

## PRINCIPLES

### We aim to:

- have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect current and up to date Government legislation.
- consistently apply the guidance set out in the Governors' Statement of Principles.
- ensure that all staff are aware of the powers available to them, to sanction poor behaviour;
- ensure that students and parents are introduced on entry to the school's expectations via the Home/School agreement and associated documents;
- ensure that all students are clear about the school's expectations through their Student Planner, visible displays in school and assemblies;
- ensure that students review these expectations annually and sign this agreement in their Student Planner;
- ensure that students are familiar with the 'Consequence' and 'Achievement Points' systems for managing student behaviour and issuing rewards; and that staff apply these consistently; and that these are regularly monitored;
- ensure that students understand how their behaviour contributes to their House profile;
- ensure that students understand how their behaviour contributes to the overall learning climate of the school;
- ensure Equality of Opportunity for all students;
- consider the impact of each individual's behaviour on the school community as a whole;
- work as part of a multi-agency network to help students achieve more;
- promote clear values and a clear moral code;
- enforce fair, consistent and appropriate disciplinary penalties when necessary;
- involve parents and governors wherever it is appropriate or required;
- use counselling whenever appropriate;
- use additional supporting documentation wherever relevant to support behaviour;
- utilize parental support and involvement: when conducting reintegration meetings following a placement in 2.13A or short term alternative provision placement; when conducting readmission meetings following fixed term exclusion; when issuing Parenting Contracts and/or Fixed Penalty Notices.

PUBLISHED	Website		Pre-admission documentation		Student/Parent Planners		On Request	✓
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## 1. PRACTICE

- 1.1 The school recognises that every student and member of staff is responsible for promoting outstanding behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.
- 1.2 The school's working document on school discipline is The A to Z of Expectations. This appears for students in the Student Planner.
- 1.3 The A to Z of Expectations gives students specific advice about learning and preparing for learning within a framework of orderly, well-mannered behaviour.
- 1.4 Guidance for parents on the school's expectations appears in the Home / School Admission Agreement, which is signed by the school, the parent and the student pre-admission to the school. In the event of an external exclusion the school, parent and student are required to meet to sign a re-admission agreement, which stipulates the expectations placed on any student returning to school following a fixed term exclusion.
- 1.5 In order to ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, the school may carry out a risk assessment in cases when a student is considered a risk to the learning or health and safety of other students or staff. Where students are known to have been excluded, either permanently or for a fixed term, from their previous school, they will be risk assessed prior to admission to the school. The school reserves the right to risk assess any student on roll as a result of behaviour that causes concern. Details are set out in the risk assessment procedure document.
- 1.6 The school operates a system of 'On Duty'. This system offers support to all colleagues when difficulties arise. Members of the Behaviour Team respond to all On Duty requests. Students removed from lessons are monitored centrally and parents are informed. Further detail is provided in the 'On Duty' section.
- 1.7 The school operates a system of internal exclusion and students are placed in Room 213A when their behaviour falls below the parameters of being considered acceptable, as described in the A-Z of expectations published in the Students', Parents' and Staff Planners. Room 213A is operational daily and supports planned internal exclusions. Following an internal exclusion the school, parent and student are required to meet to sign a reintegration agreement, which stipulates the expectations placed on any student returning from a period of being supported in Room 2.13A.
- 1.8 All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership Team provide further support by patrolling key areas of the school during every break and lunchtime.
- 1.9 The school applies a zero tolerance approach to managing incidents which occur in the building and place other people at risk of harm. Incidents which result in the other people's safety being compromised will result in exclusion from school.
- 1.10 When reporting issues of a serious nature (C2, C3 or C4) an Incident Report Form must be completed by the relevant member of staff. The relevant Consequence Point will be placed

on SIMs by a member of the Personal Development, Behaviour and Welfare Team when the Incident Report Form has been received and the appropriate action has been taken.

- 1.11 In order to support the Help Children Achieve More DFE Agenda, students are placed into a Tier of Need and Intervention in order to ensure that staff, students and parents are aware of the risk of exclusion an individual student faces, and of the intervention and support that is in place. A student may have an identified need, such as a bereavement or LAC status that places them in a tier, without presenting behavioural concerns. Where the school has concerns, the Deputy Head, the Student Behaviour and Welfare Manager or the Behaviour Mentor will adopt a 'Multi Agency' approach to assess the levels of need and implement the most appropriate levels of support.
- 1.12 All staff are required to familiarise themselves with the Behaviour and Safety of Students Handbook provided at the beginning of the academic year.

## 2. STUDENTS

- 2.1 All students receive a Student Planner. This document clearly outlines the school's Expectations through the A to Z of Guidance and Advice.
- 2.2 All students are expected to prioritize their learning and understand the importance of courtesy and manners. Outstanding behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning and affects the climate for learning.

## 3. EXCLUSION

- 3.1 The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State. This was most recently been updated in 2012.
- 3.2 Following exclusion a meeting between the school, the student and the parent is arranged in which a re-admission agreement is signed. It is likely that 'special conditions' will be agreed before re-admission.
- 3.3 The Governors' Discipline Panel is involved in all exclusions as laid down by the law on Exclusion.
- 3.4 A Governors' Discipline Panel, made up of three governors, will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded. A Governors' Discipline Panel will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6 and 15 days but only when the student's parent(s) express a wish to make representation.

## 4. ANTI BULLYING (PEER ON PEER ABUSE)

- 4.1 The Deputy Head, in charge of the personal development, behaviour and welfare, leads on the anti-bullying policy. He is assisted by the Student Behaviour and Welfare Manager, the Student Welfare Manager and Behaviour Mentor.
- 4.2 Students are educated through PSHCE and encouraged to be polite, well-mannered citizens.

The school will not tolerate bullying and recognises that challenging bullying effectively will, improve the safety and happiness of students, show that the school cares and make clear to bullies that their behaviour is unacceptable.

- 4.3 All students are required to sign our anti-bullying agreement, annually. This is published in the Student Planner. It is the responsibility of the Tutor to ensure this section of the Student Planner is signed.
- 4.4 All incidents of bullying are recorded, including the actions taken to resolve the issue. Such records are kept in the form of a log called the Peer on Peer Abuse Log. Responsibility for the upkeep of this document lies with the Student Behaviour and Welfare Manager.
- 4.5 School recognises that there are many definitions of bullying but consider it most commonly to be:
- Behaviour which is deliberately hurtful, (including verbal, indirect and physical);
  - Repeated over a period of time;
  - Difficult for victims to defend themselves against;
  - Bullying includes verbal and physical abuse and the inappropriate use of electronic media such as mobile phones or the internet.
- 4.6 The school recognises that there different types of bullying, they include:
- Bullying related to the race, religion and/or the cultural background of a student;
  - Bullying that incorporates the use of sexist language;
  - Sexual bullying including sexual harassment;
  - Sexting;
  - Homophobic bullying;
  - Bullying of students with Special Educational Needs;
  - Bullying of students with a disability;
  - Cyber bullying, including using social media to taunt other students;
  - Bullying where items are stolen;
  - Bullying which results in the injury to others.
- 4.7 Students should be reminded that all forms of bullying are unacceptable and will not be tolerated.

- 4.8 The school encourages students 'to tell' if they feel they are being bullied. Direct action should be taken immediately to support the child and resolve the issue.
- 4.9 The school seeks to follow up after an incident to check the bullying has not started again. If students expect follow up, they are less likely to start bullying again.
- 4.10 Strict sanctions will be put in place for students involved in 'cyber bullying'; such sanctions could be supported by the confiscation of hand held devices when on school site or an insistence that the student does not bring such devices onto site. The parents of students involved in cyber bullying will be engaged in this process.
- 4.11 Students may be required to sign an anti-bullying contract in the presence of their parents and the school's link Police Officer.
- 4.12 Sanctions should be considered carefully and involve parents. In cases of severe and persistent bullying, exclusion from school may be necessary.
- 4.13 All concerns relating to peer on peer abuse should be reported to the Safeguarding Team immediately, this includes issues that have been resolved by the adult.

## 5. CONSEQUENCE SYSTEM

- 5.1 Schools are complex places and Holland Park School will endeavour to see each student and incident individually.
- 5.2 Staff are expected to display and adhere to a set of common expectations and responses through the Consequence System.
- 5.3 Appendix 1: The Consequence System.

## 6. ON DUTY

- 6.1 All students are expected to behave in accordance with the school's Expectations. Where students fail to comply either in or out of the classroom, it is important that such behaviour is challenged accordingly by use of the Consequence System and behaviour points are allocated as appropriate.
- 6.2 Should a situation arise in a classroom where a student's behaviour escalates it will be necessary for the teacher to call for support through the On Duty system on the behaviour module of SIMs.
- 6.3 The aim when 'On Duty' is used is to resolve the situation and allow the student to continue with the lesson. The intention behind this is to ensure that all subject teachers are empowered in relation to classroom management.
- 6.4 Where the member of the Personal Development, Behaviour and Welfare Team considers there to be a risk that poor behaviour may continue, the student will be removed and placed in 2.13A for the remainder of the school day and the expectation will be that their parent and the students attend a Realigning Expectations meeting with the school's Behaviour Mentor.

- 6.5 Where a student has caused a significant breach of health and safety (C<sub>3</sub> or C<sub>4</sub>) they will be automatically removed from the class and the matter will be investigated and dealt with by a member of the Personal Development, Behaviour and Welfare Team. This may result in internal or fixed term exclusion.
- 6.6 It is essential that all incidents which result in an On Duty are recorded by the subject teacher on an incident report form. A central 'On Duty' record is kept in school and overseen by the Deputy Head in charge of the personal development, behaviour and welfare. This documentation is published in the Twenty Eighteen/Nineteen.
- 6.7 On Duty' can be requested electronically via the behaviour Module on SIMS and in extremis by contacting Student Services (1099).
- 6.8 We want all colleagues to be empowered in the management of student behaviour. We would never seek to undermine a teacher's authority by being considered 'more able' to deal with problems.
- 6.9 Where staff are finding recurring issues with certain students or classes we advise that they seek support and not tolerate this. It is recognised that we all face difficulties with students from time to time and staff should feel confident to ask for help.
- 6.10 The On Duty records held by the Deputy Head, in charge of personal development, behaviour and welfare, are used to identify patterns of poor behaviour and to put in place intervention strategies in support of teachers and students.
- 6.11 The Behaviour Mentor: On Duty is responsible for initial responses to all On Duty requests and, where necessary, he will seek the support of the Behaviour and Welfare Manager and the Deputy Head in charge of personal development, behaviour and welfare of students.

## 7. GOVERNORS' STATEMENT OF PRINCIPLES

- 7.1 The purpose of this document is to guide the Head/Academy Head when drawing up and reviewing the school's behaviour and discipline policy.
- 7.2 The document defines Governors' expectations in relation to the promotion of teaching and learning through high expectations.
- 7.3 The statement details teachers' powers in relation to:
- Screening and searching students
  - Using reasonable force
  - Discipline beyond the school gate
  - Pastoral care for staff accused of misconduct
  - Detention
- 7.4 The document is reviewed annually alongside the Behaviour Policy.
- 7.5 Appendix 2: The Governors' Statement of Principles.

## 8. BANNED ITEMS

- 8.1 The following items are not permitted on the school site: chewing gum, hoodies, caps, stink-bombs, lighters, cigarettes, laser pens, electronic cigarettes, steel-capped boots and other non-uniform footwear, jewellery. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.
- 8.2 The following items are considered dangerous and are also banned: fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas).
- 8.3 Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.
- 8.4 The school reserves the right to search any student who is suspected of being in possession of a banned item. Any searches must be conducted by two members of staff in a confidential space. The members of staff will not make contact with the person being searched and items of clothing, with the exception of the school jacket, school tie, shoes and socks should not be requested to be removed. The school will use hand held metal detectors when conducting searches.

## 9. MALICIOUS ACCUSATIONS

- 9.1. Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

## 10. PARENTS

- 10.1 Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff.
- 10.2 When a parent's behaviour is giving ongoing cause for concern, the governing body has the authority to ban the parent from site. Please see the 'Banning Parents from Site' 2018 - 2019 policy.

## 11. DETENTIONS (DISCIPLINARY PENALTIES)

- 11.1 Detentions are used as a form of a disciplinary penalty and are used in response to poor punctuality to school and lessons, poor quality classwork, lack of or poor quality independent study and behavioural concerns relating to any point during the school day or when wearing the uniform out in the local or wider community.
- 11.2 Staff are advised to give parents a minimum of 24 hours written notice, if a student is to be detained outside of the published school sessions, e.g. longer than 15 minutes after the school day, or on a Saturday.

- 11.3 The school reserves the right to retain a student without giving 24 hours' notice, however it is considered to be good practice to request the permission of the parents if the detention is planned to last for any time longer than 15 minutes.

Appendix 1

## HOLLAND PARK SCHOOL 2018 to 2019 | CONSEQUENCE

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**CONSEQUENCE POINTS** | will be issued for the following infringements

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### C1 |

- Arriving late to school (after 08.25)
- Failing to complete two consecutive homework tasks.
- Writing graffiti on a workbook or Student Planner.
- Being late to the lesson without a satisfactory reason.
- Presenting your work without care or attention.
- Failing to have the correct equipment for the lesson.
- Shouting out during a lesson
- Chewing gum.
- Wearing jewellery.
- Failing to wear uniform correctly and ignoring requests to do so from a member of staff.
- Wearing make-up or nail varnish.
- Disrupting other students' learning, despite several warnings by the teacher.
- Having a visible or audible mobile device and failing to hand it to a member of staff for confiscation.

**ACTION** | 2 consequence points will be added to your student profile

### C2 |

- Persistent and open defiance of instruction despite warnings and the issue of a C1.
- Using inappropriate language (not directed at teacher) in lesson.
- Misuse of ICT network (please refer to school's ICT policy).
- Leaning back when sitting on your chair.
- Failing to attend a detention issued by the teacher / department.
- Wearing jewellery and refusing to hand over the item for confiscation.
- Bullying another student.

**ACTION** | 4 consequence points will be added to your student profile

### C3 |

- Using inappropriate or offensive language towards an adult.
- Truancing lessons.
- Leaving the classroom without permission.
- Intentionally damaging another student's work or assignment.
- Walking away from an adult without permission (in defiance).
- Bullying another student.
- Demanding money or other articles from another student.
- Gambling on school premises.
- A significant breach of health and safety.
- Knowingly bringing a 'trespasser' onto the school site.
- Truancing school.
- The persistent bullying of another student, despite interventions taken by a member of the Behaviour Team to resolve the problem.

**ACTION** | *6 consequence points will be added to your student profile*

**C4** |

- Making racist, homophobic or other offensive comments.
- Fighting on the school premises or in the local vicinity.
- Damaging school property (including theft). Please note that you will be charged for a new replacement.
- Intentionally setting off the fire alarm system outside of a genuine emergency.
- Viewing racially or sexually offensive material on the internet on school site or in the local vicinity.
- Possession of matches, lighter or fireworks.
- Bringing offensive or dangerous weapons to school (including blades and pointed objects).
- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault.
- Possession, use or supply of illegal drugs.
- Behaving in a manner in the school building which compromises the safety of others.
- To express views, or be actively, in opposition of fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- Throwing or dropping items from the walkways into the atrium or into the basement.
- Making inappropriate comments or derogatory remarks about another student on social media.

**ACTION** | *10 consequence points will be added to your student profile.*

Teachers award achievement points in recognition of a student doing something exceptional in the lesson, as part of independent study or by displaying kindness or excellent manners in and around school. The school believes that quality relationships are built upon recognising the efforts of students. Teachers will award you with one achievement point in recognition of a student:

- performing exceptionally in a lesson;
- producing an exceptional piece of work in a lesson or for independent study;
- demonstrating progress in their workbook;
- demonstrating kindness towards someone else;
- demonstrating excellent manners;
- attending a school event; or
- positively contributing to the school's reputation in the local or wider community.

Each student's achievement points profile contributes directly to their House Points profile and they are the student's way of making a positive contribution to the annual House Points competition.

Appendix 2

## **STATUTORY BEHAVIOUR & DISCIPLINE POWERS**

### **THE GOVERNORS' STATEMENT 2018/2019**

Introduction:

The purpose of this statement is to give guidance to the Head/Academy Head when drawing up the school's Behaviour Policy by stating the principles which the Governing Body expect to be followed. The purpose of such a policy is to promote outstanding teaching and learning and high standards of attainment; preserve the reputation of the school; fulfil the Governors' duty of care to students and employees at Holland Park.

This statement is for the attention of parents, students and staff.

The Governors' statement: (adopted in June 2007, updated in September 2012)

- I. Holland Park has a duty to keep all students safe, happy, able to learn, and to enable staff to teach and promote learning without interruption or harassment.
- II. The aim of our school is to engender an atmosphere in which a young person feels safe and valued. In that environment everyone needs to be committed to learning, to study and to achieving their potential. We are committed to building a strong learning culture.
- III. We are committed to creating a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared, consistent and reflect the Government legislation as represented in the Education Act 2002 (amended 2011); The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The School Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2007; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000).
- IV. Sanctions are issued fairly and consistently. These are detailed for students in their Student Planner and are associated with our 'Behaviour Zones'.
- V. The school has the following powers (as a result of legislation introduced in the Education and Inspections Act of 2006):
  - a) The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.
  - b) The ability to detain students during a break on the same day; on evenings, weekends or staff only days during term time (these are classified as permitted days). Parental consent is not required.
  - c) The ability for a member of staff, authorised by the Head/Academy Head, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.
  - d) The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
  - e) The ability to search a student for offensive weapons, where there are reasonable suspicions that a weapon is concealed. Reasonable force may be used if necessary.
  - f) The ability to search a student with their consent for any item which is banned by the school rules.
  - g) The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.
- VI. The school has the right to issue Parenting Contracts and Penalty Notices. This guidance came into force in September 2007 alongside revised exclusion guidance. The new law allows:
  - a) Schools to issue Parenting Contracts;
  - b) Schools to apply for behaviour related Parenting Orders;

c) Schools to issue penalty notices; to apply when students are found in a public place during the first 5 days of all exclusions; for poor punctuality and attendance; for behaviour infringements.

VII. The school utilizes exclusion from school as a significant sanction. Exclusions are overseen by, and when exceeding 15 school days, reviewed by, the Governors' Discipline Panel. The authority to exclude is held by the Head and the Academy Head only or in their absence the Associate Head or Deputy Head acting as Head. All exclusions are carried out in accordance with published DFE guidance.

VIII. Sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.

IX. The school works collaboratively with the Police, through its school based Liaison Officer and other link personnel. It is now obligatory for schools to give the police any evidence of a criminal act discovered. This might include drugs, weapons and telecommunication bullying.

X. The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.

XI. The school also operates a policy of rewards, to ensure that students are recognised for the good they do and the contributions they make to the school. The foundation for this is the Vivo on-line reward system. On a daily basis students are awarded Vivos; these are collected on-line and in their Student Planner. A wide range of other incentives exist. In addition, Perfect Tense is the school's annual achievement evening.

XII. All teaching staff are empowered by the Head to:

- a) Impose sanctions.
- b) Detain students (without parental consent).
- c) Use reasonable force (please refer to the school's policy on restraint).
- d) Request the confiscation of items and accompanying documentation.

In addition to the above, the school's Leadership Team and other identified members of staff are empowered by the Head to:

- e) Confiscate and dispose of inappropriate items or items misused on the school site.
- f) Search students; using reasonable force where necessary.

XIII. The school operates a complaints procedure. This is published annually in the Parent Planner and seeks to ensure quick resolution by those colleagues, with support from the line manager, most closely associated with the concern. This relates to both staff and students.

XIV. The Governors' Statement is supported by the following policies:

- Behaviour
- Restraint and holding of students
- Drugs
- Equalities

and is introduced for parents via:

- The Home/School Agreement
- The Parent Planner

and is detailed for students via:

- The Student Planner
- Code of Conduct
- Discipline: Behaviour Zones

XV. Students who are significantly underperforming across all subjects as a result of poor and disruptive behaviour may be recommended to repeat part of, or the whole of, an academic year. In such cases progress will be monitored on a termly basis. Recommendation will be made by the school's Deputy Heads.

XVI. The school has a policy of 'risk assessment'. Such an assessment will be completed when a student presents dangerous or threatening behaviour. Risk assessments will also be carried out when students joining the school mid-term have been permanently excluded from their previous school, or been excluded for a fixed term for aggressive or dangerous behaviour. Following assessment the school may refuse admission on the grounds of concern relating to the Health and Safety of other students and adults.

XVII. A member of staff will not automatically be suspended when accused of misconduct and is pending an investigation. The Governing Body will contact the Head/ Academy Head to draw on the advice in the 'Dealing with Allegations of Abuse against teachers and other staff' when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. school visits. Teachers can also discipline students for misbehaving outside school.

XIX. Teachers may discipline students for: any behaviour when the child is:

- a. taking part in any school-organised or school-related activity;
- b. travelling to or from school;
- c. wearing school uniform;
- d. in some other way identifiable as a student at the school.

XX. Teachers may discipline students for: misbehaving at any time, whether or not the conditions in XIX apply, that:

- a. could have repercussions for the orderly running of the school;
- b. poses a threat to other students or members of the public;
- c. could adversely affect the reputation of the school.

XXI. Governors may review this statement of principles from time to time and seek comment from staff, parents and students.