

Behaviour for learning Policy

Holland Park School | 2024-2025

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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 confidence, creativity, respect, enthusiasm, determination and integrity. 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 and students should always. 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 confidence, creativity, respect, enthusiasm, determination and integrity 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 code of conduct.

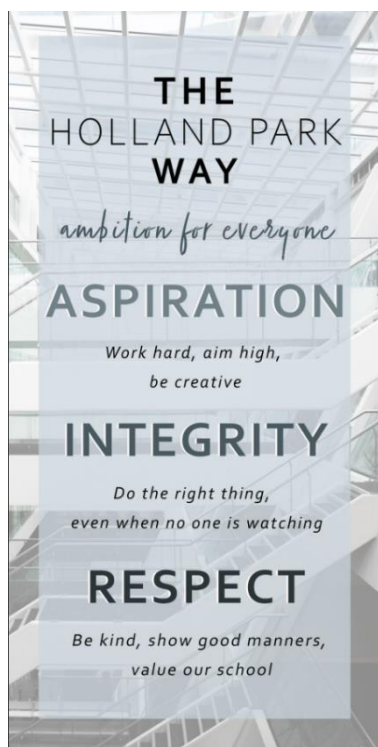
Parents

Parents are responsible for: helping schools 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 before they join the school and 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.

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.

These tangible elements of each value are what will be taught in weekly character education lessons to students in Year 7-10, with delivery by the students form tutor.

As students’ progress through Holland Park, we expect their development to align with our key values and behaviours to replicate that of a student who has aspiration, integrity and respect in abundance. We also expect all members of our school community to understand why these values are so important and be able to define each of them with confidence to any visitors and guests of the school.

Teaching 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

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

Every successful behaviour policy includes a system that acknowledges, reinforces and rewards positive behaviour. Students are praised when they exceed our basic expectations of them. In the classroom, this is done verbally through the use of specific and meaningful praise during the lesson, or throughout the awarding of an achievement point.

Achievement Points

Achievement points can be awarded by staff for the following reasons:

- Excellent classroom oracy
- Outstanding classwork
- Outstanding homework
- Displaying resilience
- Demonstrating kindness
- Academic progress

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.

Achievement Awards	Actions
Bronze Award (100 AP's)	<ul style="list-style-type: none">• Bronze achievement badge awarded in HoY assembly.• Certificate issued in the end of term rewards assembly.

Silver Award (200 AP's)	<ul style="list-style-type: none"> • Silver achievement badge awarded in HoY assembly. • Certificate issued in the end of term rewards assembly.
Gold Award (300 AP's)	<ul style="list-style-type: none"> • Gold achievement badge awarded in HoY assembly. • Certificate issued in the end of term rewards assembly. • Positive parental meeting with the students Head of Year
Headteachers Award (500 AP's)	<ul style="list-style-type: none"> • Headteacher's achievement badge awarded in HoY assembly. • Certificate issued in the end of term rewards assembly. • Tea with the Headteacher. • Positive parental meeting with Headteacher of the school.

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

We believe that every lesson is a fresh start. No matter if your day hasn't been going well so far, the moment you greet your teacher at the door of your next classroom you get the chance to reset and do your very best. Each lesson, every teacher has one 'golden ticket' they can give away – and only one. This is for the number one student of that lesson: the student who most strongly demonstrates one or more of our school's three main values in the course of those 50 minutes – aspiration, integrity, and respect.

You could demonstrate aspiration by working incredibly hard and completing all the challenge and extension tasks that lesson; you could demonstrate integrity by responding to difficult feedback to help you improve and offering to help others without being asked; you could demonstrate respect in your speaking and listening and demonstrating excellent manners.

If you get ten golden tickets, you can trade these in for a Golden Postcard from the Principal which will get you a place on our termly reward trips: Winter Wonderland, Puttshack, or the London Eye. Once you've got your Golden Postcard, your tickets will be placed in a box with two draws each term for a £100 Amazon voucher if you have over 96% attendance!

Students must also have attendance over 95% and have no managed interventions or exclusions to qualify for any reward trips.

Proud Table

If students complete work to an exceptional standard, they will receive a "Outstanding Work" stamp in their exercise book. Every Monday in the library there will be a "Proud Table" where students can come and show members of the schools leadership team their work and take away a free piece of stationary in return.

Behaviour Curriculum

At Holland Park School we explicitly teach students how to behave through our own behaviour curriculum, which is taught during assemblies and tutor time. We have high expectations of students which we know through evidenced based research leads to improved behaviour and academic outcomes.

Our behaviour policy covers behaviour not only within the school but also outside the of it. We will sanction students, up to and including Permanent Exclusion, for any behaviour which 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.
- Behaviour 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.

Holland Park School Lesson Routine

- Students must arrive to lessons on time (before the late pips finish sounding) and enter the classrooms in silence.
- Students must stand behind their desks and wait for their teacher to wish them good morning or good afternoon; they must then repeat this to their teacher.
- Students will then be asked to sit down, write down the date and title in their exercise books and start on the RoPE task (retrieval of prior learning / starter). They must do this in silence.
- Teachers will then move on to the "I do", "We do" and "You do" phases of the lesson, which is where they teach the content, check understanding and subsequently students complete independent work based on the content they have learnt during that lesson. All independent work is completed in silence.
- At the end of the lesson students will complete a plenary, before packing up in and standing behind their desks waiting to leave the classroom once instructed by their teacher.

What are warnings issued for during the lesson?

Students are expected to work throughout the lesson and behave in line with the schools' expectations. If a student fails to meet these expectations, a warning (or removal) may be issued. Students are issued a first warning, final warning and are subsequently removed from their class if they continue to disrupt the learning of others.

In instances of significantly poor behaviour, the teacher may decide to remove a student immediately. Reasons for warnings and instant lesson removals can be seen in the table below.

Warning		Instant Lesson Removal
<ul style="list-style-type: none"> • Low-level disruption • Calling out off-task chatter • Talking over a teacher (or after a countdown) • Distracting others • Bickering or unkindness • Rudeness • Physical contact • Inappropriate language • Inappropriate response to a warning • Refusal to follow instructions immediately 	<ul style="list-style-type: none"> • Refusal to work • Leaving seat without permission • Chewing gum or eating in class • Use or sound of mobile phone / headphones • Swinging on chair • Turning around on seat • Failing to sit up straight and pay attention 	<ul style="list-style-type: none"> • Fighting • Abusive or offensive language • Dangerous or violent behaviour • Highly disruptive behaviour • Throwing an object • Damaging equipment or property

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

Reasonable adjustments

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. These reasonable adjustments are tailored to the individual student and consider the advice of professionals. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. 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.

Logging and Sanctioning Behaviour – Tiered approach

We have a tiered and graduated approach to logging and dealing with poor behaviour at school. The tiers are as follows:

- Neutral: All DRB incidents (severity of sanction dependant on the incident and context).
- Negative 1: Incidents which can lead to a 45-minute afterschool detention if repeated.
- Negative 2: Incidents which lead to a same day 45-minute afterschool detention.
- Negative 3: Incidents which lead to a Twilight detention.
- Negative 4: Incidents which are likely to lead to a Saturday detention or Internal Exclusion.
- Negative 5: Incidents which are likely to lead to a Managed Intervention, Fixed-Term Exclusion or Permanent Exclusion.

D.R.B (Discrimination, Racism and Bullying) Incidents (o)

Communication / Decision making: Sanction dependent of the tier of the log (See school's DRB policy, can be sanctioned in line with). Appropriate member of staff will contact home depending on the incident and subsequent sanction.

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| <ul style="list-style-type: none"> • Age • Gender Reassignment • Religion • Socio-Economic Status | <ul style="list-style-type: none"> • Bullying • Misogyny • Sexism | <ul style="list-style-type: none"> • Disability • Racism • Sexual Orientation |
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Tier 1 Incidents (-1)

Communication / Decision making: No communication home required for Negative 1 incidents. Parents will be notified of behavioral incidents via the Arbor App.

Sanction: 2 in a ½ term = 45-minute afterschool detention **Sanction:** 3 in 5 days = 45-minute afterschool detention

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| <ul style="list-style-type: none"> • Late to lesson • No Homework | <ul style="list-style-type: none"> • Final Warning |
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Tier 2 Incidents (-2)

Communication / Decision making: Arbor generates afterschool detention automatically once behaviour incident logged by member of staff. Arbor sends a text home to parents informing them of their child's detention.

Sanction: 45-minute afterschool detention.

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| <ul style="list-style-type: none"> • Poor corridor behaviour • Eating in the building • Using staff staircase • Talking during line-up • Talking during assembly | <ul style="list-style-type: none"> • No PE kit • Mobile phone use • Out of bounds • Skipping the lunch queue • Late to school | <ul style="list-style-type: none"> • Anti-social behaviour • Failed report • No Planner • Timetable not written in planner • SMART card |
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Tier 3 Incidents (-3)

Communication / Decision making: HoY to assign detention on Arbor and communicate sanction with the student's family.

Sanction: Twilight detention

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| <ul style="list-style-type: none"> • Failed to attend detention | <ul style="list-style-type: none"> • Truancy | <ul style="list-style-type: none"> • In a toilet cubicle with another students |
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Tier 4 Incidents (-4)

Communication / Decision Making: Lesson Removals are initially communicated via an automatic email, which is later followed up by the student's classroom teacher. Saturday detentions and Internal Exclusions are decided by the students Head of Key Stage who is a member of the senior leadership team.

Sanction: Lesson Removal

Warning system – 3 consecutive periods in the Refocus Room.

If students are removed instantly from their lesson for reasons stated on page 9, then they complete 6 full periods in the Refocus Room and the sanction may be increased if the behaviour warrants it.

Any student who is removed will be required to complete a same day 45-minute detention.

Sanction: Saturday Detention

- Incorrect name at the late gate
- Persistent disruptive behaviour (HoY / AP only)
- Failing an Inclusion Report

Sanction: Internal Exclusion

- Possession of cigarette / lighter
- Failed Saturday detention
- Failed Refocus Room (after removal)
- Rudeness towards staff
- Defiance towards staff
- Possession of a vape
- Failed Twilight detention
- Walking away from a member of staff

Tier 5 Incidents (-5)

Communication / Decision Making: All Managed Interventions, Fixed-Term Exclusions and Permanent Exclusions are decided by the Headteacher. A member of the senior leadership team may communicate the Headteacher's decision to you on their behalf.

Sanction: Managed Intervention, Fixed-term exclusion or PEX

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| <ul style="list-style-type: none"> • Fighting / physical violence • Vaping • Swearing at staff • Failed Internal Exclusion | <ul style="list-style-type: none"> • Possession of drugs • Smoking • Refusal to hand in mobile phone when seen | <ul style="list-style-type: none"> • Consumption of drugs • Theft • Bringing the school into disrepute |
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Mobile Phones

Whilst we allow students to bring mobile phone to school, we expect them to hand them in during morning line-ups. Mobile phone will then be returned to students during PM registration. If students arrive late to school, they should hand in their mobile phones to reception upon their arrival.

If mobile phones are seen or heard, they will be confiscated by the teacher and taken to reception. Phones will remain at reception until the end of that week and parents will be required to collect them from the school office.

If a student refuses to hand in their mobile phone when asked by a member staff, they are likely to receive a fixed-term exclusion.

Sanctions Policy

Section 5 of the Education Act 1997 gives school's authority to detain students after the end of a school session on disciplinary grounds. This section of the policy details the legal position for schools as laid down in the 2011 Education Act: The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining students after school. The Act confirms school's powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours. Other legal requirements as regards detentions remain unchanged. We as a school will endeavour to give notice in most cases, especially for longer detentions.

In applying sanctions, especially those with serious consequences, the school undertakes reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010. With this in mind, when sanctioning, the behaviour of pupils with SEND will be carefully considered which means that:

- A consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation.
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so.
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any SEND the pupil may have.

It is important to note that this does not mean that students with an identified SEND do not receive sanctions here at Holland Park School, but rather that these sanctions are carefully considered in order to ensure that they are appropriate and that they have taken into account the needs of the student.

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

- Afterschool detention
- Twilight detention
- Saturday detention
- Internal Exclusion
- Managed Intervention at a partner school
- Fixed-Term Exclusion
- Alternative Provision placement (KCEC, Oat Academy)

- Managed Move
- Permanent Exclusion

Detentions

There are three forms of detention at Holland Park School, and all are centralised.

1. Afterschool detention (15:15-16:00)
2. Twilight detention (students are collected during P5, detention runs until 5pm)
3. Saturday detention (09:00-11:00)

If a student cannot sit their detention for a legitimate reason, it is the parents responsibility to inform the students Head of Year with prior notice and directly via email. Students attending external clubs or visiting friends / family are not legitimate excuses to not attend detention.

Afterschool detention

The length of a detention is 45-minutes and can be issued for repeated tier 1 incidents and all tier 2 incidents (please see table on page 8).

Twilight detention

A Twilight detention runs from period 5 until 5pm and will only be issued for tier 3 incidents (failing to attend an afterschool detention, truancy from lessons / school or being found in a toilet cubicle with another student). Students will be placed into a twilight detention the following day and told about their detention during morning line-up.

Saturday detention

Saturday detentions are issued at the discretion of the Assistant Principal in charge of each key stage (3, 4 & 5) and can be issued for any tier 4 or 5 incidents (please see table on page 8). At times, students may be placed into Saturday detention if they persistently fail to adhere to the school's behaviour policy.

If a student is placed into a Saturday detention, their family will be contacted at least one day in advance. In light of medical appointment and significant pre-planned events; detentions can be rearranged for the following week. The school will require evidence of this.

Failing to attend detention

If a student fails to attend a Twilight or Saturday detention; they will be Internally Excluded from school for the subsequent day. A formal letter will be sent home to the parents explaining the reasons for the Internal Exclusion.

Removal from Circulation

To ensure good order and behaviour for learning it may be necessary to exclude students internally, or externally for either a fixed period or permanently. We recognise that exclusion from school is a serious matter and therefore the decision to suspend or permanently exclude a student is something which is taken extremely seriously. The decision to exclude either externally or permanently is the Principal's alone or, in the absence of the Principal, the designated teacher in charge which is likely to be the Vice Principal. For more information on exclusions, please see out exclusions policy which is on the Holland Park School website. Please find the schools exclusions policy here <https://www.hollandparkschool.co.uk/about/key-information/policies> but an overview of the policy is below:

Refocus Room

The Refocus Room is only used in four circumstances:

1. When students are removed from a lesson.
2. When students are internally excluded from school.
3. If a student has come to school wearing the incorrect uniform.
4. When students are involved in a serious incident that members of staff need to investigate **OR** there is a safeguarding concern preventing them from returning to their lesson.

If students are involved in a serious incident that needs investigating, they may be placed in the Refocus Room for safeguarding reasons. This does not go on the students record and is a measure taken to ensure the student's concerns are listened to, they are supported by the Inclusion Manager, and they have the chance to write a statement.

If a student fails to meet the expectations of the Refocus Room after a lesson removal, then the schools warning system will be applied. If a student continues to fail to meet the expectations of the Refocus Room after a first and final warning, then they will have failed the Refocus Room placement and will subsequently be internally excluded from school the following day.

If a student fails their internal exclusion placement; they will be required to complete a managed intervention placement at another school in the bi-borough for one day. Upon returning to Holland Park.

When a student leaves the Refocus Room, they will be placed onto an Inclusion Report for 6 periods and are required to return this report to the Inclusion Manager at 15:15 on the day they finish their report. If a student fails their report (3 or more crosses) they will be placed into a Saturday detention.

Lesson Removal

If a student is removed from a lesson for either exceeding their warnings or displaying serious poor behaviour the following will take place:

Teacher logs lesson removal on the system.



Student has 5 minutes to arrive at the Refocus Room.



Automated email is sent from Arbor informing parents that their child has been removed from their lesson and that the classroom teacher will be in touch to outline the reasons for the removal.



Student completes either 3 **OR** 6 consecutive lessons in the Refocus Room depending on the reason for their lesson removal. Students who are released for exceeding their warnings will be allowed back to lessons early if they meet all expectations and complete the required work in their first 2 periods out of circulation.



If the removal was instant (without warnings) due to any tier 4 or 5 behaviours, then the incident is passed to the students Head of Year and an escalated sanction is likely to apply in line with the schools tiered approach.



Student completes a same day 45-minute afterschool detention.



Students' teacher emails the parents outlining the reasons for the lesson removal.



Teacher holds a restorative conversation with the student they have removed to ensure a fresh start before the next lesson.



The Refocus Room operates the same warning system as the rest of the school. If a student exceeds their warnings or displays any tier 4 or 5 behaviours, then they will fail their placement in the Refocus Room and will be issued with an Internal Exclusion the following day.

Internal Exclusion

If a student displays behaviours from Tier 4, they are likely to be Internally Excluded from school (see table on page 9).

Internal exclusions can run for an unlimited period, however the school will only in exceptional circumstances Internally Exclude for more than five days. Internal exclusions run in the schools Refocus Room and is led by the schools Inclusion Manager. Students are expected in school from 8am-5pm.

If a student fails to meet the expectations of the Refocus Room, then they will be placed onto a Managed Intervention

Managed Intervention

Holland Park School has built a partnership with a number of schools in the bi-borough (RBKC, Hammersmith & Fulham and Westminster). Managed Interventions can run for up to 15 days and are used in lieu of Fixed Term Exclusions.

If a student is placed on a Managed Intervention they will be marked as educated off site (B code) and will be required to attend another school in the local area for a period of time. Whilst at the alternative school they will be placed into that schools Internal Exclusion room and will be required to wear their Holland Park School uniform. If students do not attend their managed interventions this will be logged as an unauthorised absence by the school's attendance team, and the student will have to complete any unattended days when they return to Holland Park School in the Refocus Room.

Fixed-Term Exclusions

Fixed-Term exclusions are used in the most serious of circumstances, and only when the school feels that no other sanction would be appropriate. A fixed-term exclusion remains on a student's record for the entirety of their school career and colleges and universities will be made aware of them when references are completed by the school. The school is likely to issue an external exclusion for any tier 5 behaviours or if a student persistently displays tier 4 behaviours.

Permanent Exclusion

The decision to exclude a pupil permanently would only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Contextual Safeguarding

At Holland Park School, we always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the child. Where a member of staff reasonably suspects that a pupil may be 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 discuss their concerns with the school's Designated Safeguarding Lead and Operational Safeguarding Lead without delay. Where disruptive behaviour might be the result of unmet educational needs, or any other needs, Holland Park School will discuss concerns with the students' parents accordingly and implement support for the student which allows for students to successfully meet expectations.

Discrimination, Bullying and Racism (DRB)

Holland Park School has a zero-tolerance approach to any form of discrimination, racism and bullying. If any member of the school community (student, staff or parent) witnesses any of these behaviours, they should report it to either the school's DRB lead or member of the senior leadership team. Please see our DRB policy for more information on our tiered and educational approach to tackling discrimination, racism and bullying in school and the wider community.

Our students' anti-bullying statement reads: As a student at Holland Park, I promise to adhere to 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 schools Anti-Bullying / DRB policy can be found here:

<https://www.hollandparkschool.co.uk/about/key-information/policies>

Allegations against staff

Holland Park School takes its responsibilities for safeguarding extremely seriously, and with this in mind we are clear that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the Safeguarding Policy.

Malicious allegations against staff

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy, and allegations of abuse policy, for more information.

Use of reasonable force

At Holland Park School; our behaviour policy follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'. The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. Teachers and members of staff authorised by the Principal have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity, or on their journey to and from school).

Prohibited items and searches

The law relating to searches

Principals and authorised members of staff have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The Principal or a member of school staff authorised by the Principal can undertake the search of a pupil. When undertaking a search there will be a witness who is also a staff member. The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

All searches are logged and documented. Searches can only take place in either 2.13a (Safeguarding office) or 2.17 (Key Stage 4 office). Parents will always be made aware if their child has been searched.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Weapons – or any object that could be used with the intention of harming another person
- Alcohol
- Cigarettes, Tobacco and/or smoking materials (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list here) including drugs paraphernalia
- “Legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/ or anything pertaining to be a drug
- Stolen items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence Holland Park School, to cause personal injury to, or damage to the property of, any person (including the pupil)
- Lighters, matches or any article which could be used to start a fire
- Stink bombs and water bombs
- Mobile phones that are heard or visible
- iPods or headphones that are visible
- Aerosols
- Bandanas
- Hooded sweatshirts
- Jewellery (except watches)
- Make-up
- Nail varnish
- Chewing gum
- Chocolate or sweets

Refusal to consent to a search by a student is likely to result in a disciplinary sanction being applied.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

A member of staff can conduct this search without consent where there is reasonable suspicion that the student has any of the listed prohibited item(s) in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone or tablet, the member of staff who seized the item may inspect the data on it, if there is a good reason to do so. For this purpose, the member of staff has a good reason to do so if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. Holland Park School reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Safeguarding Policy. The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then sanction the pupil in accordance with this policy, where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

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

Extent of search

The member of staff conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' can also include hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in section 91 of the Education and Inspections Act 2006. Holland Park School will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items.

Drugs

Holland Park School operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines are dealt with separately and students and parents should inform a member of the year team or the first aid if they are in possession/likely to be in possession of over the counter and/or prescription medication so that these can be appropriately handled and students can be appropriately safeguarded.

Holland Park School will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school but the decision to sanction will be taken on a case by case basis.

Sometimes, it will also be necessary to involve the police. Holland Park School will take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. Holland Park School takes a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as 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.

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.

Pastoral interventions are co-ordinated by Mr Egleton (Assistant Principal responsible for the Pastoral team) through weekly inclusion meetings with the schools SENDCo, Operational Safeguarding Lead, Inclusion Manager, Assistant Principal for Key Stage 3 and the Assistant Principal for Key Stage 4. These meetings look at students who may be struggling in school and plans targeted and streamlined interventions and pastoral support

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.

Managed Move

Holland Park School participates fully in the managed move process in Kensington & Chelsea (RBKC), Hammersmith & Fulham and Westminster. This involves students transferring to another RBKC school on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the school. The school also receives students under this scheme and has successfully integrated many students on this basis. The decision to seek a managed move is made by the Principal and only where it is in the best interests of the student.

Monitoring and Review

At Holland Park School we monitor behavioural issues and to evaluate the effectiveness of the behaviour policy. This helps to ensure that we consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide on an appropriate course of action, which may include more staff training, re-inducting students through PSHE lessons, assemblies or amending the policy.

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.