) in silence.
4. **Main Lesson** – Lessons follow the "I do, We do, You do" structure:
  - a. *I do* – The teacher delivers new content.
  - b. *We do* – The teacher and class work together to check understanding.
  - c. *You do* – Students complete independent work based on the learning, in silence.
5. **Ending the Lesson** – Students complete a plenary, pack away their equipment, and stand behind their desks in silence. They leave the classroom only when dismissed by the teacher.

## The Warning System

Students are expected to remain focused, work to the best of their ability, and behave in line with the school's expectations throughout every lesson.

When a student does not meet these expectations, the teacher will follow the school's stepped warning / intervention process:

- **First Warning** – The student's name is written on the board alongside the reason for the warning. The teacher may also use non-verbal cues (such as eye contact, proximity, or a pause) to encourage the student to correct their behaviour before moving to the next stage.
- **Final Warning** – If the behaviour continues, the student's name is marked as receiving a final warning, again with the reason noted on the board. They are reminded that any further disruption will result in removal from the lesson.
- **Removal** – If a student continues to disrupt learning after receiving a final warning, they will be removed from the classroom and placed in the Refocus Room for the remainder of the lesson, provided they complete their reflective work and take accountability for their behaviour. If they fail to do so, they will remain in the Refocus Room beyond the lesson until the Inclusion Manager determines they are ready to return to normal circulation. The student will also have a same day Twilight detention.

In cases of serious misbehaviour, a teacher may bypass the warning system and remove a student immediately. This will occur where the behaviour significantly disrupts learning, undermines safety, or breaches key elements of the school's behaviour policy.

A detailed list of behaviours that may result in a warning or immediate removal can be found in appendix 3 of this policy.

## Detentions and Legal Framework

Section 5 of the Education Act 1997 gives schools the authority to detain students after the end of a school session on disciplinary grounds. Under the Education Act 2011, the previous legal requirement to give parents 24 hours' notice before an after-school detention was removed. This means schools may lawfully place students under the age of 18 in detention outside normal school hours without parental consent.

Holland Park School operates a same-day detention system for most behaviour incidents. This approach ensures that sanctions are applied promptly, giving them immediate impact and allowing students to make a fresh start the following day. Addressing behaviour on the same day also reinforces the link between the action and its consequence, making it a more effective learning experience for students.

Parents and carers will be informed of same-day detentions via email and text message.

## Considerations for Students with SEND

When applying sanctions, especially those with serious consequences, the school will take reasonable steps to ensure that no student with a Special Educational Need (SEND) or particular vulnerability is placed at a disadvantage, in line with the Equality Act 2010. This means:

- Considering whether a student's behaviour on a given occasion may have been affected by their SEND, based on the facts of the situation.
- Where SEND has contributed to the behaviour, determining whether it is appropriate and lawful to impose a sanction.
- Considering whether any reasonable adjustments to the sanction are needed to account for the student's SEND.

It is important to note that students with identified SEND are not exempt from sanctions at Holland Park School. However, all sanctions are carefully considered to ensure they are fair, proportionate, and mindful of the student's individual needs.

## Sanctions

Sanctions the school may apply for poor behaviour include (and not limited to):

- Homework Intervention (mandatory)
- Afterschool Detention
- Twilight Detention

- Lesson Removal
- Internal Exclusion
- Off-Site Direction
- Fixed-Term Exclusion
- Alternative Provision Placement
- Permanent Exclusion

## Homework Intervention

To ensure all students meet the school's expectations for completing homework, Holland Park School operates a structured Homework Intervention system.

Every time a student has incomplete homework logged on Arbor, it is recorded. When a student reaches two instances of incomplete homework in a half term, they will be placed into a Homework Intervention session after school in Room 1.11. These sessions are supervised by one of the school's Heads of Year, who will provide support to help the student complete their work to the required standard.

Students attending Homework Intervention will have access to a computer to assist with research, online tasks, or digital submissions.

Failure to attend Homework Intervention will result in a same-day detention the following day.

This system ensures that students are held accountable for completing homework, while also receiving the support they need to improve their organisation, study skills, and academic outcomes.

## Detentions

Holland Park School operates two types of detentions:

**Afterschool Detention – 15:15 to 16:00**

**Twilight Detention – 15:15 to 17:00**

All detentions take place in the Main Hall immediately after school. Students are informed of their detention by their form tutor during PM registration and are expected to make their own way to the Main Hall promptly.

The entrance to detention closes at 15:20. Students who arrive after this time will not be permitted to enter and will have a "Failed to Attend" recorded.

1. Failure to attend an afterschool detention without a valid reason will result in a Twilight Detention the following day.
2. Failure to attend a Twilight Detention will be logged and will result in an Internal Exclusion the following day.

During detention, students are required to complete a reflective piece of work about the incident that led to their detention. This must include how their behaviour linked to (or conflicted with) the school's

core values of Aspiration, Integrity, and Respect, and what actions they will take to improve their conduct in the future.

If a student is unable to attend a detention for a legitimate reason, it is the responsibility of the parent or carer to email the student's Head of Year before the end of the school day. Evidence will be required for appointments. Reasons such as birthday celebrations, parties, or sporting fixtures will not be accepted.

This system ensures sanctions are applied promptly, consistently, and with a focus on reflection and personal improvement.

### **Lesson Removal**

At Holland Park School, we are committed to maintaining a calm, focused environment where all students can learn without disruption. As outlined earlier in this policy in the Lesson Framework and Warning System section, students who continue to disrupt learning after receiving a final warning will be removed from the lesson. In cases of serious misconduct, a teacher may bypass the warning stages and remove the student immediately.

When a student is removed from a lesson, they are sent directly to the Refocus Room (they have five-minutes to get to the Refocus Room following their removal), where they will remain for the rest of the lesson provided, they complete their reflective work and take responsibility for their behaviour. They have five-minutes to get to the Refocus Room following their removal. Failure to do so will result in the student remaining in the Refocus Room until the Inclusion Manager determines they are ready to return to normal circulation.

Every lesson removal results in a same-day Twilight Detention (15:15–17:00). During this detention, the teacher who issued the removal is required to call the student's parent or carer to explain the reason for the removal and to hold a restorative conversation with the student during this time. This conversation should focus on repairing the relationship, reflecting on the behaviour, and agreeing clear expectations for improvement moving forward.

All lesson removals are recorded on Arbor and monitored by the student's Head of Year. Repeated or serious removals may result in additional sanctions, such as internal exclusion, behaviour contracts, or further intervention.

The purpose of the lesson removal process is not only to maintain the learning environment for others, but also to ensure that the student reflects on their actions, understands their impact, and is supported in making better choices in the future.

### **Removal from Circulation**

In certain circumstances, it may be necessary to remove a student from general circulation and place them in the Refocus Room while an investigation is carried out. This may occur when:

- The student is alleged to have been involved in a serious behaviour incident.

- There are safeguarding concerns that make it inappropriate for the student to remain in general circulation until the matter is resolved.

This measure is not a sanction in itself, but a precautionary step to maintain the safety, welfare, and good order of the school community while the investigation takes place.

The length of time a student remains in the Refocus Room under these circumstances will depend on the nature of the incident, the time required to gather evidence, and the need to ensure that the matter is handled fairly and thoroughly.

### Refocus Room

The Refocus Room is a supervised space designed to ensure that learning can continue across the school while providing students with the opportunity to reflect on their behaviour and plan for improvement. It is only used in the following circumstances:

1. Lesson Removals – When a student is removed from a lesson in line with the Lesson Framework and Warning System outlined earlier in this policy.
2. Internal Exclusions – When a student is sanctioned for a serious behaviour incident and is required to work in isolation from their peers for a fixed period.
3. Removal from General Circulation – When it is necessary to withdraw a student from normal circulation for safeguarding reasons or while a serious behaviour investigation is carried out.

Students placed in the Refocus Room are expected to work in silence, complete all set tasks to a high standard, and engage fully with reflective activities that link their behaviour to the school's core values of Aspiration, Integrity, and Respect.

While in the Refocus Room, students will have access to the school's Continuity Curriculum, enabling them to follow the work they would have been completing in lessons. This ensures there are no gaps in their learning and that they remain on track academically during their time in the room.

The same Warning System used across the rest of the school also applies in the Refocus Room. If a student exceeds a first and final warning within a single lesson during their placement, they will fail their placement and be moved to the Sixth Form Study Area for the remainder of the day. An escalated sanction will then be applied the following day.

### Internal Exclusion

Internal exclusion is a serious sanction used for significant breaches of the school's behaviour policy. It allows students to be removed from general circulation while continuing their education under supervised conditions.

Internal exclusions run from 08:55 to 17:00, with students expected to arrive at school on time and remain in the Refocus Room for the entire day. Students can be internally excluded for up to five consecutive days, depending on the severity of the incident and their previous behaviour record.

While internally excluded, students will:

- Follow the school's Continuity Curriculum to ensure there are no gaps in their learning.
- Complete all work set to a high standard and in silence.
- Take part in reflective activities to help them understand the impact of their behaviour and how it links to the school's values of Aspiration, Integrity, and Respect.

When students re-enter general circulation, they will be placed on a pastoral report to the school's Inclusion Manager for five school days. If they fail to meet the expectations of the pastoral report, they will be returned to internal exclusion.

The aim of internal exclusion is not only to sanction but also to provide a structured opportunity for students to reflect, take responsibility, and prepare for a successful reintegration into lessons.

### Off-Site Direction

In some circumstances, it may be appropriate for a student to continue their education at another school for a fixed period under an Off-Site Direction. This approach allows the student to remain engaged in learning while providing a change of environment that supports improved behaviour and engagement.

Wherever possible, Holland Park School aims to use Off-Site Direction in lieu of a fixed-term exclusion. This approach has clear benefits:

- The student remains in full-time education, avoiding lost learning time.
- It offers an immediate change of environment to break negative behaviour patterns.
- It allows the student to experience different routines and expectations, often leading to improved behaviour on return.
- It maintains positive connections between school and family by avoiding the stigma of exclusion wherever possible.

Holland Park School works in partnership with a number of local schools for Off-Site Direction placements, including:

- Chelsea Academy
- Hammersmith Academy
- The Elms Academy
- Paddington Academy
- Cardinal Vaughan School
- The Hurlingham Academy
- All Saints Catholic College

At the start of each academic year, letters of assurance are obtained from all partner schools to confirm safeguarding, welfare, and educational standards. In addition, a member of Holland Park School's

Safeguarding Team visits each partner school annually to review provision and ensure that students are placed in safe, well-managed learning environments.

Throughout the placement, the student's progress and conduct are monitored, with regular communication maintained with parents or carers. A reintegration plan will be in place to support the student's successful return to Holland Park School.

If a student fails their Off-Site Direction placement—for example, by refusing to attend, engaging in serious misconduct, or failing to meet the agreed behaviour expectations—this will likely escalate to a fixed-term exclusion.

### Fixed-Term Exclusions

A fixed-term exclusion is a serious sanction used when a student has committed a significant breach of the school's behaviour policy. It involves the student being removed from school for a set number of days, during which they are not permitted to attend lessons or be in the school building.

The decision to issue a fixed-term exclusion is taken only by the Principal, or, in their absence, the Senior Vice Principal. All decisions are made in line with statutory guidance from the Department for Education (DfE) and with consideration given to the specific circumstances of the incident, the student's prior behaviour record, and any mitigating factors.

Reasons for a Fixed-Term Exclusion may include (but are not limited to):

- Serious physical or verbal abuse towards staff or students.
- Persistent disruption that significantly undermines teaching and learning.
- Serious breaches of the school's safeguarding expectations.
- Possession of prohibited items as outlined in this policy.
- Failure of an Off-Site Direction placement.

Fixed-term exclusions can last for up to 45 school days within an academic year for any individual student, though the length of each exclusion will be proportionate to the severity of the incident.

During a fixed-term exclusion, work will be set for the student to complete at home to minimise disruption to their education. Parents or carers will be informed in writing, and a reintegration meeting will take place before the student returns to school. This meeting will involve the student, their parent or carer, and a senior member of staff, and will focus on reviewing the incident, setting clear expectations, and ensuring the student is supported to improve their behaviour.

The school will always consider the needs of students with SEND or other vulnerabilities before issuing a fixed-term exclusion, ensuring compliance with the Equality Act 2010 and statutory guidance.

## Permanent Exclusion

A permanent exclusion (PEX) is the most serious sanction a school can apply and will only be used in exceptional circumstances. It results in the student being removed from the school roll, with responsibility for their education transferring to the local authority or another educational provider.

The decision to permanently exclude a student is taken only by the Principal. This decision will never be taken lightly and will only be made after a full investigation, review of all available evidence, consideration of the student's prior behaviour record, and, where applicable, consultation with relevant professionals.

Holland Park School will always ensure that permanent exclusions are lawful, reasonable, and fair, in line with [Suspensions and permanent exclusions guidance.pdf](#)

## Grounds for Permanent Exclusion

A permanent exclusion may be considered when:

- There has been a serious, one-off breach of the school's behaviour policy, making the student's continued presence in school untenable.
- There is a significant safeguarding breach, such as physical assault, sexual harassment, bringing prohibited or dangerous items onto school premises, or behaviour that places other students or staff at serious risk.
- The student has engaged in persistent and defiant behaviour despite multiple interventions. This may include, but is not limited to, repeated truancy from lessons that undermines safeguarding procedures and prevents the school from knowing a student's whereabouts during the day.
- There is a serious criminal offence, either committed on school grounds or outside school in circumstances that affect the school community.
- There has been persistent disruption or repeated breaches of behaviour expectations, and all other strategies—such as behaviour contracts, internal exclusions, fixed-term exclusions, and off-site directions—have failed to bring about improvement.

## Safeguarding and Legal Considerations

Under statutory guidance, schools have a legal duty to safeguard all students and staff under Keeping Children Safe in Education (KCSIE). If a student's behaviour presents a serious safeguarding concern, a permanent exclusion will be considered to protect the safety and welfare of the school community.

## Mobile Phones

Holland Park School is a mobile phone-free environment for students in Years 7–11. We strongly encourage parents and carers to support this by ensuring that students leave their phones at home.

We understand that some students may require a phone for travel purposes. In such cases, the phone must be handed in to the student's tutor during morning line-up and will be returned at the end of the school day. Students arriving late must hand their phone in at reception when signing in.

If a mobile phone is seen or heard during the school day, it will be confiscated by a member of staff and taken to reception. Confiscated phones will be retained until the end of that week, and parents or carers will be required to collect them from the school office.

If a student refuses to hand over their phone when instructed by a member of staff, they will be directed off-site the following day. Upon readmission, they will be required to hand in their phone, which will then be confiscated until the end of the school term.

## Contextual Safeguarding

At Holland Park School, we always consider the context and motive behind a student's misbehaviour, as well as whether it raises any concerns for the student's welfare. If a member of staff has reasonable grounds to suspect that a student is suffering, or is likely to suffer, significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding Policy and immediately share their concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

Where disruptive behaviour may be the result of unmet educational or other needs, the school will work in partnership with the student's parents or carers to identify and address these needs. Support will be put in place to help the student meet expectations and succeed in their learning.

## Discrimination, Bullying, and Racism (DRB)

Holland Park School has a zero tolerance approach to any form of discrimination, racism, or bullying. Any member of the school community, whether student, staff, or parent, who witnesses such behaviour should report it immediately to the school's DRB Lead or a member of the Senior Leadership Team.

Further information on our tiered and educational approach to tackling discrimination, racism, and bullying in school and the wider community can be found in our DRB Policy.

## Student Anti-Bullying Statement

As a student at Holland Park, I promise to follow our shared expectations and ensure that I never bully another student. If I am being bullied in any way, I will report it to a teacher immediately.

The school's full Anti-Bullying / DRB Policy can be found here: [Holland Park School Policies](#)

## Allegations against staff

Holland Park School takes its safeguarding responsibilities extremely seriously. Any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the

utmost seriousness and handled in full accordance with the procedures outlined in the Safeguarding Policy.

## Malicious allegations against staff

Where a student makes an allegation against a member of staff and that allegation is proven to have been deliberately invented or malicious, the school will take this matter extremely seriously. Such behaviour is considered a severe breach of the school's behaviour policy and will result in significant sanctions, up to and including fixed-term or permanent exclusion, depending on the severity and circumstances.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is found to have been deliberately invented or malicious, the same level of seriousness will apply. Sanctions will be issued in accordance with this policy and may include fixed-term or permanent exclusion.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school, working with the Local Authority Designated Officer (LADO) where relevant, will carefully consider whether the student who made the allegation may require support, or whether the allegation could have been a cry for help. If so, a referral to children's social care will be made without delay. The school will also give full consideration to the pastoral needs of staff and students who have been accused of misconduct, ensuring appropriate support is in place during and after the investigation process.

False or malicious allegations will be formally recorded on the student's behaviour record, and parents or carers will be informed of the outcome and the sanctions applied. For further details, please refer to the Child Protection and Safeguarding Policy.

## Use of reasonable force

At Holland Park School, our behaviour policy is aligned with the Department for Education guidance "Use of Reasonable Force – Advice for School Leaders, Staff and Governing Bodies."

The term reasonable force refers to using no more force than is necessary, and its use will always be proportionate to the circumstances of each case. Only the minimum force required to achieve the intended outcome will be used.

Teachers and other members of staff authorised by the Principal have the legal power to use reasonable force to:

- Prevent a student from committing an offence.

- Prevent a student from causing injury to themselves or others.
- Prevent damage to property.
- Maintain discipline and uphold good order within the school.

This authority also applies outside the school premises when staff have lawful charge of a student, such as during a school trip, at an authorised off-site activity, or on a student's journey to and from school.

Further information on the school's approach to the use of reasonable force can be found in the Reasonable Force Policy, available on the school website: [Holland Park School Policies](#).

## Prohibited items and searches

### The law relating to searches

The Principal and authorised members of staff have the statutory power to search a student or their possessions without consent if there are reasonable grounds to suspect that the student is in possession of an item that:

- Has been, or is likely to be, used to commit an offence.
- Could cause personal injury to any person, including the student being searched.
- Could cause damage to property.
- Is prohibited on school site.

Searches may only be carried out by the Principal or a member of staff authorised by the Principal. Whenever possible, the search will:

- Be conducted by a member of staff of the same sex as the student.
- Have a witness present who is also of the same sex as the student.

There is a limited exception to this requirement: a search may be conducted by a staff member of the opposite sex and/or without a witness only where there is a reasonable belief that there is a risk of serious harm if the search is not carried out immediately, and it is not reasonably practicable to wait for another member of staff.

All searches are logged and documented. Searches can only take place in room 2.13a, and parents will always be informed if their child has been searched.

### Searches without Consent

The following items are banned from Holland Park School. Students may be searched for these items without their consent and without parental consent:

- Weapons or any object that could be used with the intention of harming another person.
- Alcohol.

- Cigarettes, tobacco, and smoking materials, including vapes and any liquid electronic smoking devices.
- Illegal drugs (see the Home Office Controlled Drugs List) and any associated drug paraphernalia.
- "Legal high" substances, including edible products, whether technically legal or illegal, and any substance represented as a drug.
- Stolen items.
- Fireworks.
- Pornographic images.
- Any article reasonably suspected to have been, or likely to be, used to commit an offence, cause personal injury, or damage property (including to the student themselves).
- Lighters, matches, or any item that could be used to start a fire.
- Stink bombs or water bombs.
- Mobile phones
- iPods, headphones, or earphones that are visible.
- Aerosols.
- Bandanas.
- Hooded sweatshirts.
- Jewellery (with the exception of watches).
- Make-up.
- Nail varnish.
- Chewing gum.
- Chocolate or sweets.

A search without consent can only be conducted where there are reasonable grounds to suspect that the student is in possession of any of the above items. Only members of staff authorised by the Principal may carry out searches without consent. Refusal to consent to a search by a student is likely to result in a disciplinary sanction being applied.

## Searching and Inspecting Electronic Devices

Where a prohibited item is seized and it is an electronic device, such as a mobile phone or tablet, the member of staff who confiscated it may inspect its data if there is a good reason to do so. A good reason exists where there is reasonable suspicion that the data or files on the device have been, or could be, used to:

- Cause harm
- Disrupt teaching
- Breach school rules

Holland Park School reserves the right to inspect data on any confiscated electronic device. The school is entitled to retain the device if it contains material that has been, or could be, used to cause harm, disrupt teaching, or breach school rules.

The decision to search a student's device will be based on the professional judgement of the Designated Safeguarding Lead (DSL) and must always comply with the school's Safeguarding Policy. The school may erase any data or files if there is good reason to do so, unless:

- There are reasonable grounds to suspect that the device contains material which has been, or could be, used to cause harm
- The device contains evidence of a breach of school policy where it may be decided to delete or retain the material
- The device contains evidence of a criminal offence (for example, certain pornographic material, including nudes or semi-nudes of a pupil) in which case the files must not be deleted and the device will be handed to the Police immediately

If, following a search, no evidence of a criminal offence is found, the school may delete data or files, confiscate the device as evidence of a breach of school rules, and apply sanctions in line with this policy.

## Seizing Prohibited Items

School staff may seize any prohibited item found during a search. They may also seize any item, regardless of how it was found, that they consider harmful or detrimental to school discipline. Decisions regarding what to do with prohibited items will be made in accordance with statutory guidance from the Department for Education.

## Searches With Consent

Holland Park School may search students with their consent for any item. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk of serious harm if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

## Extent of search

### Clothing and Possessions in Searches

When conducting a search, the member of staff may not require a student to remove any clothing other than outer clothing. Outer clothing refers to garments that are not worn next to the skin or immediately over underwear. It can include items such as hats, shoes, boots, gloves, and scarves. The term possessions refers to any items over which the student has, or appears to have, control. This includes bags, lockers, and desks.

### Confiscation of Articles

School staff have the legal power to confiscate property from students under their general right to discipline, as set out in Section 91 of the Education and Inspections Act 2006. Holland Park School follows

the Department for Education guidance "*Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies*" when deciding what to do with confiscated items.

## Weapons

The school has a zero-tolerance approach to weapons. Any item that is deemed to be an offensive weapon, or an article made, adapted or intended for use as a weapon, is strictly prohibited on school premises, during travel to and from school, or at any school-related activity. Where a student is found to be in possession of an offensive weapon, the school will normally issue a permanent exclusion. This reflects the serious risk such items pose to the safety and welfare of students, staff and the wider school community. Each case will be considered carefully and in line with statutory guidance; however, the presumption will be that permanent exclusion is the appropriate and proportionate response.

## Drugs

Holland Park School operates a strict zero-tolerance policy on drugs to protect the health, safety, and wellbeing of all students, staff, and visitors. This policy applies to all school activities and school-related events, whether on or off site, including the journey to and from school.

For the purposes of this policy, the term "drugs" includes:

- Illegal drugs
- Alcohol
- Tobacco products, including vapes and other electronic smoking materials
- Volatile substances
- So-called "legal highs"
- Any substance presented as a drug, regardless of its legality

Over-the-counter and prescription medicines are managed separately. Students and parents must inform a member of the Year Team or the First Aid Officer if a student is in possession, or likely to be in possession, of any such medication so that it can be stored and administered appropriately. This ensures proper safeguarding and compliance with health procedures.

Holland Park School is committed to addressing any drugs-related issue immediately and robustly, while also working proactively to prevent future incidents. Drugs education is delivered through our PSHE curriculum, supported by input from external agencies such as specialist drug education charities.

Any student found to be involved in a drugs-related incident will be sanctioned in line with the school's Behaviour Policy. Bringing drugs onto school site will lead to a permanent exclusion, unless a managed move is successfully found and agreed.

In certain situations, the school will also refer the matter to the police and will follow their advice. While the school may determine, on the balance of probabilities, that a student has engaged in drug supply or dealing, this does not constitute a criminal conviction and is separate from any criminal proceedings. The

school adopts a contextual safeguarding approach in all drugs-related matters. Where a student is found to be affected by their own or others' drug misuse, the school may arrange early intervention and support through internal pastoral teams and relevant local services, in addition to applying sanctions where appropriate.

### Confiscation of drugs

Any drugs or suspected drugs found during a search will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will also be disposed of. Holland Park School may carry out searches for drugs in accordance with this policy.

### Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### Child-on-child sexual violence and sexual harassment

In every aspect of Holland Park School, sexual violence and sexual harassment are never acceptable and will not be tolerated. Students whose behaviour falls below our expectations both in language as well as action will be sanctioned. This can include suspension and up to permanent exclusion. This is because we strongly believe that all students and staff deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

### Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited online behaviour may include:

- Damage to the school or its reputation, even indirectly.
- Use that may defame school staff or any third party.
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- False or misleading statements.
- Use that impersonates staff, other pupils or third parties.
- Expressing opinions on the school's behalf.
- Using school logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, staff and/or could have repercussions for the orderly running of the school when the pupil is

identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Misuse of social media can be reported to a child's head of year or a member of the pastoral year team who are best placed to then support with resolving any concerns raised. Student involvement in behaviour incidents online is likely to lead to students being sanctioned for this behaviour.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.

## Preventing recurrence of misbehaviour

The school recognises that exclusion from school is a serious matter, particularly at a school where many students have experienced significant disadvantage and trauma in their lives. We avoid excluding students where possible and try to achieve the correct balance between the needs of the student and the needs of the school community. In order to ensure that exclusions are used appropriately, we use several alternatives to exclusion and ensure that there is early intervention with student behaviour.

As stated previously, at Holland Park School, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. The school is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour. We aim to provide interventions as an entitlement to students when they are needed, rather than a compensation at a later time. We also recognise that poor behaviour may be a symptom of other needs that a student may have and we aim to address these as soon as they are identified.

## Pastoral Interventions

We invest a great deal of time ensuring that students who are not meeting our expectations are given the support and reinduction that they need to reengage them with their learning. This can include supportive interventions such as early starts, book looks – where students present their book to a member of staff at the end of each lesson, or targeted support from a member of the pastoral team which includes re-inducting students on the behaviour policy as well as targeted interventions regarding specific behaviour issues.

## Managed Moves

In our context, managed moves do not operate in the same way as defined in government guidance. The Department for Education (DfE) describes a managed move as a formal agreement between schools,

arranged with the consent of parents, used to initiate a permanent transfer when a student is at risk of permanent exclusion.

At Holland Park School, a managed move is a voluntary, trial-based arrangement between two schools that allows a student to attend a new school for a set period, with the intention of supporting a fresh start in a different educational environment. Managed moves are always agreed between parents/carers and schools and are never forced, although they may sometimes be recommended by the school as part of an intervention plan.

Managed moves can also be requested by the student's family. The school will do its utmost to support the wishes of parents and carers; however, such moves are reliant on the agreement and availability of other schools, so may not always be possible.

Before the school can begin seeking a managed move placement, written confirmation from the parent or carer must be received, confirming that they wish for the school to proceed with the process of identifying a suitable placement.

Reasons why a school might recommend a managed move include:

- A history of persistent behavioural issues where other strategies have not led to sustained improvement.
- A breakdown in relationships within the current school community that is impacting learning or wellbeing.
- The need for a fresh start in a new setting to support engagement, behaviour, or attendance.

The length of the trial period is at the discretion of the Headteacher. During this time, students are dual registered, and as such remain subject to Holland Park School's behaviour policy, meaning sanctions can be issued in line with our expectations.

## WAVE Policy

Holland Park School operates a Wave system to ensure that pastoral concerns are identified early, addressed effectively, and reviewed regularly. This approach allows the school to deliver targeted, impactful interventions for students whose attendance, behaviour, safeguarding, or special educational needs require additional support.

Pastoral leaders meet weekly to discuss all pastoral matters, with a different year group being the focus each week. These meetings provide a structured opportunity to:

- Review attendance, behaviour, safeguarding, and SEN data
- Identify students requiring additional support or monitoring
- Plan and review interventions to ensure they are timely, targeted, and effective

Heads of Year are required to complete an Intervention Tracker before their scheduled focus week. This tracker must record all relevant student concerns, outline any actions already taken, and allocate each student to a Wave category based on agreed descriptors.

The Wave system enables:

- Early identification of students in need of support
- Focused intervention aligned to the level of concern and need
- Clear monitoring of progress and impact over time

By using this model, we ensure that interventions are proactive, evidence-based, and measurable, allowing us to track both the short-term and long-term effectiveness of pastoral strategies.

## Alternative Provision

If students are removed from a significant number of lessons, or are consistently disrupting the learning of others, or are frequently rude and defiant to staff, then they may be referred to KCEC Alternative Provision centre for 5-weeks.

## Monitoring and Review

Holland Park School is committed to ensuring that this policy is applied consistently, fairly, and effectively. The implementation and impact of the behaviour policy will be monitored continuously and reviewed regularly to ensure it remains fit for purpose.

1. Ongoing Monitoring – Pastoral leaders, senior leaders, and the Inclusion Team will regularly analyse behaviour, attendance, safeguarding, and exclusion data to identify patterns, trends, and areas for improvement.
2. Weekly Review – Behaviour and pastoral concerns are reviewed during weekly leadership meetings, ensuring swift action is taken where necessary.
3. Annual Review – This policy will be formally reviewed at least once a year by the Senior Leadership Team and presented to Governors for approval. The review will consider:
  - a. The effectiveness of sanctions and rewards in promoting positive behaviour
  - b. Trends in behaviour data, including incidents, exclusions, and attendance
  - c. Feedback from staff, students, and parents
  - d. Any updates to Department for Education statutory guidance or relevant legislation
4. Responsive Updates – Where monitoring identifies emerging issues or changes in statutory guidance, the policy may be updated mid-cycle to ensure it remains effective and legally compliant.

Through this cycle of monitoring, evaluation, and improvement, Holland Park School ensures that behaviour management is proactive, evidence-driven, and aligned with our core values of Aspiration, Integrity, and Respect.

## Appendices

### Appendix 1: The “Holland Park Way”

The Holland Park Way: Ambition for Everyone		
Aspiration	Integrity	Respect
<i>Work hard, aim high, be creative</i>	<i>Do the right thing, even when no one is watching</i>	<i>Be kind, show good manners, value our school</i>
We know that hard work reaps rewards; we always show determination in our approach to learning	We are true to ourselves and take pride in who we are as unique individuals	We promote good manners at all times: we greet others politely and hold doors open
We are inquisitive about learning and ask questions	We always think before we act	We do as we are asked: first time, every time
We are articulate and confident when we speak	We value honesty, modelling this in all we do	We speak politely and listen actively
We have a growth mindset with a 'can do' attitude	We express our gratitude to others	We champion diversity and difference
We treasure creativity and seek to be independent thinkers	We take accountability for our actions and apologise when we make mistakes	We respect decisions made by those who want the best for us
We are fully equipped and ready to learn	We support others through kindness	We positively represent our school in the community
We view mistakes as opportunities to learn	We listen to feedback to help us improve	We wear our uniform with pride
We always seek ways to improve academically	We offer to help others without being asked	We value and look after our wonderful school building
We take pride in the work we present	We are reliable and adhere to our commitments	We conduct ourselves sensibly around the building
We know that attendance leads to success: we strive to be in school and on time every single day	We do not ignore wrongdoing and we always stand up for what is right	We listen to different views and seek opportunities to learn from others

### Appendix 2: Criteria for achievement point awards

Achievement Awards	Actions
<b>Bronze Award (100 AP's)</b>	<ol style="list-style-type: none"> <li>1. Bronze achievement badge awarded in HoY assembly.</li> <li>2. Certificate issued in the end of term rewards assembly.</li> </ol>
<b>Silver Award (200 AP's)</b>	<ol style="list-style-type: none"> <li>1. Silver achievement badge awarded in HoY assembly.</li> <li>2. Certificate issued in the end of term rewards assembly.</li> </ol>
<b>Gold Award (300 AP's)</b>	<ol style="list-style-type: none"> <li>1. Gold achievement badge awarded in HoY assembly.</li> <li>2. Certificate issued in the end of term rewards assembly.</li> </ol>

<b>Headteachers Award (500 AP's)</b>	<ol style="list-style-type: none"> <li>1. Headteacher's achievement badge awarded in HoY assembly.</li> <li>2. Certificate issued in the end of term rewards assembly.</li> <li>3. Tea with the Headteacher.</li> <li>4. Positive parental meeting with Headteacher of the school.</li> </ol>
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### Appendix 3: List of behaviours that may result in a warning or immediate removal from a lesson.

<b>Warning</b>	<b>Instant Lesson Removal</b>
<ul style="list-style-type: none"> <li>• Low-level disruption</li> <li>• Calling out / off-task chatter</li> <li>• Talking over a teacher (or after a countdown)</li> <li>• Distracting others</li> <li>• Bickering or unkindness</li> <li>• Rudeness</li> <li>• Physical contact</li> <li>• Inappropriate language</li> <li>• Inappropriate response to a warning</li> </ul>	<ul style="list-style-type: none"> <li>• Refusal to follow instructions immediately</li> <li>• Shouting out</li> <li>• Refusal to work</li> <li>• Leaving seat without permission</li> <li>• Chewing gum or eating in class</li> <li>• Swinging on chair</li> <li>• Turning around on seat</li> <li>• Failing to sit up straight and pay attention</li> </ul>

This is not a definitive list but provides guidance for students, staff and parents.

## Appendix 4: Behaviour & sanctions matrix

D.R.B (Discrimination, Racism and Bullying) Incidents (o)				
<b>Communication / Sanction:</b> Sanction dependent of the tier of the log (See school's DRB policy). Appropriate member of staff will contact home depending on the incident and subsequent sanction.				
<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender Reassignment</li> <li>• Religion</li> <li>• Socio-Economic Status</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Misogyny</li> <li>• Sexism</li> </ul>	<ul style="list-style-type: none"> <li>• Disability</li> <li>• Racism</li> <li>• Sexual Orientation</li> </ul>		
Tier 1 Incidents (-1)				
<b>Communication:</b> No communication home required for Negative 1 incidents. Parents will be notified of behavioural incidents via the Arbor App. A text message will be sent home if students are issued detention for repeated incidents.				
<b>Sanction:</b> 2 in a 1/2 term = 45-minute afterschool detention	<b>Sanction:</b> 3 in 5 days = 45-minute afterschool detention			
<ul style="list-style-type: none"> <li>• Incorrect PE Kit</li> </ul>	<ul style="list-style-type: none"> <li>• Final Warning</li> </ul>			
Tier 2 Incidents (-2)				
<b>Communication:</b> Parents will be notified by text message if their child is issued a detention for any of the following incidents.				
<b>Sanction:</b> 45-minute afterschool detention.				
<ul style="list-style-type: none"> <li>• Eating in the building</li> <li>• Late to lesson</li> <li>• Late to line up</li> <li>• Late to school</li> <li>• Poor corridor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• No planner</li> <li>• Out of bounds</li> <li>• Full "Smart Card"</li> <li>• Talking during assembly</li> <li>• Failing to follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Talking during line up</li> <li>• Timetable not written in planner</li> <li>• Using staff staircase</li> <li>• No PE kit</li> <li>• No workbook</li> </ul>		
<b>6<sup>th</sup> Form Only:</b> The following sanction only applies to 6 <sup>th</sup> form students and thus should only be logged for 6 <sup>th</sup> form students				
<ul style="list-style-type: none"> <li>• No Homework</li> <li>• Incorrect Uniform</li> </ul>				
Tier 3 Incidents (-3)				
<b>Communication:</b> HoY to log and communicate sanction with the student's family.				
<b>Sanction:</b> Twilight detention				
<ul style="list-style-type: none"> <li>• Failed to attend afterschool detention</li> <li>• Failed afterschool detention</li> </ul>	<ul style="list-style-type: none"> <li>• Tearing out pages from planner</li> <li>• Failure to adhere to exam conditions</li> </ul>	<ul style="list-style-type: none"> <li>• In a toilet cubicle with another students</li> <li>• Failed report</li> </ul>		
Tier 4 Incidents (-4)				
<b>Communication:</b> HoY or BSO will contact home to inform parents of the behavioural incident and update them on the sanction. For lesson removals the classroom teacher will inform parents of the reason for the removal				
<b>Sanction:</b> Internal Exclusion (up to 5 consecutive days with the exception of uniform issues where the student will remain in the Refocus Room until the issue is fixed).				
<ul style="list-style-type: none"> <li>• Bringing the school into disrepute</li> <li>• Defiance towards staff</li> <li>• Failed to attend twilight detention</li> <li>• Failed twilight detention</li> <li>• Truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Lying to staff / dishonest behaviour</li> <li>• Poor / foul language</li> <li>• Rudeness towards staff</li> <li>• Selling of items on school site</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal altercation with another student</li> <li>• Walking away from a member of staff</li> <li>• Unamendable uniform issue</li> <li>• Lesson removal</li> </ul>		
Tier 5 Incidents (-5)				
<b>Communications:</b> Initial communication home to be made by either the HoY or BSO. Once a sanction is decided a member of the Senior Leadership Team will inform the parents of the outcome.				
<b>Sanction:</b> Off-Site Direction (up to 5-weeks), Fixed-Term Exclusion (Up to 45 days in an academic year) or Permanent Exclusion				
<ul style="list-style-type: none"> <li>• Absconding from school site</li> <li>• Failed internal exclusion</li> <li>• Failed off site direction</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent truancy</li> <li>• Physical violence</li> <li>• Possession of a prohibited item</li> </ul>	<ul style="list-style-type: none"> <li>• Theft</li> <li>• Threatening behaviour towards staff</li> </ul>		

• Persistent failure to adhere to the school rules	• Sexual misconduct • Swearing at staff	• Throwing item from a corridor into the atrium or library
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