



Holmleigh Park High School

Behaviour Policy and Procedures

Holmleigh Park High School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

School Behaviour Policy and Procedures

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Contents

Part A	4
A.1 Application	4
A.2 Approval and review	4
A.3 Responsibilities	4
A.4 Associated policies and procedures	4
Part B	5
B.1 Policy Statement	5
Part C - Procedures	6
C.1 Legislation, statutory requirements and statutory guidance	6
C.2 Definitions	6
C.3 School Behaviour Curriculum	7
C.4 Classroom management	7
C.5 Mobile phones	7
C.6 Safeguarding	7
C.7 Responding to good behaviour	8
C.8 Responding to unacceptable behaviour	8
C.9 Reasonable force	8
C.10 Searching, screening and confiscation	9
C.11 Off-site unacceptable behaviour	9
C.12 Online misbehaviour	9
C.13 Suspected criminal behaviour	9
C.14 Zero-tolerance approach to sexual harassment and sexual violence	10
C.15 Malicious allegations	10
C.16 Removal from classrooms	11
C.17 Detention	11
C.18 Suspension and permanent exclusion	12
C.19 Anti-Bullying	12
C.20 Recognising the impact of SEND on behaviour	13
C.20.a Adapting sanctions for pupils with SEND	14

C.20.b Considering whether a pupil displaying challenging behaviour may have unidentified SEND	15
C.20.c Pupils with an education, health and care (EHC) plan	15
C.21 Supporting pupils following a sanction	15
C.22 Inducting incoming pupils	15
C.23 Preparing outgoing pupils for transition	15
C.24 Training	16
C.25 Monitoring and evaluating school behaviour	16
C.26 Suspensions and Exclusions	16
Part D - School Specific Procedures	19
D.3 School Behaviour Curriculum and School Rules	
D.7 Responding to good behaviour	
D.8 Responding to unacceptable behaviour	
D.16 Removal from classrooms	
D.17 Detention	
D.19 Anti Bullying Strategies	
D.20 Recognising the impact of SEND on behaviour	
D.21 Supporting pupils following a sanction	

Part A

A.1 Application

Our school is part of the Greenshaw Learning Trust (GLT), therefore it is subject to the policies and procedures of the Trust, as approved by the GLT Board of Trustees.

Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school.

The Policy and Procedure is subject to the Trust's Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict, then the Scheme of Delegation takes precedence. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.

In implementing this Policy and Procedure the Governing Body, Headteacher and school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.

If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

A.2 Approval and review

Maintenance of the Policy and Procedure is the responsibility of the GLT Directors of Education (Part A, B & C) and the Headteacher (Part D).

- The Policy and Procedure (Parts A, B & C) was approved by the Board of Trustees on 27 March 2026.
- The School Specific Procedures (Part D) were approved by the Governing Body on June 2026
- The Policy and Procedure is kept under review and updated where necessary by the Education Directors in line with statutory guidance.

A.3 Responsibilities

The following persons and bodies have a role in ensuring compliance with this Behaviour Policy and associated Procedures and providing and maintaining the Trust's expectations for behaviour in its schools:

The GLT **Board of Trustees** is responsible for monitoring the effectiveness of this Behaviour Policy and associated Procedures, and holding each Governing Body to account for their implementation.

It is the responsibility of the **Governing Body** and **Headteacher** of each school to ensure that their school and its staff adhere to this Behaviour Policy and Procedures.

A.4 Associated policies and procedures

This Behaviour Policy and Procedure are constituent part of the:

- GLT Student Welfare Statement.

The following Trust and School policies and procedures are directly related to and complement this Policy and Procedure:

- GLT Safeguarding Policy.
- GLT Suspensions and Exclusions Procedure.
- GLT Positive Handling and Restrictive Intervention Policy
- School Safeguarding Policy.

Part B

B.1 Policy Statement

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force, where appropriate, are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

Part C - Procedures

C.1 Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Imitation weapons
 - Alcohol.
 - CBD products, such as oils, vapes and gummies.
 - Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
 - Stolen items.
 - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
 - Fireworks.
 - Pornographic images.

- 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).

C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- Arrive at lessons on time and be properly equipped and ready to learn
- In class, make it possible for all pupils to learn, support and promote a positive and disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

C.4 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own school rules.
- Will develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Following the school procedure for dealing with low-level disruption.
 - Using the rewards procedures to encourage positive behaviours.

C.5 Mobile phones

- In GLT Schools, mobile phones and smart watches are not allowed.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site, in accordance with the school's procedures (see section D).
- School procedures will follow DFE Searching, screening and confiscation guidance for confiscation of mobile phones.

C.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's Safeguarding Policy and Procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

C.7 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, school staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

C.8 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, school staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff expect classrooms and learning environments to be disruption free.

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil. The school will have regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

C.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents in writing, unless doing so would likely result in serious harm to the pupil.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the GLT Positive Handling and Restrictive Intervention Policy must be followed.

C.10 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#).

C.11 Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.12 Online misbehaviour

School staff can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.13 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

C.14 Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Individual schools have their own procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to the School Safeguarding Policy and procedure for more information.

C.15 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the School Safeguarding Policy for more information.

C.16 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school Management Information System (MIS).

C.17 Detention

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

When imposing a detention, staff will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

The approach used at our school is detailed in the school procedures, see Part D.17.

C.18 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*).

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

C.19 Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We recognise that bullying is a form of Child-on-Child Abuse.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being deliberately and persistently unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support. We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

The approach used at our school is detailed in our school procedures, see Part D.19.

C.20 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
- Adjusting uniform requirements for a pupil with sensory issues.
- Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
- Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

C.20.a Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

C.20.b Considering whether a pupil displaying challenging behaviours may have unidentified SEND

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

C.20.c Pupils with SEN but without an EHC plan displaying challenging behaviours

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

C.20.d Pupils with an education, health and care (EHC) plan

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

The approach used at our school is detailed in the school procedures, see Part D.20.

C.21 Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

The approach used at our school is detailed in the school procedures, see Part D.21.

C.22 Inducting incoming pupils

School staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture.

C.23 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

C.24 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

C.25 Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body.

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

C.26 Suspensions and Exclusions

Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance, the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email if they have given written consent for notice to be sent this way*).
- Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

Review by a governors' Exclusions Committee:

- For:
 - i. a **permanent exclusion**;
 - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
 - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.
- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil is reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.
- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term:

Then an Exclusions Committee will consider any representations from the parents/carers, if any are made, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk to the Governing Body, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

Part D - School Specific Procedures

Part D - School Specific Procedures 1

<u>D.3 School Behaviour Curriculum and School Rules</u>	<u>1</u>
<u>D.3a Conduct before and after school</u>	<u>1</u>
<u>Journey into and from school</u>	<u>1</u>
<u>Mobile phones and electronic devices</u>	<u>2</u>
<u>Smoking and vaping</u>	<u>2</u>
<u>Fizzy and energy drinks</u>	<u>2</u>
<u>D3.b Conduct in Line Up</u>	<u>2</u>
<u>Uniform</u>	<u>3</u>
<u>Jewellery</u>	<u>3</u>
<u>Hair</u>	<u>4</u>
<u>Make-up</u>	<u>4</u>
<u>Equipment</u>	<u>4</u>
<u>D3.c Conduct in lessons</u>	<u>5</u>
<u>D3.d Conduct in transitions</u>	<u>6</u>
<u>D3.e Conduct in social time</u>	<u>6</u>
<u>D.7 Responding to good behaviour</u>	<u>6</u>
<u>D.8 Responding to unacceptable behaviour</u>	<u>7</u>
<u>D.16 Removal from classrooms</u>	<u>9</u>
<u>On-Site Provision [OSP]</u>	<u>9</u>
<u>Internal Reflection [IR]</u>	<u>10</u>
<u>Alternative Learning Provision [ALP]</u>	<u>12</u>
<u>Off-Site Direction [OSD]</u>	<u>12</u>
<u>D.17 Academic Preparation</u>	<u>12</u>
<u>D.19 Anti Bullying Strategies</u>	<u>13</u>
<u>D.20 Recognising the impact of SEND on behaviour</u>	<u>13</u>
<u>D.21 Supporting pupils following a sanction</u>	<u>14</u>

D.3 School Behaviour Curriculum and School Rules

Disruption-free learning is a non-negotiable expectation that underpins our entire school culture. Every student has the right to learn in a calm, orderly and respectful environment – not only in lessons, but throughout the school day. No student has the right to disrupt the learning or experience of others, at any time. These procedures exist to protect that right and to ensure that every child can thrive. Whether in classrooms, corridors, social spaces or during transitions, disruption-free learning enables staff to teach, students to focus and everyone to succeed.

D.3a Conduct before and after school

Journey into and from school

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school in the community. Students are expected:

- To arrive at school and leave school in full uniform (students are not permitted to wear hooded sweatshirts at any time on the premises – such items will be confiscated on sight)
- To respect our neighbors, local shops and all local residents.

Mobile phones and electronic devices

Mobile phone usage is banned from the School premises (including the drive to the front gates) at all times. Students are permitted to keep them in their possession, but they must be switched off and kept in their bag at all times. Any mobile phone seen and/or heard at any time on the school site will be confiscated, an Academic Preparation set and parents/carers informed. The same rule applies for headphones and smart watches.

- Responsibility for the safekeeping of the phone belongs to the student
- If a student refuses to hand their mobile phone or other device over when asked, they will be sent to OSP for a period of one working day. Continued refusal to submit their phone whilst in OSP will result in the student being sent to Internal Reflection for a fixed period of time until parents/carers are met with by the relevant member of staff
- Sixth Form students are permitted to use their devices in the Sixth Form Centre only. The above rules apply everywhere else in the school.

Smoking and vaping

No student will smoke on the Holmleigh Park High School grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking and/or associating with smokers will lead to a one day Internal Reflection
- Refusal to hand over smoking paraphernalia when asked by a member of the Senior Leadership Team will lead to a more serious sanction
- All tobacco and related paraphernalia will be destroyed [Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products]

If it is suspected that a student has smoking paraphernalia in their possession two members of staff will conduct a search. When available this will include the Headteacher and/or a member of the SLT. The gender of the searchers will support that of the student being searched. If no consent to search is given the police may be called depending on the suspicion. Parents will be called to collect students immediately and a suspension will be given. The suspension length will be pending further investigation.

Fizzy and energy drinks

For health and concentration reasons, fizzy, sports and energy drinks are prohibited within the school.

D3.b Conduct in Line Up

To start each school day well is essential. Students are expected to be in school by 08:30 each morning so that they are ready to begin the day.

The Line Up gives tutors a chance to check uniform and equipment and students.

Uniform

For all Year 7-11 students, the uniform is:

- A school blazer and school tie
- A plain sky blue work-style shirt or blouse. This can be short or long sleeved and must be tucked in at all times.
- Either tailored black trousers or the school kilt
- Trousers should sit comfortably over the laces; kilts must reach 2 inches above the knee or lower
- Formal and professional plain black shoes – these should be of a material that can be polished. No canvas shoes i.e. 'dolly shoes', suede shoes, trainers or military style / doctor martin boots
- A v-necked jumper can be purchased from our uniform suppliers. This is optional and can be worn under the blazer, but not instead of a blazer
- Socks must be plain black
- Tights (no leggings) should be plain black and not patterned.

During cold/wet weather, students are encouraged to wear an outside, waterproof coat for the journey to and from school and during break time and lunchtime if outside the school buildings. Please note that denim / leather jackets and hoodies are NOT permitted and such items will be confiscated if worn on site. Any item that is confiscated will be taken to Reception to be collected at the end of the school day.

Further information, along with examples of acceptable shoes and trousers can be found on our website.

In cases where medical reasons require a modification to the uniform policy, notice in the form of a letter on headed paper from a medical professional must be addressed to the Headteacher detailing the reason. Notes from parents will not be accepted for missing/forgotten items of uniform or medical dispensations.

The Sixth Form operates a separate dress code. Students must wear:

- A blazer
- A shirt, blouse, or dress
- Formal, tailored trousers or a HP Sixth Form skirt available through Monkhouse
- An HP Sixth Form Tie or lapel pin

Jewellery

The only jewellery which is acceptable is a wrist watch and one pair of small plain gold or silver stud earrings. Any other form of jewellery is not allowed. Holmleigh Park does not allow facial piercings of any kind, including transparent piercing retainers. Students will be asked to remove any other piercings if they are visible. Failure to do so will result in the student spending the day in OSP where they will remain until any prohibited piercings are removed.

In the Sixth Form only, jewellery is permitted, but must be discrete. For full details, please refer to the Sixth Form section of our website.

Hair

Hair is to be of natural colour and only one colour. Extreme hairstyles are not permitted, including tramlines and other shaved patterns, Mohicans and skinhead-type styles. Hair must be no shorter than grade 2. Students arriving in school with an unacceptable hairstyle (including lines shaved into eyebrows) will be sent to OSP. All students with long hair must tie it back for PE, Technology and Science lessons.

Please note: please make informed decisions with your children with respect to piercings and hair styles that may be changed during school breaks – If student's arrive on their first day back with prohibited styles or piercings they will be placed in OSP.

Make-up

No make-up of any kind is to be worn by students. This includes foundation, lipstick, lip-gloss, mascara, blusher, eye shadow, eyeliner, brow liner and nail varnish (including false nails and false eyelashes). Students arriving in school wearing makeup, nail varnish or false nails will be asked to remove it. Failure to do so will result in the student being sent to OSP.

Equipment

All students are expected to carry their everyday equipment (PE kit, pencil case, books, knowledge organiser and self-quizzing booklet, etc.) in a bag of suitable size. Small handbags and boot bags are not suitable for everyday use.

- School bag
- Timetable
- 30cm ruler
- Pencil
- 2 pens [black or blue]
- Green pen
- Eraser
- Sharpener
- Mini whiteboard
- Whiteboard pen
- Casio FX-83-GTX- Scientific calculator
- Student Planner
- Reading Book

- All kept in a clear pencil case for easy inspection

Tippex/liquid paper is not permitted in school and must not be used in any school work.

Text books and specialised equipment will be issued on loan to students and students will be required to pay for any loss or damage to school property.

For health and safety reasons, aerosols (including but not limited to deodorants, hairsprays, body sprays and aftershaves) are not to be used in school.

Students who do not have the correct uniform or equipment will be given Academic Preparation. They will also be lent whatever they are missing (including spare uniform if necessary) so that they may attend lessons. Students who do not avail themselves of this option will remain in OSP until the issue is resolved.

D3.c Conduct in lessons

On a lesson by lesson basis, students will have one simple choice; to either be in class working hard and progressing with their learning or be placed in On Site Provision (OSP) for a period of one working day so that the learning of others is not disrupted.

The expectations for students in lessons are:

- Arrive to lessons on time
- Line up quietly outside the classroom prior to the start of the lesson with learning equipment already in hand
- Enter, stand silently behind their desks and be seated when invited to by the member of staff leading the lesson
- Sit/work silently whilst the register is taken
- Listen in silence when the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Treat each other with respect at all times
- Follow all instructions the first time asked
- Work exceptionally hard to the best of their ability without disrupting any other students learning
- Students will not be given permission to access toilet facilities during any lesson (dispensations on medical grounds will be made on an individual needs basis)

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The second time during a lesson that a student fails to meet these expectations they will be sent to On Site Provision (OSP) for a period of one working day.

Failure to arrive within 5 minutes of being sanctioned or refusal to go to OSP will result in a one day Internal Reflection (IR), with the day in OSP completed before their readmittance to normal lessons.

If a student is sent to OSP, the member of staff who sent the student out will meet with the student at the end of the day for a Reset Conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to OSP will be required to remain in school until 3:15pm that day.

D3.d Conduct in transitions

During transitions between lessons (going from one lesson to another) students will act appropriately. Students will not run through the corridors or loiter in corridors. To avoid congestion, we say to all students 'Keep Left, Keep Going, Get There'. In the first five minutes after the bell there is a one way system in the main corridor that all students must adhere to.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequences.

Any behaviour within transition time that prevents the school from being a calm, safe and supportive environment will result in a Prep or straight OSP, without a warning, being issued. These behaviours may include, but are not limited to:

Behaviours that result in the setting of Prep during a transition	Behaviours that result in the setting of a straight OSP, without a warning during a transition or
Wearing incorrect uniform	Pushing, kicking or any other physical contact with another student
Shouting or running in a way that causes disruption to the school	Verbal abuse towards students
Walking the wrong way in a one way corridor	Refusal to follow the instructions of a member of staff

D3.e Conduct in social time

During social times students are expected to do the following:

- To sit/stand with their friends before school, break, lunch and after school in the designated area for their year group.
- Food is to be eaten in the designated areas only.

Any behaviour at social time that prevents the school from being a calm, safe and supportive environment will result in a Prep or straight OSP, without a warning, being issued. These behaviours may include, but are not limited to:

Behaviours that result in the setting of Prep during a social time	Behaviours that result in the setting of a straight OSP, without a warning during social time
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Wearing incorrect uniform	Pushing, kicking or any other physical contact with another student
Shouting or running in a way that causes disruption to the school	Verbal abuse towards students
Walking the wrong way in a one way corridor	Refusal to follow the instructions of a member of staff

D.7 Responding to good behaviour

At Holmleigh Park, students are rewarded for following our three values of 'Work Hard', 'Be Kind' and Take Responsibility. Students will be given a house point token for excellent work in lessons, conduct around the school and for consistently upholding these values. House points will be given out by class teachers, Heads of Year and the Senior Leadership. Students deposit house points in their house's container outside the Main Hall, which are counted up at the end of the Autumn, Spring and Summer term as part of the school's House Competition.

Students who make significant contributions to the school can be awarded with Junior, Half or Full Colours. Students must be nominated for their contribution to one of four areas:

- Academic: for exceptional achievement in lessons
- Culture: for exceptional contributions to art, music, drama or other cultural areas
- Sport: for exceptional contributions to the school's sports teams
- Values: for being an exceptional role model and embodying the school's values

Students can be nominated by staff, and all applications are reviewed by the Colours Committee.

Junior Colours are awarded to students who have made a significant contribution to the school. Students are eligible for consideration from Year 7 onwards. Half Colours are awarded to students who have made a significant and extended contribution to the school. Students are eligible for consideration from Year 9 onwards. Full Colours are awarded only to those students who have made exceptional contributions to academic, culture, sport or the school community over their time at Holmleigh Park. They are very difficult to achieve, and students become eligible for consideration in Year 11 and the Sixth Form.

At the end of the Autumn, Spring and Summer terms, students take part in celebration assemblies, where consistently upholding our values and achieving a range of successes both in and out of school, are commemorated.

D.8 Responding to unacceptable behaviour

Unacceptable behaviour is that which is either disruptive or defiant. Disruptive behaviour is anything that stops or slows the momentum of the learning experience for students. Defiant behaviour is any time the student refuses, directly or indirectly, to follow your instructions.

Examples of unacceptable behaviours may include, but are not limited to:

Calling out	Lack of work	Mobile phone issues
Off task chatter	Refusal to cooperate	Non completion of work
Talking over teacher	Lateness	Damaging equipment
Distracting others	Inappropriate or poor choice of language, including swearing	Name calling
Bickering	Chewing/eating in class	Headphones in or on display
Walking away from members of staff without permission	Truancy	Throwing any objects
Using mobile phone on school site without permission	Deliberately refusing to engage in a lesson or defined school activity	

Students who exhibit unacceptable behaviours will either be removed from classrooms [D.16] or set an after school Academic Preparation detention [D.17].

Students who exhibit persistent unacceptable behaviours will follow our Behaviour Tiers support structure.

Tier	Possible interventions	Possible staff involved
Tier 2: Multiple referrals to OSP in the academic year.	Placed on DHOY or HOY report for close monitoring. Time in Internal Reflection.	DHOY HOY Head of Behaviour
Tier 3: At least one suspension in the academic year.	SLT report Parent/carer meeting. Time in Internal Reflection.	HOY Head of Behaviour SLT Link
Tier 4: At least two suspensions in the academic year.	Offsite Reflection Managed Move Pastoral Support Plan Alternative Learning Provision (ALP) Permanent Exclusion is discussed Letter from the Headteacher	Head of Behaviour SLT Link Deputy Headteacher

		SENCO Headteacher
Tier 5: At least four suspensions in the academic year.	Students and parents/carers are offered the option to move school under the fair access protocol or a Permanent Exclusion is actioned and a Governor Exclusion Committee is convened.	Head of Behaviour SENCO Deputy Headteacher Headteacher Governors Exclusions Committee

“Lines in the Sand”

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our school. An indicative but non exhaustive list would include:

- Swearing at the Headteacher
- Bringing recreational drugs into school
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- Persistent defiance
- A physical assault on a member of staff
- Refusing a search when suspected of carrying a dangerous or illegal item

Our behaviour policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or traveling to or from school and wearing our school uniform, or in some other way identifiable as a Holmleigh Park student.

Or when their behaviour:

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

D.16 Removal from classrooms

On-Site Provision [OSP]

Students who disrupt a lesson will be given a written warning on the board. If the disruptive behaviour continues, they will be referred to our On Site Provision unit (OSP).

Students may also be referred, without warning, for particularly disruptive or defiant behaviour in class or around the site during transitions and social time.

Students are also referred to OSP for failing to attend Academic Preparation, inappropriate behaviour outside of lessons, or refusal to wear the correct uniform. Students may temporarily be referred to OSP while an incident is investigated.

Arrival at OSP

On arrival at OSP, the following will occur:

- The student hands over their mobile phone.
- The student completes a student accountability form.
- Once the student accountability form is completed the student is given a chrome book to complete their timetabled lessons.
- Whilst in OSP the student is expected to engage in a Reset Conversation with the teacher who referred them to OSP.
- The student remains in OSP the next day until the time they were sent out of lessons (e.g. sent out of lesson 3, they remain in OSP until the end of lesson 3 the following day).
- OSP finishes at 15:15. However:
 - If a student is given OSP for not completing the previous day's Academic Preparation, they must still complete their Academic Preparation after their day in OSP, remaining at school until 16:00
 - If a student is given a Academic Preparation (for a separate incident) on the same day they are placed in OSP, they must still complete their Academic Preparation after OSP
- Students will rejoin mainstream lessons when they have successfully completed their time in OSP (and Academic Preparation if appropriate).

OSP Parental Contact

We will endeavour to keep you informed if your child has been placed in OSP. You will receive an automated message if your child is sent to OSP. In addition:

- The teacher will have a Reset Conversation with the student.
- The teacher will then contact home to explain/discuss the incident.

Refusal or Failure to Complete OSP

Refusal or failure to complete OSP will result in being sent to Internal Reflection.

Return from IR or Suspension to OSP

All students who are referred to IR or suspended must complete one school day in OSP as part of their reintegration process.

Internal Reflection [IR]

We also operate an Internal Reflection Room. This is an escalation for refusing or for failing OSP, and is intended for more serious behaviour. It may be used in place of, or following, a suspension, but in no way limits the school's ability to suspend students, as per section C.18 of this policy.

- Students will normally be referred to IR for the following reasons:
- Failure or refusal to complete OSP
- Verbal abuse of staff or students
- Physical abuse of staff or students
- Indecent behaviour
- Damage to property
- Theft
- Carrying a banned item or substance
- Persistent poor behaviour contrary to acceptable behaviour outlined in the School's expectations in D.3
- Bullying, including cyber-bullying

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that Internal Reflection is an appropriate sanction.

Length of IR Referral

Students may be referred to Internal Reflection for up to ten days, depending on the incident in question. Longer referrals may only be made with the agreement of the Headteacher.

Expectations for IR

On arrival at IR, the following will occur:

- The student hands over their mobile phone.

- The student completes a student accountability form .
- Once the student accountability form is completed the student is then given a chrome book to complete their timetabled lessons.

Once the student has completed the required amount of time in IR, they will then complete one day in OSP before returning to lessons.

IR Parental Contact

Parents/carers will always be informed by the pastoral team that a student has been referred to IR before the referral begins.

Where deemed appropriate, a meeting or telephone call with parents/carers will be arranged separately to further discuss the referral.

Alternative Learning Provision [ALP]

Holmleigh Park operates an Alternative Learning Provision (ALP).

This is a separate part of the school, for students who need additional support.

Students will typically be referred when they are repeatedly breaching the school behaviour policy, and therefore struggling to succeed in mainstream provision. Students may also be referred for serious one-off incidents.

Students benefit from a much higher staffing ration, and additional pastoral support.

Length of ALP Referral

Students are generally referred to the ALP for 6 weeks, but this period may be longer if deemed appropriate by the Headteacher.

Over the course of their referral, students will be supported in returning to lessons on a phased approach, with the overall aim of them returning to mainstream education at the end of their placement.

ALP Parental Contact

Parents will be notified in advance, and invited in for a meeting to discuss any referral to ALP.

Off-Site Direction [OSD]

Where a student's behaviour is sufficiently serious, or where they have failed to complete Internal Reflection, provision may be made for them to complete their reflection at another school.

In such cases, Holmleigh Park will arrange for completion of the reflection time at another school in the trust.

Length of OR Referral

Students may be referred to Offsite Reflection for up to 10 days, depending on the incident in question. Longer referrals may only be made with the agreement of the Headteacher.

Expectations for OR

Students will be expected to follow all instructions from the host school. All staff at the host school are employed by the Greenshaw Learning Trust.

D.17 Academic Preparation

As a school, we run a system of whole school after school Academic Preparation detentions from 15:00-16:00 from Monday – Friday (Years 7-10, 12) and 16:00-17:00 (Years 11 & 13). This will be centrally supervised by a rota of staff. Academic Preparation will be issued for either missed or insufficient homework, poor behaviour outside of lessons including at social times, for being late to school in the mornings or arriving late to lessons, for failing to have the necessary equipment for learning, and incorrect uniform.

The purpose of Academic Preparation is to give any student, who has been set Academic Preparation, the opportunity to have a fresh start and be fully prepared ahead of the next day. In Academic Preparation, students will be provided with all the resources needed to complete homework and purchase any missing equipment, before the next day. Academic Preparation will mean that those students are better prepared and ready for a successful next day at Holmleigh Park.

Where possible, parents / guardians will be given at least 2 hours' notice of an after school Academic Preparation so that transport arrangements can be made.

Students who fail to attend their after school Academic Preparation will be referred to OSP. Please note that Academic Preparation is NOT negotiable. Any after school Academic Preparation sessions must be completed before a student is able to return to lessons. Any students who miss Academic Preparation and are placed in OSP will still need to sit Academic Preparation at the end of their OSP day, therefore remaining at school until 16:00. The only exceptions to this are a medical appointment for which we have received evidence for or because of a clash with another pre-existing school activity. In both cases, the Academic Preparation will be moved to the next school day.

Repeated refusal to attend Academic Preparation will result in a period of Internal Reflection (IR) and return at Level 1 on the intervention pathway.

D.19 Anti Bullying Strategies

It is essential to us that all children feel safe in school. We are a 'listening school' where if children tell us they are being bullied, we believe them and act upon it. There is no universal definition of bullying, however the DfE recognises three things that may be features of bullying:

- Behaviour intended to cause distress.
- Repeated behaviour intended to cause distress.
- An imbalance of power between perpetrators and targets.

Whenever we are made aware of a report regarding possible bullying, there are two stages that we follow:

1. Attempt a restorative process between the two parties, ensuring that students are made aware of the impact that the reported behaviours are having.

2. If, after further investigation, the reported behaviours are found to have continued, we will sanction appropriately.

D.20 Recognising the impact of SEND on behaviour

Students who have an Educational Health Care Plan (EHCP) or an identified additional need(s) are expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals.

Advice from the schools Special Educational Needs department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Myplans.

Staff can refer to the SEND register and Myplans for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the Myplan, SEND Team or SENDCo.

D.21 Supporting pupils following a sanction

The school will seek to make sure that the student understands the impact of their behaviour on themselves and others. Students will be made to feel they belong within the school community and be supported to engage in their learning.

The school may offer further support; with possible but non-exhaustive examples listed below:

- Mentoring by a trusted adult or a local mentoring charity.
- Counselling by a trusted adult or external agency.
- Regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents and staff of potential external support.
- Behaviour curriculum education including leadership groups.
- OSP and Reset Conversation with staff members before returning to lessons
- Adaptations to certain expectations.
- Homework support club to reduce the chances of getting an Academic Prep for Homework.
- Report to a member of the year group team or senior leader
- In-house Early Help interventions.
- Referrals to external agencies which could possibly include Talk Well, Young Minds Matter or Gloucester County Council Navigational hub.
- Implementation of Alternative Provision