



Holte School

Behaviour & Relationships Policy

Lead member of staff:	Mr Andrew Oliver – Deputy Headteacher
Legislation Status: (Statutory/Non-Statutory)	Statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	No
Revision Date:	September 2025
Date Ratified by Full Governing Body:	29 th September 2025
Signed by Chair of Governors:	

Contents

Changes/updates to the policy since last ratified

3

Major changes made to policy in September 2025 on the back of the introduction of Classcharts. This will replace Sleuth as our behaviour monitoring tool but offers so much more than that. This policy now refers to Classcharts instead of Sleuth throughout and contains information on how the system should be used most effectively.

References to Form Tutor have now been changed to Form Coach.

Updates to policy in March 2026 on the back of our involvement in a project with the Youth Endowment Fund trying to tackle Youth Violence. We have adapted the policy to fit in with all of the recommendations that the YEF has made as to the best ways of trying to tackle Youth Violence. The policy has been viewed by experts in this field and their suggestions have been taken onboard too. This policy therefore now represents best practice when it comes to a behaviour and relationships policy that tackles the modern scourge of Youth Violence.

A Commitment to Cultures of Peace

In a world where conflict is increasingly pervasive, the need to foster cultures of peace has never been more urgent. We are deeply committed to supporting our community in cultivating:

- Inner Peace – through wellbeing and self-awareness
- Outer Peace – through nurturing healthy relationships
- Global Peace – through responsible citizenship and social justice
- Ecological Peace – through caring for the more-than-human world

Alongside these dimensions, we recognize the importance of the three pathways of peace: peacekeeping, peacemaking, and peacebuilding.

Our evidence-informed approach is rooted in a positive peace framework that promotes: self-reflection and critical thinking, experiential and collaborative learning and a shared desire for social, political, and educational transformation

We equip educators to guide young people and learners of all kinds in navigating change, healing from adversity, reconnecting with themselves and others, and imagining more hopeful futures. Our framework aligns closely with key educational priorities, enhancing teaching and learning in: Sex, and Health Education (RSHE) Spiritual, Moral, Social and Cultural Development (SMSC) British Values and safeguarding (KCSiE – Prevent)

This policy actively promotes diverse expressions of peace, including:

Resolving conflict peacefully, building healthy relationships and protecting rights and responsibilities.

1. Vision and ethos

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' Dr. Dan J. Siegel

1.1 The behaviour and relationship policy is a statement of good practice that applies to all aspects of the school community. The policy contributes to our students' personal development the maintenance of good behaviour, and the promotion of effective relationships and a positive ethos. All members of the school community are expected to help promote an ethos conducive to learning with collaboration, aspiration, respect, equality and responsibility as basic but essential requirements when operating within the school or at any time representing the school or in the school uniform.

1.2 We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through being attachment aware and trauma informed, both children and adults are able to both manage and regulate their behaviour and create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong and to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, preparing them effectively for adulthood and life in modern Britain.

1.3 We are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a

community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 3, 4, 15, 19 and 28.

2. Aims and objectives

2.1 Our school is committed to the emotional health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

2.2 We treat all children with unconditional respect and have high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand negative behaviour as a communication of an emotional need and that it can signal a need for support which we will provide without diluting our expectations.

2.3 The behavior and relationships policy has the following aims and objectives:

- Maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- Help children develop a sense of worth, identity and achievement
- Through the promotion of self-regulation, children (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'
- Develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- Promote the school's core values, and the social, moral, spiritual and cultural development, including the development of character.

We hope to achieve these aims through a school behaviour and relationships policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

3. Our core values

3.1 The behaviour and relationship policy is based on our code of conduct, ‘ready, respectful and safe’, (appendix one). The code of conduct hinges on our five core values, established after a consultation with staff, pupils and parents. It is our hope that anyone visiting the school will be able to identify our core values by the attitudes and behaviours. Our core values are:

- Collaboration,
- Aspiration,
- Respect,
- Equality
- Responsibility.

3.2 The code of conduct, builds upon the core values and creates explicit behavioural expectations for all areas of school, emphasising core behaviours that should apply to every situation. It is purposely simple to ensure all stakeholders can remember our three simple expectations and apply them consistently. All school expectations are expressed in constructive and positive language emphasising our expectations and the things that we should do. The code of conduct is displayed in classrooms and other areas of the school in order to maintain a focus on positive behaviour management and as an aid to consistency.

3.3 All staff at the school are committed to establishing, maintaining and repairing relationships in order to maintain purposeful and positive behaviour in the school community. Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-staff, staff-parent/carer, child-parent/carer relationships. There are things that staff at Holte will always try to avoid. We will not use disrespectful language or seek to inflame a difficult situation by the manner in which we address each other. Such strategies create the wrong kind of culture and atmosphere. They are likely to destroy relationships rather than build them. We will be aware of and sensitive to power imbalances, and will seek to avoid strategies or language that induce shame. We will seek to use caring, respectful language, and to aim to meet in a spirit of cooperation to achieve an agreed goal. Holte School is committed to providing an extensive extra curricular programme to engage pupils in school life and to help in building relationships. There are lots of opportunities available to pupils in a variety of fields including sport, music, drama, art, IT, craft, technology and community based projects. Pupils opt into these activities on a termly basis so they can change as the year progresses. There is also an active Duke of Edinburgh scheme for pupils to engage with. [Holte School | Holte School](#)

4. Roles and responsibilities

4.1 The community - the promotion of positive behaviour and relationships is the responsibility of the school community as a whole. The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school’s behaviour and relationship policy and its application, promote equality for all students. The roles include:

- The Governing Body defining the principles underlying the school’s behaviour and relationships policy.

- The Headteacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.
- All staff in ensuring that the policy is consistently and fairly applied.
- All staff focusing on the development of emotional regulation through supportive relationships.
- Students who are able to behave in a way that promotes the learning of all in the community.

4.2 Parents and carers – the following information is communicated using the home-school agreement that we ask parents to sign up to at the start of their child’s education journey with us in Year 7. Students’ learning is enhanced by a positive and purposeful relationship between home and school. Encouraging parental engagement and involvement is crucial when addressing and planning support for a young person’s social, emotional and mental health needs. Parents and carers can contribute in the following ways:

- Being interested in their child’s learning.
- Understanding and supporting school procedures and expectations
- Being willing to support activities related to the school.
- Ensuring their child is ready for the school day.
- Being aware of their child’s role within the community.
- Supporting the school’s use of restorative practice.
- Effectively communicating with the school, including attending parents’ evenings.
- Enrolling on ClassCharts and the Holte School app to ensure they are up to speed with their child’s education and all communication from the school.
- Encouraging their child to take part in our breakfast club provision from 7.45-8.25 every morning where free tea and toast is available with a range of activities available to enjoy so that their child’s day gets off to a positive and engaging start.

4.3 The form coach - The role of the form coach is significant in terms of promoting effective safeguarding, and promoting the personal development and academic success of all students. Form coaches will establish high standards, build positive learning relationships across the form group and model good practice. The form coach is responsible for ensuring students have a well-structured and calm start to the day. They are required to deliver the school’s Social, Moral, Spiritual and Cultural (SMSC) programme of study and for facilitating a weekly coaching session encouraging a sense of group cohesion. They will take the lead in monitoring the attainment and achievement of their tutees and celebrating success, primarily through academic mentoring. Form coaches are responsible for high standards of dress, punctuality and attendance, in conjunction with the relevant Year Manager and Year Coordinator.

4.4 Classroom teachers - are the key to our success as a school community. They must model our values and build positive learning relationships in the classroom. Consistency is essential in supporting our students and role modeling expected behaviour. Class teachers are responsible for leading the restorative process in their classrooms. They need to understand the process and practice restorative skills and approaches. When things go wrong the class teacher is expected to re-build relationships at times with the support of their Head of Department in order to maintain the correct climate for learning in their classrooms. There are circumstances where classroom teachers may be required to implement consequences such as detentions and referrals to pupil office. It is imperative, however, that such

measures are followed-up by the classroom teacher through restorative approaches. Staff are aware of the avenues they can use to report bullying which are either to report it to the relevant year team, report it to the DSL/Deputy DSL directly or report it on CPOMS. All staff are updated on all current safeguarding and pastoral issues via a DSL briefing once every 4 weeks. Advice and updates are provided here as well as through annual Safeguarding training.

4.5 Heads of Department or Faculty – Heads of Department or Faculty will model expectations and promote high quality relationships and consistently high standards in their department. Heads of Department should plan students’ groupings to ensure best possible outcomes, identify possible areas of conflict and have contingency plans in place for when they are not available to support department members. They will provide members of their departments with intelligent information on the students they teach and encourage the use of praise and the school’s reward and recognition system. At times subject Leaders may be required to remove students from classes and facilitate a restorative meeting between staff and students. They will understand the restorative approach and use restorative skills and language. At times they will need to contact parents – after consultation with the respective Year Coordinator or Year Manager. Heads of Department will share good practice, use the school data systems to encourage good relationships and behaviour and meet students and staff needs.

4.6 Pastoral leaders – Year Coordinators and Year Managers are essential to the effectiveness of our systems. They will lead the year knowing the students well. They will monitor data regularly and meet with relevant staff to ensure their year group has the best possible learning experience. They will need to track students and monitor progress. They will need to meet regularly with their team of tutors to ensure clear lines of communication and help promote excellent professional relationships with parents and carers. Year Managers and Year Coordinators will be well versed in restorative processes and will model restorative skills, practices and language. They will be responsible for building, maintaining and repairing positive learning relationships across their year group. They will facilitate restorative meetings and conferences as well as practice mediation skills. They will plan effective and thought-provoking assemblies and will be responsible for setting and maintaining high standards of dress, punctuality and attendance. They are responsible for the implementation of the Social, Moral, Spiritual and Cultural (SMSC) programme of study, including assemblies and Citizenship and PSHE days which form the school’s ‘behaviour curriculum’ delivered throughout the year. External delivery is used widely although the school does have staff who are experts in a wide range of fields that can be utilized on these days. We aim to provide relationship violence reduction sessions during our SMSC days to aid positive behaviour between students and to ensure our students are active bystanders when the need arises. The topics of domestic violence, incel culture, misogyny, peer on peer abuse etc are all dealt with via SMSC Days. Young people are taught to shout up and let people know if they or their friends are experiencing difficulties in these areas. From times on Mondays and Fridays involve circle time which gets pupils talking, boosts confidence and ensured everyone gets to know each other well. This also develops self-awareness, social awareness, relationship skills and responsible decision making. These skills are readily rewarded on ClassCharts and are stand-alone reward categories. They will be responsible for identifying possible conflict situations, providing appropriate and relevant information to staff on students’ backgrounds and building year group cohesion. They will build good working relationships with a range of outside agencies to support the social, emotional and academic needs of the students in their year group.

4.7 Senior Pastoral Manager – the Senior Pastoral Manager assists in the development of the Learning Support Centre and is the lead member of staff for youth violence. They are also the Deputy Designated Safeguarding Lead (DSL) [lead for Early Help interventions](#) and are an integral part of the school's safeguarding team. The Senior Pastoral Manager coordinates early help interventions organized for vulnerable pupils involving external agencies, including mentoring and attendance and behaviour support interventions.

4.8 Special Educational Needs Coordinator (SENCo) - the SENCo is responsible for ensuring that pupils with SEND receive support and interventions to enable them to be able to meet the school's behaviour expectations. They will anticipate likely triggers of misbehaviour in pupils with SEND and provide appropriate support, making reasonable adjustments where required. Where sanctions are imposed, the SENCo considers what support to offer following the sanction. The SENCo will also provide support to staff and lead professional development training throughout the year.

4.9 Senior Leadership Team - The Senior Leadership Team has a shared responsibility for promoting and implementing the core principles of this policy in all areas of the school community. They are committed to inclusive learning and achievement for all and are highly visible to pupils, parents and staff. The Senior Deputy Headteacher – Inclusion and Assistant Headteacher – Pastoral have strategic responsibility for behaviour and attitudes and personal development at the school. They line manage the wider Inclusion team, including pastoral leaders and the SEND team. The Senior Deputy Headteacher - Inclusion and Assistant Headteacher – Pastoral, are responsible for the training of all staff in the management of behaviour and promotion of relationships, particularly during induction. This is done through whole school professional development and targeted interventions organized throughout the year, including coaching. The Senior Deputy Head – Inclusion, chairs the Ladywood Police-School Panel and also chairs the City Wide Steering group for all of the Police School panels across Birmingham. Our relationship with the Police is therefore very strong and our relationship with other partner agencies (Children's Services, Prevent, Family Support, Compass, Birmingham SAFE etc etc) is also strong because of years of case work carried out by our experienced staff with these teams and others..

4.10 Learning Support Centre Mentors - The Learning Support Centre includes four full-time mentors who provide social, emotional, mental health and behavior support interventions for pupils. Interventions include one-to-one mentoring focusing on self-esteem, anger management and resilience and short-term 'proactive' placements where pupils are withdrawn from lessons and undertake an intensive mentoring programme. Learning Support Centre mentors lead mediation sessions, as well as formal conferences. The aim of all interventions is to improve behaviour to support vulnerable pupils and to reinforce the school's behaviour curriculum. There is one Mentor attached to each year group in Yrs 8-11. Year 7 mentoring is provided by First Class Foundation via the Birmingham SAFE Project. Each mentor is allocated a group of pupils at the start of the year through discussion with the year team and senior staff. This is based on data and information from the previous year. The list is reviewed on a termly basis and pupils can be removed or added as appropriate as the year progresses. In addition to the Mentoring team, the School Nurse, School Counsellor, Link Police Officers and the Thrive programme (delivered by mentors and TA's) are also used to provide bespoke advice and support to pupils when required.

4.11 Home School Liaison Workers – Home School Liaison Workers are an integral part of the school's efforts to nurture an effective home-school partnership. The school's Home School Liaison Workers lead

parent partnership events throughout the year, coordinate the school's Holte App and coordinate a range of parenting interventions, including the Solihull Parenting Approach for the parents of vulnerable pupils.

5. The regulation of behaviour

5.1 A staged response - Good behaviour has to be taught and regularly reinforced for the desired standard of conduct to be understood and demonstrated by pupils. A positive and patient approach is necessary to develop a good working relationship with pupils that will lead to positive responses.

Key Attachment Aware principles such as attunement and empathic listening to support co-regulation underpin the way in which staff promote purposeful behaviour. We advocate non-coercive versus coercive techniques. All staff at the school have completed attachment and trauma training, including the five stages of emotion coaching:

- Be aware of a child's emotion
- Recognize a child's expression of emotion as a perfect moment for teaching
- Listen with empathy and validate a child's feelings
- Help a child learn to label their emotions with words
- Set limits when you are helping a child to solve problems or deal with upsetting situations appropriately

The Thrive Approach and the Friends Resilience Youth programme are also used as early interventions to support our children. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

We will aim to provide targeted support where a pupil requires input with their social and emotional skills. This may come via the SEND team and potential assessment, via the Thrive programme, via mentoring from our own internal mentors or via external provision such as Compass, via input from teachers or senior leaders or via input from a Student Social Worker if we have one at the time.

Pupil voice is continually engaged to discuss behaviour, bullying, safeguarding, current hot-spots and what they would like to see. A response to the discussion is always provided by the senior leader present in the meeting.

There will still be occasions when pupils do not demonstrate an acceptable standard of behaviour in line with the school's Code of Conduct. In line with steps 3 (boundary setting) and 4 (problem solving) of the Emotion Coaching approach, when pupils demonstrate unacceptable behaviours staff will support the pupil to explore and understand more appropriate ways of behaving. A consequence may need to be applied to address and correct the concern and achieve the desired standard of behaviour. The following interventions may be implemented as a staged and proportionate response to negative behaviour.

Classroom Teacher

- Discussions about what the class needs to get the best out of each other
- Detentions, including a restorative conversation
- Use of affective statements and questions
- Check-in sessions to build joint responsibility
- Seating plans
- Careful planning and grouping
- Restorative conversation at the end of the lesson if appropriate
- Impromptu Conference with contract
- Refer to Head of Department or Head of Faculty for support
- Record all interventions on Sleuth
- Monitor and Evaluate Interventions

Head of Department or Faculty

- Impromptu Conference with Contract
- Formal Restorative Meeting after school (60 mins)
- Record all interventions on Sleuth
- Communication with parent or carer via. letter, text message or telephone call.
- Parenting conference in consultation with Year Manager and Year Coordinator
- Referral to Year Manager or Year Coordinator
- Monitoring of behaviour using a departmental report giving consideration to avoid humiliation and build relationships.
- Head of Department or Faculty detention, including restorative conversation
- Referral to SENCo where appropriate

Form Coach

- Coaching activity completed every week establishing, maintaining and restoring relationships.
- Restorative conversations through mentoring
- Detentions, including use of Emotion Coaching and a restorative conversation
- Referral to Year Coordinator: behaviour, attendance, safeguarding
- Referral to Year Manager: academic or attitude to learning
- Monitoring on Form coach report considering avoid humiliation and build relationships.
- Individual coaching conversations following an analysis of ClassCharts and Attendance data

Year Manager and Year Coordinator

- Monitor behaviour recorded on ClassCharts
- Mentoring and counselling pupils
- Provide advice and guidance to subject teachers and Heads of Department or Faculty
- Detentions, including use of Emotion Coaching and restorative conversation
- Monitoring through Year Manager or Year Coordinator report
- Communication with parents via. meeting, text message or letter.

- Parental conference, including subsequent monitoring
- Referral for Restorative Room, including restorative meeting
- Referral for suspension, including restorative meeting
- Advise and support the wider pastoral team
- Referral for Early Help, including the involvement of an external agency
- Referral to Learning Support Centre for social, emotional, or behaviour support
- Referral for offsite provision including a managed move or a placement at Alternative Provision
- Seek an additional level of support for pastoral issues within the year group.
- Creation of a Behaviour and Relationship Profile for pupils.
- Use of attachment aware and Emotion Coaching approaches
- Using Emotional First Aid and the Life Space Interview supporting pupils in an emotional crisis

The Special Education Needs Coordinator (SENCo)

- Assess a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met e.g. using Thrive.
- Seek support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- Liaise with external agencies and plan support programmes.
- Work with parents to create Pastoral Support Plans and review it on a regular basis.

The Deputy Headteacher, Inclusion and Assistant Headteacher, Pastoral

- Provide advice and support to pastoral leaders as required.
- Monitor behaviour recorded on Classcharts, analyse trends and implement interventions
- Monitor the behaviour of targeted pupils using an SLT report, giving consideration to avoid humiliation and build relationships.
- Coordinate Behaviour and Relationship Profiles, and Pastoral Support Plans
- Advise on, support and action Restorative Room, Suspensions and Permanent Exclusions.
- Communication with parents via. meeting, text message or letter.
- Parental conference, including subsequent monitoring
- Advise and support the wider pastoral team
- Referral for Early Help, including the involvement of an external agency
- Referral to Learning Support Centre for emotional, or behaviour support
- Referral for a managed move or a placement at Alternative Provision
- Seek an additional level of support for pastoral issues within the year group.
- Lead offsite provision including managed move, alternative provision and behaviour intervention referrals
- Lead governing body disciplinary panels.
- Lead professional development interventions for staff and provide coaching where required.
- The Deputy Headteacher will provide support to the Assistant Headteacher and wider pastoral team in the execution of their responsibilities.

The Senior Leadership Team

- Monitor and evaluate the whole process and measure effectiveness
- Following use of school's graduated response as already outlined
- Provide individual and cohort support as required.
- Monitor the behaviour of targeted pupils using an SLT report, giving consideration to avoid humiliation and build relationships.
- Restorative interventions including formal conferences as required
- Formal exclusion with re-integration contract if appropriate

5.2 Pupil Office - The Pupil Office is a support strategy for staff. It is not a first resort strategy. (Appendix Three). A pupil may be sent to the Pupil Office when their behaviour makes it impossible to teach the class safely and effectively. A pupil should not be sent to Pupil Office unless a range of other strategies and departmental supports have been employed. If a pupil is sent to Pupil Office during a lesson it is expected that arrangements are made for them to return, at the earliest possible opportunity, and for the class teacher to hold a restorative meeting with the pupil. The class teacher may request that a formal restorative conference is organized. A completed Pupil Office referral should accompany the pupil when they are sent to the Pupil Office. Pupils referred to Pupil Office should complete work saved in the remote and extended learning folder to ensure that they can continue their education.

5.3 Restorative room - Referrals to the 'restorative room' are at the discretion of the school and do not qualify as legal or formal exclusions. Such referrals serve as a serious consequence directly below a Suspension but above minor consequences such as detention. The restorative room is used to prevent students from engaging with the school community but without impacting on their academic learning. Referrals are imposed for serious and/or persistent breaches of the student code of conduct. Patterns of behaviour will also be taken into account. Decisions to refer a student to the restorative room will depend on the individual circumstances and will involve parents in all circumstances. Pupils who are referred to the restorative room receive guidance and support from mentors and continue their learning within a classroom setting accessing the remote and extended learning folder on the school network. All referrals are monitored and analysed forensically by senior leaders.

5.4 Suspensions and Permanent Exclusions - Only the Headteacher, can exclude a pupil from school. All exclusions will be taken as a last resort and the school will ensure that all measures are implemented to ensure that children are not excluded from school. The decision and imposition of a sanction (including suspension/exclusion) may only take place on the school premises or while the pupil is under the lawful charge of a staff member. Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Following any incident that leads to some form of suspension of a child, the school will provide opportunities for reparation and rebuilding of trust and relationships. Every reintegration meeting, for example, will involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively. Mentors from the Learning Support Centre will meet with any pupil who has been suspended to support their reintegration into the school community. Pupils who are suspended from school, and their parents will also sign a behaviour contract on their return to school. External agencies, including social workers, will be invited to attend reintegration meetings so that they can be part of the support programme implemented post-suspension.

5.5 Managed moves, Offsite direction and Alternative Provision - A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Such a move is only arranged when it is in the best interests of a child and with the full agreement of parents. Direction off-site is when a pupil is required to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at alternative provision or another mainstream school. During the direction off-site to another school or placement pupils will be dual registered. Their progress will be reviewed regularly in conjunction with parents and a plan for their reintegration will be created on their return to school. Under no circumstances will parents be forced to accept a managed move, offsite direction or referral to alternative provision. The Deputy to the Assistant Headteacher, Pastoral will oversee all managed moves, offsite direction and referrals to alternative provision.

5.6 Physical control and restraint - In exceptional circumstances it may be necessary to use physical control and restraint and reasonable force to prevent a student from causing harm to themselves, other students or staff, damaging property or causing disorder. Where this becomes necessary staff should use the minimum amount of force necessary to resolve the issue and must strictly adhere to guidance as laid down in the school Care and Control Policy. Any such action by a member of staff should be recorded in line with the said policy.

5.7 Training and support – The regulation of behaviour will form part of continuing professional development. All staff are expected to regularly review and develop the way in which they regulate behaviour and are encouraged to reflect on and discuss behaviour related issues and attend twilight support sessions as necessary with the Deputy Headteacher, Inclusion and Assistant Headteacher, Pastoral. Staff can refer to the SENCo or Deputy Headteacher Teaching and Learning to discuss learning issues and to seek additional support with identified classes or pupils. Staff should also draw on the experience of Learning Support Centre staff regarding strategies to support the most challenging or disaffected pupils. The Deputy Headteacher, Inclusion is trained to deliver the Pivotal Behaviour

curriculum and will run numerous sessions across the school year for whole staff and smaller groups of staff as appropriate and required.

All staff at the school have completed training in attachment and trauma and this is an important part of the school's induction training for new staff. Pastoral leaders, including Teaching Assistants have completed intensive training in attachment and trauma for targeted work with vulnerable pupils. There are also mechanisms within the school to provide emotional support for all staff to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. This includes the use of coaching, the employee assistance programme, a staff-led wellbeing group, specialist training and Mental Health First Aiders for staff. The Learning Support Centre (LSC) has also been developed as a 'Thrive' room so that mentors are able to support pupils in the regulation of their behaviour.

5.8 Confiscation - Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- High caffeine, high energy drinks such as Lucozade, LSV and Boost
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5.9 Child on Child abuse - The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy.

5.9 Bullying and discrimination - The school believes in equal opportunities; all members of the community are of equal worth and should be treated respectfully and have rights and responsibilities towards each other. Anyone known to be involved in bullying or discrimination will be dealt with promptly. Bullying and all forms of discrimination will not be ignored, and pupils will be encouraged to share their concerns in person or using the anonymous reporting tool Whisper. The school is committed to preventing bullying and discrimination through the SMSC programme of study and responding to incidents appropriately ensuring support for all involved. Further detail can be found in the Anti-bullying Policy.

5.10 Online incidents (including bullying, sharing nude or semi-nude images and sexual harassment), will be dealt with as a disciplinary matter, as well as invoking the schools Safeguarding and Child Protection Policy and procedures, alongside referrals to the police and Local Authority Designated Officer (LADO) where required. Further detail can be found in the Online Safety Policy.

6. Rewards, recognition and consequences

6.1 Rewards and recognition - There is a well-defined and established system for rewarding and recognising all students for a range of positive behaviours and achievement and for actively demonstrating our core values of collaboration, aspiration, equality, responsibility and respect. The basic principles that underpin our system are:

- Rewards and recognition must act as positive incentives for the students.
- There must be clearly defined and understood departmental/pastoral criteria for the issue of a positive consequence.
- They must be issued fairly to all when the set criteria are met. Pastoral leaders and senior leaders monitor all praise and rewards issued via ClassCharts to ensure against inequality and bias. Where this is detected, it is addressed.
- They must be issued promptly in order to emphasise their value.
- Once a reward is given it should not be taken away.
- They should be available to individuals and to groups.
- They should be used as a motivator or incentive and never as a bribe.
- We should aim to issue more positive than negative comments or consequences in every lesson or situation in school.
- Pupils will be made aware of the rewards used at the school by way of display in their form room and also in their planner.

Exemplary behaviour and conduct will be recognised and rewarded by all adults within the school community throughout the academic year. Rewards and recognition include:

- The use of sincere praise – verbal and non-verbal acknowledgement and encouragement – positive comments on general and more specific aspects.
- Accolades by Heads of Department, Year Managers, Year Co-ordinators, Assistant Headteachers, Deputy Headteachers and Headteacher.
- The use of Classcharts in Years 7-13 and an online reward shop within Classcharts where pupils can build up positive points to spend in a variety of ways.
- Positive messages, letters, praise postcards and texts sent home to parents via the Form Coach, Teachers, Departments, Year Coordinator and Year Manager.
- A nomination to Deputy Headteacher, Inclusion for a pupil to attend ‘Hot Chocolate Friday’.
- Public praise, handled with sensitivity, to an individual, class, year group via assemblies and the school’s Community Newsletter.
- Presentation ceremonies held once every term including a range of awards relating to a pupil’s academic and personal development.

- ‘Zero Hero’ awards issued each week to pupils in Year 7 – 13 with exemplary attendance, behaviour and attitude to learning.
- Display of work within classroom, departmental area, main corridor, use of the media.
- Issue of awards for frequent and consistently high achievement at the annual celebration/presentation ceremonies for year groups and/or Key Stages.
- Opportunity to participate in year group reward excursions based upon achievement of agreed high standards key expectations – attendance, punctuality, conduct, coursework etc.
- Use of the schools reporting system to comment positively on academic achievements and also other aspects of conduct and performance in school.
- Post 16 students are offered rewards and incentives in the same way as younger pupils. These are for both in school effort and success as well as extra-curricular and voluntary work.
- Post 16 students have a greater input into the nature of their more significant reward activities and also have an annual presentation and celebration event to mark significant achievements

Rewards and recognition will need to be considered in relation to the individual child. Be aware that some children struggle with praise and public reward and may need an individually tailored response.

6.2 Consequences – All staff at the school are committed to establishing, maintaining and repairing relationships to maintain purposeful behaviour in the school community. Negative behaviour is often the result of, or can lead to, interpersonal conflicts, which have a significant impact on relationships. When in conflict people need:

- A chance to tell their story.
- Express their feelings.
- Understand how the situation happened.
- Understand how it can be avoided another time.
- To feel understood by the others involved.
- An acknowledgement of the harmed caused, if not an apology.
- To find a way to move on.

Applying consequences is an opportunity: to teach a child the lines of appropriate behaviour, to model appropriate behaviour, to demonstrate consistency, to highlight the boundaries both in terms of expected behaviour and in the teacher/pupil relationship, and to reinforce the expectations and routine. Punitive responses can:

- Cause resentment rather than reflection.
- Are rarely considered fair.
- Do not repair relationships.
- Leave wrongdoers feeling bad about themselves leading to further alienation.
- Can often leave the adults expected to act punitively feeling uncomfortable and frustrated.

The key to a successful outcome is if it is arrived at by those people actually involved in the conflict. The school may use one or more of the following consequences in response to unacceptable behaviour. Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

- Appropriate non-verbal signal that explains the concern and required action. Verbal reprimand – that does not embarrass or humiliate a pupil.
- Time devoted to resolving the issue with the pupil – this involves listening to their version of events, explaining to them the reason for your concern and problem solving/teaching them appropriate and acceptable behaviour, including strategies for managing conflict.
- Repeated or extra work – for non-achievement of targeted lesson/homework outcomes.
- Alterations to class seating arrangements or seating plan.
- Detention – either 10 minutes without notice or up to 1 hour with 24 hours’ notice to parent/carer.
- A negative consequence appropriate to the incident i.e. picking up litter, cleaning off graffiti.
- Referral to Pupil Office (accompanied by completed *Pupil Office Referral* form and classwork, followed up with an additional negative consequence or “pay back” of time owed to class teacher).
- Temporary or permanent transfer to different class – via HOD and informing parent/carer and Year Manager/Year Co-ordinator. It is vital that consideration of maintaining and repairing relationships will be important in this instance.
- Referral to Year Co-ordinator/Year Manager – after early-stage consequences have been applied, accompanied by completed *Sleuth* referral.
- Post 16 students are also subject to the school Codes of Conduct and as such will receive a verbal warning for unacceptable behaviour.
- Post 16 students may be sent home for persistent misbehaviour with a letter requesting a parental interview. Should this behaviour be continued or repeated their place at Holte will be terminated.
- Additional support and consequences from Senior Staff or referral to additional support agencies.
- Where we believe a pupil requires a temporary suspension from school, all statutory guidance is followed. Parents are immediately informed of the decision to suspend. If there is a social worker or other safeguarding partner – they are informed too. Work is set for the student throughout their suspension. If the suspension goes into a 6th day, an alternative venue for the continuation of the child’s education would be offered. The child is contacted once or twice (depending on the length of the suspension) by the attendance officer to check-in and see how they are. Upon return, the Year Co-ordinator (and possibly a senior staff member) will meet with the pupil and parent/carer to discuss their return to school, complete a behaviour contract and agree the interventions that will be used moving forward. Immediately following the meeting, the pupil will receive a mentoring session to address their return to school and how they can avoid a repeat of the issue that led to the suspension.
- It must be understood that violence of any kind is never acceptable at Holte School and will be dealt with severely, most likely resulting in exclusion. The bringing of knives or other offensive weapons into school, or the possession of an offensive weapon on the school site, will result in permanent exclusion.
- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will consider the pastoral needs of staff accused of misconduct and the pupil’s historical records before making a decision on the most appropriate response.

- The carrying of mobile electronic technologies is discouraged but permitted with the following conditions: items are carried at pupils' own risk and school will not be responsible for loss or damage, items must be always turned off and out of sight.
- Post 16 students are permitted to use mobile telephones and other mobile technologies in their allocated Common Room but not in other areas of the school.
- If any of the above points are contravened the item will be confiscated, secured and late returned to either the pupil or a parent/carer if it is a repeated offence.

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7. A restorative approach

'The fundamental premise in Restorative Practices is that people are happier, more cooperative and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them'. (Wachtel, 2005, p.1)

7.1 A core part of our school's approach to behaviour and relationships is our restorative approach to managing conflict. Holte has taken the approach that restorative practice and mediation are the best ways to go about resolving conflict between pupils and between pupils and staff. We have worked in collaboration with Dr Hilary Cremin and Roy Leighton from Cambridge University to implement an innovative 'relational' approach to behaviour management. This has involved establishing a culture of peace at the school through a range of restorative and relational interventions.

7.2 All staff receive regular training in restorative approaches through whole school INSET. New staff are trained in restorative approaches through the school's induction process, and whole school issues training programme. There is also a 'restorative team' of staff mediators, including governors, SLT, main scale teachers and middle leaders, who have received enhanced training and lead all formal restorative interventions.

7.3 The restorative model can be applied in several ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes. All formal restorative interventions are recorded and monitored by the Deputy to the Assistant Head teacher, Pastoral.

Restorative conversation – informal conversation using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.

Impromptu Conference – informal conference that might not include formal preparation but should/may include a contract and a follow-up. Individual member of staff takes initiative and leads process.

Circle or Classroom Conference – formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and a follow up session. Referral for support can be made to the Progress Leader for the students concerned.

Formal Restorative Meeting – these will normally take place after school and require some preparation and planning. Subject Leaders will be involved and/or Year Coordinator/Year Manager and/or the Learning Support Centre mentor.

Formal conference or Parenting Conference – requires formal pre-conference preparation, possibly a home visit, formal referral, a contact and a formal setting de-brief after the conference and a follow up session.

Peer mediation – formally trained peer mediators are available to lead formal restorative meetings between peers. Mediators are trained and accredited by the College of Mediators.

7.4 It is our understanding that restorative approaches to conflict are part of a wider school culture of peace. As such we are committed to identifying and developing opportunities to nurture a culture of peace-building, peace-keeping and peace-making. This includes employing peaceful strategies to respond to conflict and promoting the concept of culture throughout the school community. Conflict and peace, for example, are explicitly taught during SMSC, PSHE and Citizenship lessons and targeted interventions with vulnerable pupils are based on making explicit the concept of peace.

7.5 Sitting in a circle with members of one's community, most of whom share a common interest helps to build mutual respect, a willingness to listen to each other and have one's identity affirmed. It is important that all the members of the school community can meet regularly in a circle with their peers and to develop together the skills and ethos required to a strong, supportive school and team spirit. All pupils will participate in a weekly 'check-in' during form time that provides an opportunity to establish and maintain relationships.

8. Monitoring and evaluation

8.1 This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually. Such reviews will inform the Strategic Development Plan and lead to identification of targeted training for staff implementing the policy. The effectiveness of the policy will also be monitored through formal governing body meetings, including Headteacher reports to the governing body.

8.2 Key performance indicators will be analysed and evaluated by pastoral and senior leaders on a regular basis. Formal review meetings between senior leaders and year teams will be held at the end of every term. This provides an opportunity to evaluate the effectiveness of interventions and plan interventions for individual pupils and cohorts for the following term. Behaviour and personal development is a standing item at Curriculum Board meetings attended by subject leaders and all department meetings.

8.3 This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher. The code of conduct (appendix 1) will be reviewed and approved by the full governing board every year.

9. Legislation and statutory requirements

9.1 This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

9.2 In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

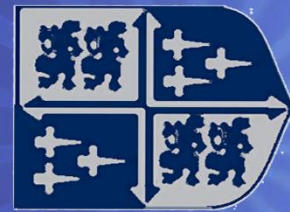
Appendix one – the code of conduct

Ready

- *Wear correct and smart uniform at all times
- *Attend all lessons on time
- *Be ready to learn having the correct equipment, planner and positive attitude
- *Show a determination to do your best
- *Push yourself to be the best you can be

Respectful

- *Always sit where you are asked to sit
- *Listen carefully when a teacher or another pupil is talking
- *Speak respectfully to your peers and adults in the school
- *Use good manners and be kind to others at all times
- *Keep the school tidy and litter free



HOLTE SCHOOL

SAFE

- *Do not run inside school
- *Do all you can do to promote equality and fairness
- *Act as a positive role model
- *Keep your hands and feet to yourself
- *Think before you speak out

Appendix Two – Behaviour blueprint



Holte School Behaviour Blueprint

- 1. Meet and greet all pupils at the door warmly and positively to start the lesson and end it with a calm and orderly exit.**
- 2. Show enthusiasm and passion for your subject.**
- 3. Instil high expectations in your pupils at all times.**
- 4. Ensure a certainty and consistency around the rules in your classroom and the consequences of not meeting them.**
- 5. Avoid shouting. Model calmness, patience and positive behaviour yourself.**
- 6. Make full use of simple reward strategies and use praise obviously and publically for those who go 'above and beyond'.**
- 7. Calmly challenge pupils around the building who are doing the wrong thing.**



Holte School Behaviour Management In-Lesson Flow Chart

Green Zone

Basic lesson expectations
 All resources for lesson prepared in advance, greet pupils at the door communicating positively, establish expectations consistently at the beginning, register taken, learning objectives & outcomes shared with the whole class, review previous learning, seating plan implemented, several parts to the lesson to engage all learning styles, SEND pupils and G&T pupils are recognised and appropriately supported, assessment opportunities and the use of TAs/other additional adults are planned into lessons.

if the behaviour of a pupil is particularly severe the teacher should jump to the red zone ensuring that a Classcharts log/outcome is completed. if necessary SLT assistance should be sought.

Yellow Zone

Low Level Disruption to Learning
The problem...
 Talking over others, talking over you, not paying attention, passing notes, pen tapping, entering the room late, chewing gum, doodling in their books etc. Any behaviour that slows the pace of your lesson without completely ruining it is in this category.
How to try and deal with it...
Non-verbal messages – e.g. move and stand next to the pupil not behaving or use visual prompts such as fingers to lips.
Simple direction - Clear statement of required behaviour referring to Code of Conduct. The use of 'thank you' rather than 'please' shows that you expect compliance rather than just requesting it.
Question and feedback - Asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here, boys?'
Positive language - Always use positive language and statements with pupils. Give your first attention to the best conduct – not the worst.
What to do...
Calmly give the pupil a first warning. Avoid shouting or discussing the incident publically with the pupil. Don't create a crowd scene! Avoid giving kudos and attention to the pupil concerned. There will be NO Classcharts log at this point.

Repeated low level disruption to learning
The problem...
 You have given a pupil a first warning but the same low level disruption type behaviour is persisting (e.g. inappropriate comments or being out of a seat) and is continuing to affect your lesson adversely.
How to try and deal with it...
Rule reminder – Firmly restate the relevant rule referring to the Code of Conduct.
Broken record or partial agreement – Repeat your instruction over and over until the pupil complies or acknowledge the pupil's point of view while assertively reiterating your instruction. "I know... but..." "Be that as it may..."
Choice and consequences – Enable a pupil to take responsibility for their actions by giving a choice and explaining the consequences of the 'right' choice and 'wrong' choice. Move away and give them take-up time to make their choice.
Deferred consequences – Remove the audience for a child who is misbehaving by quietly telling them you will be addressing their behaviour at a time convenient to you when there are no other pupils around.
What to do...
Give the pupil a second warning. Inform the pupil that you will issue them a -1 point record on Classcharts. This is NOT the sanction. There is no stipulated outcome/sanction here – this is up to you, but any pupil discipline behaviour at this level should be having some form of sanction. Record that on Classcharts.

Orange Zone

Behaviour that is affecting learning significantly
The problem...
 You have given a pupil a second warning but they have persisted in exhibiting behaviour that is slowing your lesson or affecting the learning of others (eg refusing to follow request, arguing or answering back etc).
What to do...
 Don't get into a warring match or public argument.
 Inform the pupil that a -2 point Classcharts behaviour will be completed concerning their behaviour.
 You will be automatically asked to set a detention by Classcharts on the back of this behaviour by the pupil.
Give the pupil a third and final warning. Avoid shouting or discussing the incident publically with the pupil. Issue the pupil a -2 point negative behaviour record on Classcharts. The system will automatically ask you to set a detention date/time for this pupil. Ensure this is completed and ensure the sanction is carried out.

Red Zone

Serious and significant disruption making it impossible for learning to take place
 This should only be used as a last resort when all other avenues for continuing to accommodate the pupil in the lesson have been tried, e.g. has the pupil been moved to another seat, has an attempt been made to accommodate the pupil in an alternative location within the department/cluster etc. The pupil should be escorted to Pupil Office by another adult or a responsible pupil. They should be given a completed Pupil Office referral form to take with them and told to complete the tasks in the remote learning folder for that lesson while in Pupil Office.
 The teacher should complete a -5 point behaviour log on Classcharts. The teacher will be prompted to set a detention for this pupil to pay back the time that has been lost from the lesson while in Pupil Office. This is VITAL a further teacher needs to ensure this happens as soon as possible.

The HoD will monitor all behaviour in their departments and advise staff accordingly on strategies to address problems. This could involve mediation between teacher and pupil, liaising with the year team on parental contact, arranging for a visit by an SLT member etc etc.

The YM and YCo take a combined interest in the learning behaviour of pupils in their year group. If they are alerted to ongoing problems they will arrange parental input, use report forms, utilise the LSC/mentors, arrange input from multi-agency staff, utilise SEND input, arrange for 'time-out' for a short period or utilise any of the other strategies at their disposal.

If behaviour issues are persisting with an individual pupil then AHT-Pastoral/DHT-Inclusion/Headteacher will become involved to provide advice and further action if necessary.

Appendix Four – further guidance regarding consequences

In issuing negative consequences to correct unacceptable behaviour the following guidelines must be observed, following an initial emotion coaching response:

- Be aware of emotions and relate to the child's feelings and your own.
- Connect with the child. Use emotional moments as an opportunity to connect.
- Use a variety of consequences that are appropriate to the offence.
- Use a staged approach so that action is appropriate to the severity of the misbehaviour and distinguishes between minor and serious infringements.
- Adopt a positive approach and positive language so that appropriate behaviour is taught, implemented and understood by the pupil.
- Listen to pupils and respect their feelings by allowing them the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour.
- Make sure that negative consequences are not escalated until the early stage consequences have been applied.
- Use affective statements and affective questioning to enable pupils to identify their emotions.
- Accept responsibility for the issue and follow through of consequences.
- Seek support if required but never relinquish your own responsibility to resolve the incident.
- Make sure that negative consequences are appropriate, fair, consistent, followed through.
- Set limits and support pupils in finding a positive solution through problem solving.
- Avoid issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the pupil to behave well.
- Avoid confrontation, including confrontational language.
- Avoid blanket or whole class consequences that may punish the innocent!

The actions listed below are inappropriate and unacceptable and must not be employed as negative consequences:

- Corporal punishment or physical reprimand.
- Language or actions which are designed to humiliate or induce shame in the pupil.
- A consequence that is not related to the negative behaviour that has been displayed.
- Moving to severe consequences before early stage consequences have been explored/issued.
- Standing a pupil outside a classroom, in a corridor or in unsupervised isolation or restricting liberty.
- Whole class consequences should be avoided unless every pupil in the class has behaved unacceptably– otherwise innocent and well behaved pupils can be de-motivated. Only issue negative consequences to pupils who you are certain have behaved inappropriately.
- Inappropriate use of curriculum as a consequence i.e. extra maths, sending pupil on a run etc.
- Exclusion of a pupil from a curriculum activity i.e. swimming, educational visit, work experience, class based activity is not appropriate unless on the grounds of health and safety.
- Issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the pupil to behave well.

Appendix five – The Pivotal Behaviour Curriculum

Behaviour management training should not be just a one-off event. To achieve sustainable impact and real behaviour change you need to have internal capacity for behaviour support and training. The Pivotal Curriculum is a behaviour ‘Train the Trainers’ programme that will enable the school to deliver outstanding behaviour training at the school. The Deputy Headteacher – Inclusion, is a fully trained regional instructor and Holte School is a Pivotal Hub school for the West Midlands.

The Pivotal way is built on consistent and calm adult behaviour, relentless routines, building relationships and using restorative follow-up. As such, the following principles underpin our work in this field. All students and staff should be valued equally, respect the needs of others and promote a positive climate for learning. As per our Code of Conduct, everyone in the school is asked to be ‘Ready, Respectful and Safe’. All teachers at Holte will work towards creating an atmosphere in which effective teaching and learning can take place. Key to this is the establishment of appropriate relationships between staff and pupils. Staff will take the lead on this and if we act in a consistent and positive way, so will the vast majority of students. Holte expects its staff to act as a friendly adult, willing to show and demonstrate to students where the boundaries of acceptable behavior lie.

The five pillars of the Pivotal Curriculum that we aim to follow are:

- Consistent, calm adult behavior
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

Staff at Holte are advised that the following strategies are the best ways of establishing the kind of culture and pupil conduct that we all want to see on a regular basis:

- Greet and be greeted
- Speak and be spoken to – around school as well as in the classroom
- Smile and try to relate with your group
- Communicate clearly
- Expect to give and receive respect
- Treat everyone as an individual
- Set and expect high standards
- Apply expectations firmly but fairly. Be assertive – not hostile or passive.
- Model positive behavior yourself

We are always likely to encounter some behavior difficulties in our work. Our success should not be judged by the absence of problems but by the way we deal with them. All staff members at Holte are professional and, with mutual support and help, any problems encountered can be dealt with effectively. Praise is key to improving behavior and we should aim to be giving out more praise than consequences.

This might be in the form of verbal praise, e-praise points, a positive note home, a positive text message home, hot chocolate Friday nomination etc. or other ways which are listed in this policy. All teachers will take responsibility for the behavior in their classroom and will try to establish their authority firmly and calmly. When there are problems the teacher will try to deal with it in the first instance but if this is not possible then they will seek the assistance/guidance of another staff member to ensure the matter is pursued to a satisfactory conclusion.

There are things that staff at Holte will always try to avoid. Such strategies create the wrong kind of culture and atmosphere. They are likely to destroy relationships rather than build them. They include:

- Humiliating pupils publically and so building resentment
- Using sarcasm
- Over-reacting to small problems so they become bigger
- Shouting all of the time so that it diminishes your authority
- Using blanket consequences
- Excessive consequences so that more resentment builds

Appendix Six – Behaviour and Relationship Profile

**Relationship
& behaviour
profile**

**Name
Form**

Pupil image

What you need
to **know** about
me

.....

What is
important
to me

.....

How to
support
me

.....

Confidential

2019 - 2020

Appendix Seven – An attachment aware approach

More information regarding an attachment and trauma informed approach is available at ‘Attachment Research Community’ (ARC). Learning starts with attachment. Attachment theory explains how children build an internal working model of themselves and the world through relationships. Trauma, abuse, neglect, separation and bereavement have adverse effects, which means the child and adult's sense of safety and relationships need to be rebuilt in order for them to learn.

The NHS and the DfE established a national Children and Young People's Mental Health Taskforce in September 2014 and produced a final report ‘Future in Mind - promoting, protecting and improving our children and young people's mental health and wellbeing’ which was published by the government in March 2015. This policy recognises that attachment relationships have a direct bearing on children’s capacity to succeed in school. It emphasises that relationships and a sense of belonging, are key to good mental health for all, but are essential for children who have experienced multiple relational losses and trauma.

By applying Attachment Aware and Emotion Coaching principles we can foster an inclusive approach and together achieve better outcomes around pupil attainment and attendance across our schools including:

- A reduction in exclusions for vulnerable pupils with both identified and unidentified SEMH.
- Better outcomes around staff emotional mental health and well-being, such as sickness absence and retention, owing to an emphasis on the of the whole school community.
- It is hoped that by following an Attachment Aware approach, which is supported by local processes and procedures, staff will feel empowered to respond in a way that is *empathetic* but *boundaried, firm* but *kind*.
- Adults are encouraged to consider what empathy means in practice, and not to confuse empathy with sympathy or with condoning/ avoiding consequences for negative behaviours.
- Adults look beyond the often very challenging behaviours displayed by young people and question what emotions might be driving these behaviours.
- Only when young people feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.
- We advocate an ‘Authoritative’ versus ‘Authoritarian’ approach where adults are ‘in control’ versus ‘controlling’.

Appendix Eight – the following shows the ways in which positive and negative points are categorised on Classcharts. Staff are provided with a guide to help them use the system.

What does each positive behaviour type listed on Classcharts mean.....

Positive Behaviours

Kindness—1 point given to any student who goes out of their way to help someone else. For example, taking a lead on charity work, helping a pupil with a problem or consistently showing good manners and courtesy to pupils and staff.

Great homework—1 point given for any piece of homework that shows effort, commitment and receives good feedback.

Perseverance—1 point given to a student who has stuck at something and seen it through to the end, overcoming challenges on the way. This could be related to any activity in school.

Attitude to Learning—1 point given to a student who has demonstrated a real thirst to do well, push themselves and really succeed in a lesson.

Contribution to a lesson—1 point given to a student who makes a contribution to a lesson that shows they have learned something, that helps other students or shows an impressive level of understanding.

Excellent attendance—1 point given to a student who has not missed a day off school over the week. Point to be given by a form coach on a Monday for the previous week.

Excellent classwork—1 point given to a student for classwork that goes above and beyond that student's capabilities and stands out as impressive for the pupil in question.

Excellent practical skills—1 point given to a student who has displayed a good level of skill in a practical activity—eg sport, music, drama, art. Technology etc.

Excellent punctuality—1 point given to a student who has not received a late mark to school or to lessons across the previous week. Point to be awarded by a form coach on a Monday for the previous week.

Excellent test/exam result—1 point given to a student who has shown progress or achieved a good mark related to their ability level in any assessment, test or exam.

Collaboration—1 point given to a student who has made an important contribution to a group task—either in a lesson or outside it. For example, a group performance in a drama lesson or a form group assembly delivered to the rest of the year group.

Independent work—1 point given to a student who has shown independence and their own ingenuity to complete a task in a lesson or in a different setting within the school.

Participation—1 point given to a student who has not sat back and coasted through a lesson or an activity in school. Instead they have shown confidence and got involved which has really benefited them.

Aspiration—1 point given to a student who demonstrates a willingness to 'get on' and make the very best of themselves now and in the future.

Responsibility—1 point given to a student who has taken on a task and seen it through to the end with the minimum of fuss and minimum of assistance.

Belief in Equality—1 point given to a student who has demonstrated a belief in everyone being equal, no matter what their gender, religion, ethnicity or academic ability.

Respect—1 point given to a student who has shown respect to other pupils or to staff through either their actions or their words.

Extra-Curricular Attendance—1 point given to a student who has attended an extra-curricular club or intervention session.

Representing School—1 point given to a student who has successfully represented Holte School well to other people. This may be on a school trip, with visitors, on an interview panel etc etc.

-1 Point categories

Homework issue—1 negative point for failing to meet a homework deadline and not handing in a required piece of homework.

Inappropriate comment—1 negative point for a student who makes a rude or derogatory comment that is totally out of context in the lesson.

Insufficient work—1 negative point for a student who does not complete a satisfactory amount of work based on the reasonable expectation of the teacher.

Low Level Disruption—1 negative point for a student who has persistently caused low level disruption in a lesson that has slowed the pace of the lesson or has distracted other pupils and impacted on their learning.

Misuse of equipment—1 negative point for a student who has intentionally used school equipment in the wrong way to cause disruption.

No kit—1 negative point for any student who has not brought their PE kit into school on a day that they have a PE lesson.

Out of seat—1 negative point for any student who has persistently been getting out of their seat in a lesson when there has been no need to do so.

Persistent underachievement—1 negative point for a student who, over a 2-3 weeks period, has been failing to produce work at their current level/standard. The work/effort levels have been substandard for this individual pupil.

Persistently late—1 negative point for a student who, for 2 lessons in a row, has turned up noticeably later than other pupils.

-2 point categories

Arguing/Answering back—2 negative points given to a student who persistently argues against a reasonable request/decision or is answering back against a reasonable request in an aggressive, sarcastic or demeaning manner.

Refusal to follow request—2 negative points for a student who is refusing to engage with simple instructions or a simple request despite efforts to encourage them to do so.

Dangerous behaviour—2 negative points for a student who demonstrates behaviour that puts others at risk from harm.

Truancy—2 negative points for a student who has intentionally missed a lesson by hiding in school or using an excuse for missing the lesson which is not true.

Mobile phone—2 negative points for any student who has had their mobile out in a lesson or around school which has had to be confiscated.

Inappropriate to peer—2 negative points for any student who displays either rude, aggressive or abusive behaviour to a peer that disrupts the learning of others.

Other negative behaviour categories

-5 points

Pupil Office—Any pupil referred to Pupil Office from a lesson will receive –5 points from the referring teacher who will also arrange a detention to catch up missed time from the lesson.

Bullying -5 negative points for a student who has persistently been picking on another pupil and intentionally causing upset. This could be name calling, spreading hate online, or turning others against a pupil etc etc. The time frame could be anything from 1 week or beyond.

Discrimination -5 negative points for a student who displays behaviour that discriminates against somebody else via their ethnicity, appearance, religion etc etc.

Uniform issue -5 negative point for a student (to be awarded by Year Team) who has had to be placed in Pupil Office for the day because of a uniform issue—e.g. wearing trainers, lines in hair etc etc.

Physical aggression -5 negative points for a student who displays any form of physical aggression.

Vandalism –5 negative points for a student who has caused damage to school property or has defaced the school intentionally with graffiti for example.

-6 points

Any pupil referred to the Restorative Room will receive –6 points. This will be added by the AHT Pastoral on the first day of the RR sanction.

-10 points

Any pupil receiving a suspension will be issued –10 points. This will be added by the Pastoral Administrator at the point of suspension.