



# The Holt School Behaviour for Learning Policy

**June 2018**

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This booklet is made up of some complete policies and some policy statements – full copies of which may be obtained from the school.

# **Policy Statement**

This policy statement outlines the expectations, values and structures of The Holt School

## **1. General Principles**

An orderly atmosphere, consideration and respect for others underpin our approach to discipline. Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. There is an expectation of a high standard of behaviour and dress at all times, within the school grounds, and also off site, particularly when students are travelling between school and home or on school visits.

## **2. In The Classroom**

Students are expected to make a positive contribution to the working atmosphere of the school. They should arrive promptly at all times, properly equipped and ready for work. Their behaviour should be such that maximum use can be made of the teaching time. Home learning should be completed and submitted on time.

## **3. Movement Around The Site**

We expect that students will move around the site with concern for the safety of themselves and others.

## **4. Individual Students**

High expectations and clear instructions and systems ensure that good behaviour prevails within the school. Where students fall short of these expectations, our approach to discipline is positive and constructive. Consequences are used, including service to the school, detentions after school and during the lunch hour and withdrawal of a student from a class to the Silence Room or to the back of another class for a limited period of time. In cases of persistent poor behaviour or extreme indiscipline fixed term transfers or fixed period exclusions are applied and on very rare occasions could result in a permanent exclusion. Whenever a consequence is applied, advice for future conduct is given and care is taken to ensure that the level of consequences is appropriate for each set of circumstances. Support systems exist within the school to help students modify their behaviour.

## **5. Confidentiality**

In addition to their responsibilities within the classroom, our staff also have a very important role in supporting students. There will be times when students want to discuss issues or seek advice from adults working in the school. Staff will deal with such matters in a sympathetic, professional manner but at no time will they be able to promise a student total confidentiality.

# The Holt Outstanding Learning and Teaching Guide

## The HOLT Guide

At The Holt School, we want you to *enjoy* your lessons, be *challenged* and *achieve* your potential. In order to do this, we have certain, high expectations of you.

This guide explains those expectations.

The Holt Guide comprises 3 parts

### At the start of the lesson:

- You are punctual and go straight to your allocated place
- You will have all the equipment you need for that lesson and none learning it due in
- You will listen carefully to the learning objectives and make the links to what you have learned in the previous lesson



### During the lesson:

- Show enthusiasm by taking an active part in the lesson
- Expect to ask and answer lots of “*how*” and “*why*” questions
- Expect to be challenged and show resilience by not giving up when the learning gets difficult
- Participate in FIT when home learning is returned and reflect on what could be improved
- Be prepared to show your teachers what you have learned that lesson



### At the end of the lesson:

- Ensure the room is tidy, and you have picked up any litter around you
- Wait behind your chair until you are dismissed by your teacher
- Leave in an orderly fashion and ensure you are on time for your next lesson



# Expectations of Behaviour Outside Lessons

## 1. Property

Our own property is important to all of us therefore:

- Personal property, including uniform, should be clearly named
- No-one should borrow or use equipment or other items, without specific staff permission.
- Large sums of money and objects of value should not be brought to school, but if they must be brought, they should be taken immediately to the Finance Office for safe keeping.
- Money or items of value should never be left **anywhere**.

## 2. Arrival and Departure from School

- There is no organised supervision for students before 8.30 am or after 3.40 pm unless as part of school activity. Students who arrive before 8.30 am should wait in The Holt Café. Students whose parents have been delayed should wait in The Holt Building.
- Students are expected to be in tutor rooms by 8.40am and normally leave the site by 3.40 pm.
- Students who arrive, leave or return during the school day must sign in or out in Student Support.
- Students should remain on the school site at lunchtime unless they have permission to leave from their Head of Year.

## 3. Consideration for the Environment

- In areas where movement is difficult, students should walk briskly and keep to the left as they move round the school. They should walk no more than two abreast. It is important that everyone is aware of the needs of others as they walk round the school, opening doors, standing back to allow others to pass and generally being courteous to one another.
- Everyone is expected to show consideration for their environment
  - by keeping to paths and not walking on the grass
  - not eating whilst walking around the site and using litter bins at break and lunchtimes
  - by not damaging or defacing property
  - chewing gum, correcting fluids, correcting pens and marker pens are not allowed

# Use of Form Rooms

All form bases are classrooms with the main purpose of being used as teaching rooms.

## Behaviour

Behaviour in these rooms during break and lunch break must be controlled and sensible and their use will be in line with the inclement weather procedure. Throwing objects, running and inappropriate behaviour are not permitted.

### 1. Eating and drinking

- No eating and drinking is allowed while moving around the school at any time. There is provision for eating as follows:
- Hot food and or unwrapped food bought in The Holt Café at break or lunchtime must be eaten there not in form rooms.
- All other food may be eaten in form rooms. Drinks brought from home must be in plastic not glass bottles.
- All food wrappings, cans etc. must be placed in the bins provided in The Holt Cafe, in form rooms and elsewhere around the school.

### 2. Room conditions

It is the collective responsibility of the form to leave the room in a suitable condition for teaching after use. Amber and red notices will be issued if rooms are left in an untidy state and students will be banned from their form room, for up to a week, if a red notice is issued.

The form are responsible for:

- leaving furniture tidy and not sitting on desks or putting dirty shoes on chairs which will be used later by teaching classes.
- keeping their belongings in an organised fashion and not lying on top of lockers, on window sills, etc.
- not leaving litter on the floor or pushed behind radiators, cupboards etc.

### 3. Teaching groups

If a room is untidy when a teaching group are assembled then the teaching group should tidy it and the member of staff report the condition of the room to the school business manager, who will issue an amber or red notice.

### 4. Period 5

The tidiness of the room at the end of the day should be the responsibility of the teaching groups using it in Period 5, this includes putting up chairs.

# Praise and Recognition

The purpose of praise

- **Encouragement** to recognise hard work and effort
- **Recognition** – of positive behaviour over time e.g. thoughtfulness, kindness, above and beyond
- To give **feedback** to ensure hard work and effort leads to positive outcomes.

Methods used to praise

- Praise logs – in the back of planners
  - Date, comment, teacher signature
  - For every 20 logs, HOY logs and certificates are awarded in the end of term presentation assemblies. The number of logs are linked to house points.
- Praise postcards – for exceptional and above and beyond behaviour.
- Stickers and stamps – with reasons
- Oral feedback in lessons and around school.
- Written feedback on home learning
- Specific feedback to teams and individuals after competitions
- Presentation assemblies
  - Three per year - Christmas, Easter and Summer for Year 7-10 and 12 and Autumn and Easter for year 11 and year 13.
- Meet with Co-Headteacher at break time

**Is it vital that positive feedback is specific to be effective.**

# Managing Behaviour

Management of behaviour in the classroom is the responsibility of every classroom teacher in the first instance.

## **Responsibilities of all staff**

All staff are asked to be consistent with consequences, as outlined in the 'Levels of Behaviour' framework and to ensure the consequence is fair and reasonable for the inappropriate behaviour. It is the certainty of the consequence rather than the severity that will ensure consistency in implementation. When difficulties arise:-

- The subject teacher deals with it in the first instance and discusses it with their Head of Department afterwards if something significant has occurred.
- If unable to deal with it on the spot, the subject teacher should seek the assistance of their Head of Department as soon as possible or call the Co-Headteachers' PA on ext. 202 or Holt Admin on 208 to ask for backup from the member of senior staff on 'on call' patrol. (The patrol team are made up of TLR holders and the Senior Leadership Team)
- When a student, in the judgement of the subject teacher and member of staff on patrol has disrupted the progress of the group or the relationships within the group and all actions have failed, she may be sent to the silence room in The Holt Building. This room is supervised by staff throughout the teaching day.

## **Responsibilities of Heads of Department**

Heads of Department responsibilities are

- To provide support and encouragement to staff in the department in implementing the policy.
- To provide appropriate CPD on behaviour management for staff in the department to refresh skills and reflect on current practice.
- To organise and hold department detentions.

## **Responsibilities of Heads of Year**

The Head of Year's responsibilities are:-

- To provide support and encouragement to their team of form tutors in implementing the policy.
- To provide appropriate CPD on behaviour management for staff in their team to refresh skills and reflect on current practice.
- To organise and hold Head of Year detentions and late detentions

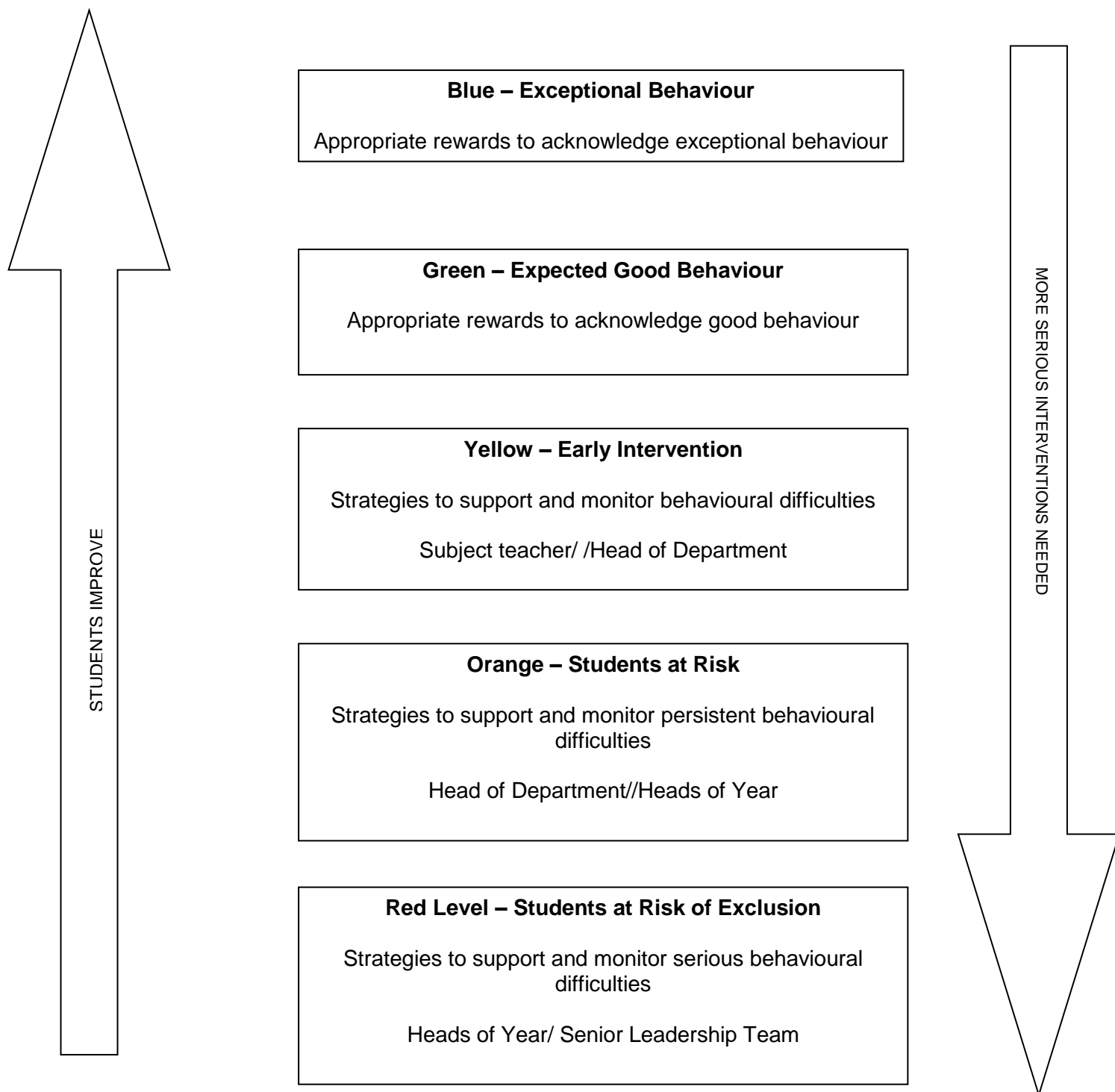


## THE HOLT SCHOOL — LEVELS OF BEHAVIOUR FRAMEWORK

Exceptional Behaviour	Expected Good Behaviour	Examples of Yellow Inappropriate Behaviour	Examples of Orange Inappropriate Behaviour	Examples of Red Inappropriate Behaviour
<ul style="list-style-type: none"> <li>• <i>Carrying out the following to the highest standard:</i></li> <li>• Organising a charity event</li> <li>• Assisting a member of the local community</li> <li>• Parent tours</li> <li>• Inconveniencing oneself/giving up own time to help others</li> <li>• Ambassador for The Holt School</li> <li>• Form prefect</li> <li>• Peer mentoring</li> <li>• Showing initiative in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• Being obedient and showing teachers respect even when you are cross or upset</li> <li>• Arriving to lessons on time</li> <li>• Co-operating with other students at all times, especially when you have been asked to work in a group</li> <li>• Listening to others and respecting the views and ideas of other people</li> <li>• Saying thank you</li> <li>• Talking in a quiet voice and not making too much noise</li> <li>• Being trusted to listen to the advice that teachers give you so you can improve your work</li> <li>• Doing as you have been instructed for the task or activity and not wandering around the classroom</li> <li>• Working hard, doing your best and achieving the highest standard you can</li> <li>• Doing your home learning by the deadline set</li> <li>• Making the right choice, especially when others are making the wrong choice</li> <li>• Speaking politely</li> <li>• Settling down immediately in class, taking off outdoor clothing and putting planner, books and equipment on desk</li> <li>• Following instructions on first request</li> <li>• Interacting quietly with others</li> <li>• Valuing and appreciating good work done by others</li> <li>• Listening carefully to the teacher</li> <li>• Keeping hands, feet and objects to yourself</li> <li>• Knowing how to behave when others are being silly</li> <li>• Wearing all school uniform in a proper manner</li> <li>• Arriving with all books and equipment that you need</li> </ul>	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Putting on make up</li> <li>• Answering back/shouting</li> <li>• Not listening to the teacher</li> <li>• Chewing gum</li> <li>• Eating in class</li> <li>• Writing on desks</li> <li>• Jumping the lunchtime queue</li> <li>• Being late for assembly</li> <li>• Late to lesson</li> <li>• Chatting</li> <li>• Not clearing up after lunch/break in dining room</li> <li>• Not handing in home learning</li> <li>• Forgetting to bring correct equipment to lessons</li> <li>• Incorrect uniform</li> <li>• Loading a non-relevant website in lessons</li> <li>• Phone out on table</li> <li>• Using mobile phone at break, between lessons or in Café, LRC, Holt Building or during clubs</li> <li>• Listening to music in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Persistently not handing in home learning</li> <li>• Persistently making a mess</li> <li>• Persistently jumping lunch queue</li> <li>• Persistently chewing gum</li> <li>• Failing to attend lunchtime detention</li> <li>• Persistent refusal to hand over jewellery</li> <li>• Persistently flaunting uniform rules</li> <li>• Poor punctuality</li> <li>• Persistently answering back</li> <li>• Persistently late to assembly</li> <li>• Persistently chatting in class</li> <li>• Persistently late to lessons</li> <li>• Persistently forgetting to bring correct equipment to lessons</li> <li>• Persistently on non-relevant websites</li> <li>• Swearing in conversation and not directed at anyone</li> </ul>	<ul style="list-style-type: none"> <li>• Direct verbal abuse to staff and students</li> <li>• Possession of lighters/igarettes/matches</li> <li>• Swearing</li> <li>• Bullying</li> <li>• Violence to staff and pupils</li> <li>• Dangerous behaviour in school</li> <li>• Truancy</li> <li>• Drinking</li> <li>• Drug abuse</li> <li>• Theft</li> <li>• Vandalism</li> <li>• Using mobile phone to video/take pictures</li> <li>• Use of mobile phones/cameras/social networking sites to cause distress, fear, or humiliation.</li> <li>• False allegations made against a member of staff</li> <li>• No show to lunchtime or after school detentions</li> <li>• Sexual violence and harassment</li> </ul>

Appropriate Rewards for Exceptional Behaviour	Appropriate Rewards for Good Behaviour	Appropriate Consequences	Appropriate Consequences	Appropriate Consequences
<ul style="list-style-type: none"> <li>Praise postcards</li> <li>Break time with a member of the Senior Leadership Team</li> <li>Letter home</li> <li>House points</li> <li>Recognition in assembly</li> <li>Recognition points in planner</li> </ul>	<ul style="list-style-type: none"> <li>Prizes</li> <li>Badges/stickers</li> <li>Oral recognition</li> <li>Recognition points in planner</li> <li>Certificate in presentation assembly</li> <li>Work on wall</li> <li>Student of the week/month</li> <li>Praise postcards</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warnings</li> <li>15 min Lunchtime detention for forgotten Equipment</li> <li>30 min lunchtime detention for inappropriate uniform, misuse of mobile phone, wearing headphones</li> <li>1 hour after school SLT detention for not handing in home learning or missing deadline.</li> <li>Confiscating items</li> <li>Moving a seat in class</li> <li>Back of sixth form class</li> <li>Clean up mess</li> <li>Subject teacher detention</li> <li>Back of lunch queue</li> <li>Text home to parents to inform of lateness school and 10 min lunchtime detention.</li> </ul>	<ul style="list-style-type: none"> <li>Lateness: referral to EWO and letter home</li> <li>Parents called in</li> <li>1—1.5 hour behaviour SLT detention afterschool</li> <li>Barred from Cafe</li> <li>Removal from classroom and sent to silence room</li> <li>Head of Department detention after school</li> <li>Subject Report</li> <li>Multiple lunchtime detentions</li> <li>HoY daily report</li> <li>Letter home</li> <li>Head of Year Detention</li> <li>Cleaning desks</li> <li>Lunchtime Department chores</li> <li>Internal exclusion</li> <li>Fixed term transfer</li> <li>Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Permanent exclusion</li> <li>Internal exclusion</li> <li>Fixed exclusion</li> <li>Fixed term transfer to another school</li> <li>Police informed</li> <li>Paying for damage</li> <li>Guidelines</li> <li>Contract</li> <li>Interview by HOY and HT</li> <li>Removal from classroom to silence room</li> <li>Referral to outside agencies</li> <li>Exclusion from school trip</li> <li>After three times of mobile phone confiscated—parent to collect</li> <li>1—1.5 hour behaviour SLT detention afterschool</li> </ul>

## Summary of the Levels of Behaviour System



# Silence Room Procedures

- The fact that a student is proceeding to the Silence Room should be reported to the Silence Room or reception as soon as possible, by telephone or by sending a note by another student. It should also be entered into SIMS
- If possible, the student should be provided with enough work, e.g. an exercise in another book or a question on paper. If insisting on the student accepting work would cause a confrontation, do not insist. Please send work across to the Holt Building as soon as possible.
- The member of staff on duty in the Silence Room will record the names of the students sent to the Silence Room on SIMS.
- Being sent to the Silence Room will result in a 30 minute lunchtime detention on the same or following day. For more than two visits to the Silence Room in a half term, the Head of Year will contact parents and set an after school detention.
- The work missed due to the removal must be made up. This will require co-ordination with the Head of Department and subject teacher.
- In normal circumstances, the student will go to the next subject. If the student has been sent to the Silence Room because of rudeness to a member of staff, or has used bad language or physical force during the lesson, a note or telephone call should be made to Reception so that the student is kept out of lessons until the matter has been dealt with.
- Ideally, students should only be allowed to return to class, after being sent to the Silence Room from a lesson, after a meeting between subject staff, Heads of Department and student has taken place.
- Head of Year monitors names in the Silence Room and will introduce additional consequences and/or supportive strategies if significant problems are developing.

## Students trying to play off staff

Members of staff dealing with a student will decide when and how the matter will be dealt with – the student should not quote other staff (Head of Year, Head of Department) who may have been involved, as authorising any specific action – this includes demand from the student for immediate consultation.

## Responsibility of staff for matters out of lessons

All staff carry responsibility for good order in and out of class. This is a very important responsibility in maintaining the whole school ethos. If you encounter students offending against the levels of behaviour framework then:

- In the first instance of minor offence – the situation needs to be corrected, e.g. stop student running.

- In the case of repetition or serious offence then the consequence needs to be considered, e.g. use of time in school to do some service for the school – see “Keeping in”.
- If an incident occurs, the staff member involved should always record the incident on SIMS and inform the Form Tutor and Head of Year or Head of Department, whichever is appropriate

## Communication

All staff are required to update the SIMS behaviour module for all incidents in class and around school that require a detention or need posting as information. This will aid swift intervention where necessary. Just right click against the students names on the Sims class register. An email to the year team (if behaviour is persistent and/or seems out of character) and/or the HoD (if subject/lesson related) with brief details will also help with swift action.

**N.B.** All staff are asked to maintain the positive ethos of the school in dealing with students causing difficulty. In this context, it is important to remember:-

- Exceptionally good work or behaviour should be recognised – refer to praise above. Any comment on poor work or behaviour The subject teacher should email the form tutor and HOY if they are concerned about poor work or behaviour. This is for keeping them in the loop as it is the HOD that deals with the issue if it is subject specific. In dealing with behaviour difficulties, we are ourselves are role models and need to work within the ethos
- We should never be deterred from using consequences to support the ethos of the school. Staff are encouraged to use the B4L strategies outlined above and not to feel that by doing so they are thought, “to fail”. By applying a firm framework with clear boundaries and consequences, within a positive ethos, we make life easier for ourselves, preserve the working environment for other students and do a good service to the students who have to learn that there are boundaries. To not follow our B4L framework would mean undermining colleagues who are striving to maintain consistency and a positive learning environment.

# Support Strategies

## 1. Strategies to Modify Behaviour

Guidelines and contracts are used after major problems with an individual student, or when other strategies have been used and are not producing the desired result. Alongside giving consequences for inappropriate behaviour, we strive to support the student to reflect on their behaviour and give them strategies to help them make better choices.

### Support strategies

- One to one with a member of student support. This is usually the year group link and they would be the 'go to' person if the student needs to talk, calm down or to just check in with before the start of school.
- Referral to our behaviour support worker.. The behaviour support worker meets with the student once a week for 30-40 mins to talk through strategies that will avoid poor choices. The behaviour support worker liaises with school and will work alongside parents if necessary.
- The Head of Year may put the student 'on report' for two weeks, which they have completed every lesson. The Head of Year checks daily and collates information at the end of the week to feedback to parents and the student.
- If the student is in Key Stage 4 and struggles to engage with the curriculum, school can set up work experience for two hours every week for as long as two terms. Work experience offers the student a different environment and often students flourish with the patience and encouragement of the work experience staff. It can often trigger in the student a new sense of optimism about their future.
- If the student has SEN or signs of SEN, the Senco will carry out cognitive assessments as well as discuss the student with the Educational Psychologist at the MDPM meeting. The Senco may meet with teaching staff to remind them how to support in class with specific strategies.
- If the student seems to lack any enrichment activities in or out of school, we encourage them to join a club in school or out of school.
- If a student is lacking direction and cannot see how their behaviour will impact on their future, the school careers lead will meet with the student to explain how the student can fulfil their aspirations and inspire them to think about the future.
- If the poor behaviour is linked to potentially criminal behaviour, the Youth Offending Service are very responsive in setting up prevention work; where they go through the law, strategies to avoid criminal behaviour and go through case studies.
- If the student is at risk of permanent exclusion, is on and off guidelines or has poor attendance, school can refer the students to Reading Football Club 'On Track' programme. The On Track programme provides alternative support to students who struggle with relationships in school; whether it is with their peers or teachers. The programme takes students out of school for two weeks to allow time for reflection and intensive one to one support. The students reflect on the impact of poor choices on their future opportunities, their self-confidence and self-worth. The combination of classroom work and sports activities ensures that students are engaged throughout the day and the sessions develop their social skills as well as the ability of students to become more self-aware and to exercise self-control.

- If all strategies have been exhausted and the student is still on and off guidelines and contracts, and at risk of permanent exclusion, we offer parents and the student a managed move to another school. The underlying concept is that the managed move offers the student a 'fresh start'. The managed move is for six to twelve weeks, with regular meetings between both schools, every two weeks. If behaviour doesn't change, the managed move breaks down and the student returns to their home school. If this happens, the next step is often permanent exclusion. If the managed move is successful, the student goes on roll at that school.

## **School Guidelines**

The purpose of the guidelines is to act as a constant reminder of the expectations of the school. These expectations are set down to allow all students to develop their academic potential and to provide a working environment in which all students can feel "safe and comfortable". Failure to observe guidelines will lead to further action from the school, which could ultimately include exclusion.

The whole purpose of the system is to provide positive reinforcement for good behaviour which allows good educational standards to be achieved by the student. If there is concern that progress is not being maintained and behaviour is falling short of expected standards parents are contacted immediately. We look for a positive response over a period of time, usually a fortnight, after which the guidelines may be altered or withdrawn. See Appendix 1.

## **School Contracts**

The issue of a contract is a very serious matter and follows a number of earlier strategies, as mentioned above, which aim to improve behaviour including guidelines. Occasionally, a contract will be issued as a response to one incident if it is very serious.

If a contract is broken, there will be one warning only, before exclusion takes place. If the exclusion is permanent, a meeting will take place and the parents/guardians and the student concerned are asked to attend. Thus the behaviour of students on contract needs to be absolutely in line with the school's behaviour for learning framework. Refusal to sign a contract would lead straight into the exclusion stage. See Appendix 2 & 3.

Parents will be given a complete copy of this document. Examples of documentation for guidelines and for contracts can be found in the Appendix.

If all the above strategies fail, then exclusion remains an option.

When a student successfully comes off contract, they automatically go on to guidelines for one or two weeks.

## **Exclusions**

The Co-Headteachers are the only members of staff able to externally exclude students. In their absence, the Deputy Headteacher may exclude students.

The Chair of Governors is notified of all external exclusions, which are then discussed, by the Co-Headteachers and Chair of Governors.

Internal exclusion: The student is withdrawn from lessons and completes work in the silence room, which is supervised. The student is not allowed out at break time or lunchtime but can be accompanied by a member of staff to have fresh air at other times. The student has to hand

over their mobile phone at the beginning of the internal exclusion. In most cases, students automatically go on guidelines after an internal exclusion.

Fixed term transfer: A fixed term transfer is normally given before a fixed term exclusion. The student would spend one or two days in the withdrawal unit of another local school. They are usually put on guidelines after the fixed term transfer.

Fixed term exclusion: A first exclusion is usually for 1 or 2 days and serves as a warning to the student that behaviour recorded before the exclusion will not be tolerated. If there are two or more fixed period exclusions, totalling more than 15 days in any one term, the Governing Bodies' Disciplinary Committee will review the last exclusion and parents will be invited to make representations. Fixed period exclusions can be for longer periods, i.e. up to 45 days within a school year, but this would only be used if previous warnings were not heeded, or if the first incident was a very serious one. By law, schools are allowed to exclude students for up to 45 days in a school year, within the fixed period regulations.

Permanent exclusion is the most serious consequence and is used rarely. It could take place after a lengthy list of incidents of poor behaviour, including Fixed Term exclusion, or as a response to one very serious breach of discipline.

*Parents have the right to make representations to the Governing Bodies' Disciplinary Committee in all instances of exclusion.*



## Behaviour for Learning Procedures

Type of behaviour	Action by	Type of action (see Levels of Behaviour chart)	Record
<p>Low level poor behaviour - occasional</p> <p><i>YELLOW BEHAVIOUR</i></p>	<p>Class teacher or Tutor</p>	<p><i>All action should involve obtaining views of teachers and the student. The student should always be given an opportunity to think about what has gone wrong and how it can put it right, and what the consequences of continued poor behaviour might be.</i></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Speak to student, away from peers and remind her of the good behaviour that is expected.</li> <li>• Discuss consequences.</li> <li>• HoY may put student on report on SIMS</li> </ul>	<p>Teacher/ Tutor notes: dated and signed</p>
<p>Persistent poor behaviour in several areas</p> <p><i>ORANGE BEHAVIOUR</i></p>	<p>Class teacher → Head of Department Tutor → Head of Year Head of Department → Head of Year <i>(Information should be on SIMS and an email if necessary.)</i></p>	<p>e.g.</p> <ul style="list-style-type: none"> <li>• Head of Year/ Head of Department sees student – discusses behaviour and consequences.</li> <li>• Student put on report.</li> <li>• Discussion with parents likely.</li> <li>• Head of Year detention or after school SLT behaviour detention</li> <li>• If poor behaviour is confined to one subject, student may be put on subject report and/or attend a Head of Department detention.</li> </ul>	<p>Head of Department// Head of Year notes, dated on running record.</p> <p>Head of Year may inform parents – notes made</p>

Type of behaviour	Action by	Type of action	
<p>Serious poor behaviour: defiance, rudeness to staff, disruption of learning</p> <p>RED BEHAVIOUR</p>	<p>Class teacher, calls for 'on-call' patrol backup. Senior leader escorts student to the Silence Room.</p> <p>Head of Department and Head of Year must be informed, and should consult with each other.</p> <p>If Senior Leadership Team while in Silence Room sees student, Senior Leadership Team should consult Head of Year.</p>	<ul style="list-style-type: none"> <li>• Discussion with student.</li> <li>• Discussion with parent.</li> <li>• Student must not return to class until she, the class teacher and the Head of Department or Head of Year have met to discuss future behaviour.</li> <li>• Student may spend lessons in the back of another class for a period of time.</li> <li>• Possible referral to other agencies.</li> <li>• Report and an after school detention.</li> <li>• Internal exclusion</li> <li>• Fixed Term Transfer</li> </ul>	<p>Head of Year record / student's record file.</p> <p>All notes to be signed and dated</p> <p>Letter to parents.</p>
Continued serious disruptive behaviour	Senior Leadership Team and Head of Year	<ul style="list-style-type: none"> <li>• Guidelines / Contract</li> <li>• Fixed term exclusion / restricted timetable</li> <li>• Report</li> </ul>	<p>Head of Year record /student's file.</p> <p>Exclusions must be recorded on SIMS</p>
Extreme examples of bad behaviour	Co-Headteacher	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>	<p>Head of Year record /student's file.</p> <p>Exclusions must be recorded on SIMS.</p>

### Guidelines and Contracts

Support/consequence	Action by	Reason	Record
<p><b>Guidelines:</b> A written statement about the school's expectations of behaviour, relating specifically to a named student and signed by the student, her parent/carer, Head of Year and Co-Headteacher or Deputy Head.</p> <p>The guidelines state that exclusion, in line with the behaviour policy, is a consequence that may be used if the student's behaviour continues to be unacceptable.</p>	Head of Year + Leadership Team	<ul style="list-style-type: none"> <li>Guidelines are issued to students whose behaviour is persistently unacceptable in class or out. There will be a record of defiance, rudeness to staff and disruption of classes, and /or physical or verbal abuse of other students.</li> <li>Guidelines may also be issued for a single very serious breach of the school's levels of behaviour, e.g. involvement with drugs, physical violence or bullying.</li> <li>The guidelines may be issued following a full day internal exclusion, short fixed term transfer or exclusion, as part of the student's reintegration.</li> <li>Parents will always be involved, and are expected to sign the guidelines.</li> <li>Guidelines are drawn up by the Head of Year and should relate specifically to the student's difficulties. They should be ready for the meeting with parents and three copies should be signed. A member of the SLT will attend the meeting.</li> <li>Guidelines should be reviewed by the date stated, and should include student, Head of Year, and Senior Leadership Team.</li> <li>Advisability of referring student to other agencies should be discussed with SENCo and Deputy Headteacher.</li> </ul>	<p>Running Record Copy to parents and student.</p> <p>Student's name should be on the Multi-disciplinary panel meeting (MDPM) meeting agenda.</p> <p>Letter home confirming what has been agreed.</p>

Support/consequence	Action by	Reason	Record
<p><b>Contracts:</b> a contract is a written statement relating to an individual student, setting out clearly what is expected of that student. It states clearly that exclusion is a consequence that will be used if the student's behaviour does not improve. It is signed by the student and her parents, as well as Co-Headteacher and Head of Year.</p>	Co-Headteacher and Head of Year or SENCo.	<ul style="list-style-type: none"> <li>• A contract is given for an extremely serious breach of the school's levels of behaviour such as physical violence / drugs/ refusal to cooperate with basic school rules, and will be issued if a student on guidelines persists in breaking her guidelines.</li> <li>• Parents are always involved and should attend a meeting in school at which the contract is read and signed, and some agreement about future management of difficulties is achieved.</li> <li>• When a student successfully comes off contract, they automatically go on to guidelines for one or two weeks.</li> <li>• Advisability of referring student to other agencies should be discussed with SENCo and Co-Headteachers.</li> </ul>	<p>Running Record Copy to parents and student.</p> <p>Student's name should be on MDPM meeting agenda.</p> <p>Letter home confirming what has been agreed.</p>

Support/consequence	Action by	Reason	Record
<b>Fixed Term Exclusions:</b> these exclusions are used sparingly, and mark an extreme breach of the levels of behaviour framework. They are usually kept to a short period, such as two or three days, in line with DFE guidelines.	Co-Headteacher	<ul style="list-style-type: none"> <li>• A student may be excluded from school for a serious breach of school rules such as physical abuse of staff or students, bringing drugs into school, stealing, or showing a complete unwillingness to accept the school's levels of behaviour.</li> <li>• There are DFE guidelines about the exclusion process, and these must be followed.</li> <li>• Parents are informed and are expected to attend a reintegration meeting before the student returns to school.</li> </ul>	Phone call, followed by a letter home. Recorded on SIMS .Copies of these to be put in student's file.
<b>Permanent exclusion</b>	Co-Headteacher	<ul style="list-style-type: none"> <li>• This is an exceptionally rare consequence which is only considered after all other possibilities have been explored.</li> <li>• DFE guidelines must be followed.</li> </ul>	

**Additional notes:**

- All incidents must be recorded on SIMS and include the action taken
- The Head of Year or SLT link is the first point of contact for parents.
- Parents are informed at an early opportunity about persistent poor behaviour and asked for their support.
- Phone calls home should be logged by the member of staff taking it and forwarded to the Year team, for the running record.
- Letters must be checked by a member of Senior Leadership Team before they are sent out.
- Letters should be saved in the running records
- If an incident occurs the 'offending' student must be given an opportunity to give her side of the story, and should be encouraged to write it down.
- Care should be taken to verify incidents by using independent witnesses where possible; these may be staff or students.
- All statements from staff or students about behaviour difficulties must be signed and dated.
- After February half term, Year 11 are issued with a 'zero tolerance' warning, whereby if a student is sent to the silence room for disruptive behaviour, rudeness or other red behaviour, then they will be given a 'prom strike'. Students have up to three prom strikes and this will be explained in a letter to parents. When a student is given a prom strike, parents will be informed and reminded that if a third strike is reached, their daughter will not be allowed to attend the leavers' assembly, the Brighton trip and the Prom.
- Reasonable force can be used to control and restrain students, please see Appendix 8 for more details.

# Appendices

**Appendix 1 - Dealing with Bullying**

**Appendix 2 - Dealing with Racist Incidents**

**Appendix 3 - Damage to Property**

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**Appendix 16 - Long Term Contract at the Holt School**

# Appendix 1

## Dealing with Bullying

The School feels that any kind of bullying is wrong and unacceptable.

Bullying is defined as “Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally”. Bullying is therefore deliberately hurtful, repeated often over a period of time.

Bullying can take many forms but the main types are:

- Physical - hitting, kicking, and taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors, sending malicious e- mails or messages on mobile phones
- Cyber-bullying, aggression using electronic forms of contact such as e-mail, text, chat rooms, social network, social messaging, on-line gaming
- Coercion - forcing somebody to do something they do not want to do

Some forms of bullying are attacks not only on the individual but also on the group, to which he or she may belong. For example:

- Racial harassment and racist bullying
- Bullying based on religion or culture
- Bullying based on gender (sexist or sexual harassment) or sexual orientation
- Bullying based upon home circumstance e.g. young carers
- Bullying of students who have special educational needs or disabilities
- Bullying and intimidation of staff by students, parents/carers and staff

It is therefore an on-going process and does not include one-off acts of unpleasantness or hostility. The latter could be intimidation, which if repeated would constitute bullying. Passive bystanders who add to the sense of intimidation will be faced with consequences as well as the perpetrator. Bystanders should report the intimidation or intervene if appropriate or remove themselves from the situation. This also applies to intimidation and, if repeated, bullying on social media.

The school ethos sets high expectation of relationships within school between student and between staff and students and student and the local community. We also promote respect and tolerance towards others and their beliefs, cultures and ethnic backgrounds.

Our aim is for The Holt School Community to be one which is inclusive and appreciative of the strengths and talents of all its members and supportive of those experiencing any form of difficulty.

### 1. Procedures

#### Anti-bullying strategies: The whole school approach

- Where general class discussion takes place, all students are encouraged to be positive in their support for one another, respecting each other's views. Ground rules are set for discussion and practice in debating helps students to accept that not everyone's views will match their own.
- The PSHE Programme in each Year Group contains a section on relationships when bullying and methods of dealing with it are discussed.
- Assemblies frequently focus on the issues to create understanding of the damage done to an individual by persistent bullying and to create a climate in which it is regarded as unacceptable. Assemblies also celebrate cultural and ethnic diversity.
- Regular Review of the school's Anti-Bullying strategies within the Student Council.

### 2. Anti-Bullying Strategies: Dealing with specific instances of bullying.



- Anyone experiencing bullying of any kind is encouraged to talk to a friend or a member of staff with whom they feel comfortable.
- Staff will following the safeguarding procedures for disclosures when a student reports they are being bullied.
- Severe and/or persistent cases of name-calling, exclusion, hostile looks and all cases of physical and racist abuse do require the intervention of a member of staff. School consequences exist and are shown below to deal with such cases. Such intervention will be undertaken sensitively with safeguards to prevent any deterioration in the situation, following the intervention.
- Support will be given to victims and the perpetrators of bullying via counselling within school or referring to the Youth Offending Service.
- All parents are encouraged to talk to the school staff if they aware that their child is being bullied.
- When staff are informed of cyber-bullying that has taken place out of school, parents of the students involved will be informed. School will only intervene with consequences if there is an adverse impact on the behaviour and/or performance in school.
- Where we are informed that a parent is taunting, intimidating or threatening a student over social media or face to face, usually in response to an incident where their own child has been involved and the parent feels that their child is the victim, school will
  - Speak to the students involved
  - Speak to the parents involved
  - Arrange a restorative justice conference where parents and students are present and can present their cases in a controlled and respectful setting.
- Lesbian, gay, bisexual, transgender and questioning (LGBTI) bullying will be dealt with in the same way as other types of bullying. Staff have been trained in dealing with LGBTI bullying.

#### **4. Consequences**

Once the staff are aware, bullying will be dealt with promptly by the Head of Year. Parents of the bully will be informed. The HOY will review and monitor cases of bullying following an incident. To help differentiate between repeated acts and single incidents we have 'stages'

##### **Recording of bullying and consequences**

Stage 1 (friendships/name calling/being mean).

Consequence: detention with HOY, restorative practice, parents informed.

Stage 2 (same perpetrator and same girl – warning and reminder of reflections from stage 1 as well as warning if it happens again it will be classified as bullying as 'repeated').

Consequence: behaviour after school DT, restorative practice, parents informed

Stage 3 – Bullying.

Consequence: Guidelines and depending on situation internal exclusion/ fixed term transfer along with support in managing relationships such as with our behaviour support worker.

The major objective will always be to improve relationships and modify the behaviour of the bully, treating the consequence as a learning experience from which a positive outcome is expected.

## **5. Conclusion**

The school recognises that the issue of bullying is one of human relationships and interaction. As such it is unlikely to be overcome completely, but regular review, open discussion and a climate in which bullying can be reported anonymously and dealt with sensitively will provide a good learning experience for students and create a climate in which such behaviour is regarded as anti-social.

## Appendix 2

### Dealing with Racist Incidents

#### 1. Preface

**“The Holt School recognises and welcomes the breadth and diversity of tradition, belief and culture of its community. It seeks to create, maintain and promote a school that supports students’ personal and cultural identities and in which each person has access to and an equal entitlement to high quality educational opportunities.**

**We believe that a safe learning environment, free from racism and the fear of racism, is crucial to students’ wellbeing and will affect the extent to which they will be able to take advantage of the opportunities offered in the school.”**

#### 2. Definition

The Commission for Racial Equality defines racial harassment as:

“Violence which may be verbal or physical and which includes attacks on property and people because of their race, nationality, ethnic origins – when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism”.

The Stephen Lawrence Inquiry Report recommends that the Police, local government and other relevant agencies should universally adopt a new definition of a racist incident:

**A racist incident is any incident which is perceived to be racist by the victim, or any other person.**

“The purpose of this definition is not to prejudge the question of whether a perpetrator’s motive was racist or not ..... (but) rather to ensure that investigations take full account of the possibility of a racist dimension to the incident” (Home Office Code of Conduct)

The Holt School adopts the above definition.

#### 3. Examples

The school recognises that the following are examples of racist incidents which may involve students, teachers, support staff and visitors.

- derogatory name calling, insults, racist ‘jokes’ and language, making fun
- verbal abuse and threats, teasing and taunting
- racist graffiti and other written insults
- provocative behaviour such as wearing racist badges or insignia
- racist comments in the course of discussions
- ridicule of an individual’s cultural or religious differences, e.g. food, music, dress, language, accent etc.
- bringing racist materials into the establishment, e.g. in leaflets, comics, magazines or computer software
- attempts to recruit other students and students to racist organisations and groups
- physical assault and intimidation
- damage caused to a person’s property

- incitement of others to behave in a racist way
- refusal to co-operate with other people because of their ethnic origin
- The list above is not complete and cannot hope so to be. It will be a matter for professional judgment in cases of behaviour that fall outside those described above, but the main principles apply
  - did it interfere with the peace and comfort of the aggrieved person?
  - did the aggrieved person fear for their safety?
  - was the quality of life of the person aggrieved reduced?
  - did it fall into the definition of a racist incident adopted by the Authority?

#### **4. Procedures**

Once racist behaviour has been identified the School will:

- support the victim
- explain to the perpetrator, and any onlookers, that the behaviour is unacceptable and why
- provide a full report to the designated member of staff
- decide what action will be taken and consequences used. In serious cases exclusion is a likely outcome and the police may be informed
- contact parents of victim and perpetrator
- record the incident on SIMS.
- The School will regularly check for racist graffiti and ensure that it is removed immediately. In addition we will ensure that all forms of racist literature and materials are removed, wiping computer disks where appropriate.

#### **5. Monitoring and recording racist incidents**

Racist incidents are reported to Governors at the Governing Body meetings in the Co- Headteachers' Report.

## Appendix 3

### Damage to Property

#### 1. Definition

This includes damage to all property, whether it is personal, school or community property and results in breakage, whether this is non accidental or accidental damage and includes damage such as graffiti and wilful destruction.

#### 2. Expectation

It is our desire to foster within every student who attends The Holt School a caring attitude towards both their own property and that of other people and a respect for all property whether that of an individual, of the school or any other institution. It is our expectation that all property will be maintained in good condition and this expectation refers to all situations whether students are supervised or not. All property needs to be named.

#### 3. Strategy

- Consideration of the importance of both one's own property and that belonging to other people, to the school and to society, will be contained within the PSHE programme. The aim will be to develop a mature and responsible attitude towards all property. This will be re-enforced in day to day routines and discussion as well as in assemblies.
- Within the overall organisation of the school, staff will be on duty before school, during break and immediately after school, and one of their functions will be to ensure the respect of property.
- Lunch time supervision will be carried out by the lunch time supervisors and this will be supported by oversight from the Head of Year and members of the Senior Leadership Team. In the event of damage occurring during the lunch hour, the supervisor should seek out a Head of Year or member of the Senior Leadership Team.
- Damage in lesson time should only ever be of an accidental nature. The member of staff who is supervising the class at the time, will be asked to report such damage. Head of Departments are asked to liaise with Head of Year where significant damage occurs.
- Breakages of windows and doors and any other property which is of a non-accidental nature will be viewed seriously. Maintenance of text books in a good condition is encouraged at all times by all members of the teaching staff. To this end, all departments should consider classifying text books and developing within the departmental policies, standards to which they will expect the students to adhere.
- The students should be aware of this at the start of every academic year. A distinction will, in these circumstances, have to be made between what could reasonably be regarded as normal wear and tear and what would be regarded as an abuse of the school property. It shall be for each individual department to determine their particular approach.

#### Toilets

The toilets will be maintained in a condition to offer the students privacy and respect as individuals. Any damage that does ensue will be quickly put right. It is our intention to maintain toilets in a good and well ordered condition to encourage good behaviour within the area. We expect that the toilets will be used at all times in such a way that they are left in a fashion that any one individual student would like to find when she first goes there.

#### Chewing Gum

Chewing gum should not be brought to school and should not therefore be found on any school property.

#### Clothes

Students should not write across their clothes or on the clothes of other people nor should they at any stage engage in the flicking of ink.

### **Damage to Examination Preparation**

We would regard any kind of deliberate damage to the coursework of another individual, and this would include its removal from a locker, and any other form of destruction, in a very serious light.

The grounds of the school are maintained to a high level and this should encourage all students to treat the whole school site with pride and respect. There are sufficient litter bins to keep the site clean and tidy. Students should be encouraged to maintain the site in this way and asked to remove litter which is blowing around as part of their social responsibility to the school.

## **4. Consequences**

In general, damage to property will be dealt with in the first instance by the classroom teacher; more serious issues go to the Head of Department or Head of Year. The Head of Year will use consequences such as detentions and forms of service to the school, to make the point to anyone who does not conform to the standards outlined above.

In the instance of graffiti, if it is at all possible for the student concerned to remove it themselves, then this should be undertaken. Where this is not possible, because the chemical to be used is too dangerous for the student to handle, then she should be required to offer some other service to the school. Any abuse of school property should be seen as damage to the whole school community.

The most serious issues e.g. destruction of coursework, deliberate damage to school property or other people's property, will be dealt with at senior leadership level. The consequences applied will once again include the full range of detentions and service to the school and in very serious cases could include exclusion.

With regard to deliberate damage which results in the breaking of windows or doors, the parents of the student concerned may be asked to fund part or the entire repair.

If vandalism off the school site is reported to the school and the culprit is a student on her way to or from school, this will be dealt with seriously as it is a breach of social responsibility as well as damaging to the good name of the school.

## Appendix 4

### Theft

#### 1. Preface

**“Every member of the Holt School Community is valued and expected to act in a supportive, caring and responsible manner to every other member of the community and by extension to the wide world”.**

#### 2. Definition

This is deliberately stealing property of others. It also includes “borrowing” things without the owner’s permission.

#### 3. Expectation

Our expectation is one of honesty. This fits in with the general ethos and culture of the school regarding respect for others and for their property.

#### 4. Strategy

We re-enforce the expectation that students will accept responsibility for their own property.

Students should keep money and valuables on their person at all times, never leaving them unattended. If they have to bring large amounts of money to school it should be lodged with the finance office.

- The Community Police Officer talks to all students and the PSHE and assembly programme re-enforces our expectation.
- Form rooms should be kept tidy to remove the temptation of equipment which seems to belong to nobody.
- Use of the PE valuables system in practical lessons should be enforced.
- Uniform and equipment should be checked to make sure it is named and does not belong to someone else.
- By paying a returnable deposit students can have their own locker which should be locked at all times.
- Students should not leave lessons unless they have permission from a member of staff.

#### 5. Consequences

If an alleged theft occurs the staff member who is informed should:

- Inform Reception who will contact a senior member of staff to help with the investigation.
- If applicable, ask the student to retrace her steps to check that it has not been mislaid. It may be necessary to hold the class back.

The senior member of staff should discuss the incident with the student and thoroughly investigate it. They will also liaise with the Head of Year and Form Tutor.

If the theft is unsolved a record is kept of the details.

If the theft is solved parents will be informed and appropriate further action taken. This could include exclusion and/or counselling or police involvement.

## Appendix 5

# Truancy

### 1. Preface

**“The expectation is that students will always attend school unless they are really unwell or absence is authorised”**

### 2. Definition

Truancy is absence without the knowledge and permission of parents. It also includes internal absence from individual lessons when the student has registered as present in school.

### 3. Strategy

Parents are asked to telephone the school and explain absences on the first day of any absence. If this information is not received the attendance officer will check as soon as possible.

The attendance officer checks registers regularly for any suspicious absences or patterns in absence. If a satisfactory note is not received, the Head of Year will follow it up by telephoning or writing home.

The Heads of Year check registers regularly and discusses any problems with the attendance lead teacher. The attendance lead teacher may ask the Education Welfare Officer (EWO) to visit the home. The EWO can help by having knowledge of the family and home circumstances and brothers and sisters in other schools who may be causing concern. Multi Professional Disciplinary meetings twice a term give the opportunity for problems to be discussed with all the support services.

All staff take a register in the first 15 minutes of their lesson on lesson monitor. Scope for missing lessons without being detected is thus minimised. Class teachers must notify student support if a student is missing from their lesson but had been in school for previous lessons that day. There should be good communication between the form tutor and the Head of Year regarding attendance as it will invariably be the form tutor who will be the first to pick up any information from other students or the student herself regarding an absence.

The importance of good attendance is stressed to all years and percentage attendance figures are worked out regularly and discussed with students. Where appropriate, letters are written and meetings are arranged for parents of students who do not achieve 95% attendance.

### 4. Consequences

The Head of Year will thoroughly investigate any incidents of truancy by discussion with the student and their parents. Whatever the reason, staff will work with the student to put the situation right and to make her realise that absenting herself from school will not help. If a problem is with a particular subject the Head of Year will discuss the problem with the staff involved. If the reason is bullying, the student and their parents should be assured that appropriate action will follow. The student will usually be asked to make up missed work in lunch time and in after school detention. Further problems may result in an individual support plan initiated



## Appendix 6

### Verbal Abuse

#### 1. Preface

**“Respect for others precludes the use of bad language”**

#### 2. Definition

Verbal Abuse includes:

- Swearing at peers
- Swearing at staff
- Rudeness/insolence (verbal or silent communication)
- Verbal bullying – see bullying
- Offensive electronic communication by mobile ‘phone text or voice-mail or e-mail to another student or member of staff

#### 3. Expectations

We expect the whole school community to conduct themselves in a considerate manner towards one another, demonstrating the esteem in which every individual is held at The Holt.

We should all be consistent in our expectation that in our dealings with others, no disrespect is shown to any other individual.

#### 4. Strategies

All staff re-enforce our expectation of the above whenever necessary and we do not tolerate:-

- Language which is not acceptable which includes any form of swearing, or any form of verbal aggression either in class or elsewhere in school. All incidents should be reported to a senior member of staff.
- Silent communication, which includes insolence or aggression, is equally unacceptable.
- Rudeness to staff, which does not include swearing, should be discouraged at all times and if it does occur, reported to a senior member of staff.
- Swearing at peers should be recognised as a form of verbal abuse and dealt with speedily by highlighting the poor communication skills involved, the damage to self-esteem of those on the receiving end and all swearing should be reported to a senior member of staff.

#### 5. Consequences

The school will take action with regard to unacceptable language on every occasion. If the situation arises in class, the student should be sent to the Silence Room directly and the matter reported to the Head of Year. Verbal abuse will always be treated as seriously as other forms of aggression. An investigation will be held and the likely outcome is a lunchtime or after school detention, if the bad language is not aimed at anyone. If it is directed at someone it will be at least an internal exclusion or fixed term transfer for a limited period of time and communication with parents. If the abuse is via electronic communication, the same consequences will apply.

Staff should feel that they can report any instance which falls into the category of unacceptable language. The ethos of the school is damaged if some staff are prepared to overlook the incident or find reasons to excuse it, whatever the circumstances. Equally, staff must realise that their own example is very important to students.

## Appendix 7

### Physical Abuse

#### 1. Preface

**“Respect for others precludes physical abuse of any kind. It can be part of bullying but may be distinguished by being a one-off incident or a series of incidents against different people”.**

#### 2. Definition

Physical Abuse includes:

- Hitting another student(s)
- Punching another student(s)
- Pushing another student(s)
- Tripping up another student(s)
- Pulling hair, scratching, kicking or any other way physically hurting and/or injuring another student(s)
- Threatening another student with a knife or other weapon
- Any of the above if applied to a member of staff

#### 3. Expectations

We expect everyone to give due consideration to every other member of the school community on the school site, on school trips and whilst travelling to and from school. Any of the above actions undermines the whole principle of “valuing others”.

Such incidents are rare in the school and are always treated seriously. We are consistent in our approach when dealing with “self defence”. “Self defence” does not include direct injury of the other party. Careful investigations are undertaken to establish the need for the level required to justify the excuse of self defence.

#### 4. Strategies

- All staff reinforce this expectation and report any such incident immediately to a senior member of staff. Staff will always try to defuse a situation in which physical abuse is taking place or has taken place. However, they are also advised to be aware of their own position (as outlined in the staff “Management of Abuse” policy)
- PSHE lessons in all year groups focus on alternative means of dealing with discord and strongly felt emotions without resort to violence.
- Drama, English and history classes in particular have sections of their schemes of work which deal with the causes and impact of violence and these are used to underline the school’s and society’s approach.
- Assemblies focus on relationships and the alternative means of dealing with difficult situations as well as the negative impact of resorting to physical abuse.
- If such an incident does take place in school or is reported as an incident which has happened on the way to and from school a full investigation is undertaken and every viewpoint and that of witnesses is gathered.
- Where appropriate the police will be informed of incidents which can be interpreted as assault”.

- Anyone bringing a knife to school will immediately be reported to the police as this is an “arrestable offence”.

## **5. Consequences**

The School will take action wherever a charge of physical abuse is substantiated. In serious cases, a fixed term exclusion of 2/3 days will follow. This allows a “cooling off” period and also emphasises the seriousness with which the school views the situation. Depending on the circumstances of “self defence” a similar or lesser consequence may be applied or if appropriate no consequence. In all such instances a discussion will be held about alternative means of dealing with the situation.

If a student engages in more than one incident of physical abuse or in the first instance a very serious incident of physical abuse, then permanent exclusion may follow. Parents will always be included in discussion of an incident or any of the above and if appropriate external agencies may also become involved.

## Appendix 8

### The Use of Reasonable Force to Control or Restrain Students

There may be rare occasions when school staff need to use 'reasonable force' in order to control or restrain students either on the school premises or on approved extra-curricular activities to prevent students committing a crime, causing injury or damage to themselves, others or property.

#### Aims of this guidance

- To provide for the safety and security of students in need of physical restraint.
- To clarify for staff the occasions when physical intervention might be appropriate and the steps they are allowed to take.
- To distinguish between physical restraint and corporal punishment.

#### Objectives

- To ensure that staff are aware of the law on restraining students
- To make sure that any restraint is minimal, infrequent, recorded, and communicated to parents.

#### Staff authorised to use force

All teachers and staff who are authorised to have control or charge of students automatically have the statutory power to use force.

#### What is reasonable force?

There is no legal definition of what is meant by 'reasonable force' but the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used to either control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
- 4.. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

The law clearly forbids a teacher to use any degree of physical contact which is deliberately intended to punish or primarily cause pain, injury or humiliation. It is always unlawful to use force as a punishment.

## Using Force

Restraint should only be used when there is no alternative to the use of physical restraint. Staff should give a clear oral warning to the student that force may have to be used. As far as possible staff should call for the assistance of another adult.

### **Teachers may use such force as is reasonable in order to prevent a student from**

- Injuring themselves or others
- Causing themselves or others to be at risk of injury by accident through rough play, or the misuse of dangerous materials or objects.
- Committing a criminal offence
- On the verge of or is committing deliberate damage to property

### **Appropriate action might be**

- Passive physical contact resulting from standing between students
- Blocking students' path
- Holding
- Pushing or pulling
- Leading by the arm
- Shepherding a student by placing a hand in the centre of the back.

### **Teachers should not act in a way that might reasonably be expected to cause injury**

- By restricting breathing
- Slapping, punching or kicking a student
- Twisting a limb
- Tripping
- Holding or pulling by the hair or ear
- Holding face down on the ground

Reasonable adjustments need to be made for disabled students and students with special educational needs.

Physical restraint must not be used to gain compliance with staff instructions when there is no immediate risk to the student or other individuals.

Staff are not expected to restrain a student if, by doing so, they consider they would put themselves at unacceptable risk.

Staff should also avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate conduct.

## **Staff Training**

Staff will be informed of the policy and given guidance using restraint at the beginning of the academic year. The Behaviour for Learning policy and on-going staff inset will support staff in developing the skills of positive behaviour management; managing conflict and also to support each other during and after an incident. The Behaviour for Learning Policy encourages staff to defuse situations and prevent physical intervention.

## **Recording Incidents**

The Co-Headteachers are responsible for interviewing the member of staff who restrained a student, ensuring the incident has been written up and parents informed. The report should include

- The names of everyone involved, time and place and names of witnesses. Include whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.
- How the incident began and progressed, with details of behaviour.
- What everyone said, as near as possible.
- What steps were taken to defuse the situation
- The degree of force used, how it was applied and for how long.
- Any injuries suffered and any first aid required.

Parents need to be informed, initially by telephone. They should be invited in and then the meeting is confirmed by letter, with the action points and support to prevent a similar episode from happening again.

### **Complaints and allegations**

Refer to the complaints policy

### **Monitoring and Review**

All incidents are reported and discussed at the next planned governors meeting and the policy is monitored and reviewed every two years.

### **Further information**

Use of reasonable force: Advice for headteachers, staff and governing bodies July 2015  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Appendix 9

### Mobile Phone and Electronic Devices

We understand the valuable role that mobile phones/devices can play in providing contact and security when girls are travelling to and from school. Mobile phones may also be used during the school day when seated at lunchtime only.

There are clear guidelines for the use of mobile phones and other electronic devices use in school:

- Phones/devices must be turned off in lessons unless permission has been given by the teacher to use this technology as part of the learning process. Phones must be kept in school bags or lockers at all times other than when seated at lunch; it is not permitted to walk around the school site carrying a device due to risk of breakage and the distraction it causes
- Students should not be using their phone when walking round the site, the use of phones are only allowed when the students are sitting down. Headphones should not be worn, or seen when walking round the school site
- Phones may not be used in; the Learning Resource Centre, Holt Cafe, Holt building, at clubs, or in the science labs
- When using phones or devices during the permitted time all students must have their phones on silent or vibrate
- No listening to music in lessons
- Every student is expected to bring a calculator to school every day as part of their equipment, a phone may not be used as a calculator
- If parents or guardians need to be contacted due to illness, it must be done through student support
- Mobile phones/devices should not be used to take photographs or videos of staff or students
- Mobile phones/devices should not be used to post messages/images on social networking sites

If a mobile phone/device is used in lessons without the consent of the teacher or used inappropriately at lunchtime it will be confiscated until the end of the day when the student can pick it up from student support. Parents will be informed that there has been a confiscation. However on the third confiscation, the parent/guardian will have to come to collect it; as parents/guardians will have been informed on the previous two occasions this gives them time to discuss with their child the consequences of any future confiscations.

If a student has their phone or headphones out of their bag or locker outside of being seated at lunchtime, they will be issued with a 30 minute lunchtime detention in S9, in line with the current uniform detention system.

If parents need to contact their child urgently they should leave a message with reception and if a child is unwell student support will ring parents directly which is no change from the current arrangements.

We understand that for the vast majority of families, the only contact needed during the school day is if there are changes to end of day arrangements; the ability to use phones during lunchtime gives sufficient opportunity for parents and students to notify each other of any such changes.

# Appendix 10

## Using the internet and e-mail

The school has installed computers with Internet access to aid learning and research. These rules are for your guidance and your safety. We have a student and staff acceptable use policy.

## Student Acceptable Use of Technology

### You have a Right to

- Be safe online
- Use the school IT facilities to promote your learning.
- Be respected

### With these rights come responsibilities

### This is what you can do...

- Use school computers to support your learning
- Using appropriate internet sites for research
- Use the school website and you user area to store and access school work
- Use software to enhance the presentation of your work.
- Use your school email address to communicate with other members of the school community – students and staff.
- Write careful and polite emails – only write what you would also say to someone in person.
- Respect copyright laws – reference all websites used in your work, use quotation marks if copying and pasting and acknowledge the source if you are rewording or summarising someone else's work.
- Report anything you find on the internet that makes you feel uncomfortable to a teacher.
- Report any damage or faults involving equipment or software, however this may have happened.
- Use my personal hand held / external devices in school if you have permission. You understand that, if you do use my own devices in school, You will follow the do's and don'ts set out in this agreement, in the same way as if you were using school equipment.

### This is what you can't do...

- Use external email addresses e.g. Hotmail to communicate with other students or staff in school.
- Send anonymous messages and chain letters.
- Reveal personal information through email, blogs, messaging or through publishing content on websites or social networking sites.
- Use social networking sites at lunchtime/after school if not permitted by the teacher in charge.
- Download music illegally
- Hack into other student's user areas or emails.
- Up load photos of students or staff without their consent
- Share passwords and accounts
- Copy work from the internet and make out it is your own work.
- Use a web camera to talk to strangers.
- Attempt to set up or use any proxy by-pass software in order to by-pass the school internet filter



- Attempt to gain unauthorised access to any part of the school network that is not available from my personal logon, either via the network or the internet.
- Sending or displaying offensive messages or pictures.
- Use obscene language.
- Open any attachments to emails, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.
- Harassing, insulting or attacking others.
- Damage computers, computer systems or computer networks.
- Wasting printer ink and paper.

Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or storage media are always private.

### **This is what will happen if you are not responsible**

- Visiting sites not permitted by the teacher – yellow behaviour/ orange behaviour
- Using non school email accounts – teachers will not reply
- Downloading music illegally – this is theft – red behaviour
- Hacking into a private user area – this is forced entry – red behaviour
- Sending/Forwarding nasty emails – this is abuse to students and staff – red behaviour
- Uploading photos against the wishes of anyone on them – red behaviour
- Writing/forwarding anonymous messages and chain letters – this could be bullying – red behaviour.
- Using mobile phone and social networking sites inappropriately during lessons – Phone/handheld device will be confiscated and parent/carer will need to collect.

## Appendix 11

# Staff Acceptable Use Guide for Technology

### Acceptable uses

As a general principle, internet access is provided to staff to support work related activities. The following list is not intended to be definitive, but sets out broad areas of use that the school considers to be acceptable uses of the internet:

- To provide communication within the school via email or the school website.
- To provide communication with other schools and organisations for educational purposes.
- To provide electronic methods of communication.
- To support teaching and learning in school including the downloading of non copyright material.
- Any other use that directly supports work-related functions.

### Unacceptable uses

The following uses will be regarded as not acceptable:

- Using the computer to perpetrate any form of fraud, or software, film or music piracy.
- Use for racial, sexual, homophobic or other harassment.
- To access pornographic, obscene or illegal material.
- To solicit personal information with the intent of using such information to cause emotional or physical harm.
- Entering into a commitment on behalf of the school (unless you have explicit permission to do this).
- Visiting internet sites that contain obscene, hateful, pornographic or otherwise illegal material.
- Downloading commercial software or any copyrighted materials belonging to third parties, unless this download is covered or permitted under a commercial agreement or other such licence.
- Hacking into unauthorised areas.
- Publishing defamatory and/or knowingly false material about The Holt School, your colleagues and/or our students on social networking sites, 'blogs' (online journals), 'wikis' and any online publishing format.
- Revealing confidential information about The Holt School in a personal online posting, upload or transmission – including financial information and information relating to our students, staff and/or internal discussions.
- Use of personal email to communicate with or about any The Holt students.
- Undertaking deliberate activities that waste staff effort or networked resources.
- Introducing any form of malicious software into the school network.
- To disrupt the work of other users. This includes the propagation of computer viruses and use of the internet.
- Use of any bit torrent systems (these are peer to peer file sharing services used to distribute large amounts of data over the internet.)

### Netiquette

The following general principles should be adopted:

- Be polite. Do not be abusive in messages to others.
- Use appropriate language. Remember that you are a representative of the school and that you are using a non private network.

- Do not disrupt the use of the internet by other users: eg downloading large files during lesson times and other high volume activities.

#### Email

- Whenever email is sent, the sender's name, job title, email address and the school's name should be included.
- Every user is responsible for all mail originating from their user ID (email address).
- Forgery or attempted forgery of electronic mail is prohibited.
- Attempts to read, delete, copy or modify the email of other users are prohibited.
- Attempts to send junk mail and chain letters are prohibited.
- If you receive email from outside the school that you consider to be offensive or harassing, speak to your line manager (harassing internal email will be dealt with under the school's guidelines).
- You should be aware that, in the event of the school being involved in legal proceedings, any relevant emails (including internal email) may have to be disclosed, on the same basis as is the case for written documents.
- If you wish to use a personal device to download school emails, you will need to ensure that your device is secured by a password at all times, that this password is not shared with any other person and that all reasonable care is taken to prevent unauthorised access to confidential information.

#### Disciplinary action

- Disciplinary action may be taken against staff who contravene these guidelines, in accordance with the school's disciplinary procedures.

## Appendix 12

### Home Learning Guidance

#### Definition of home learning

Home learning is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

#### The purpose of home learning

The Holt School aims to provide a learning environment in which all students are given the opportunity to achieve their best, and home learning is an aspect of that learning environment. Students should be encouraged to value their own learning experiences and these should aim to be sufficiently challenging to stretch them at every possible opportunity. As students progress up the school, they should be encouraged to take a growing responsibility for their own learning, and home learning facilitates this. At The Holt School, we believe that there are a range of benefits for students who spend regular periods of time on different learning activities outside of school, leading to the development of good learning habits. Home learning enables students:

- To develop confidence and self-discipline to work independently utilising time management, an essential skill for adult life.
- To consolidate and reinforce learning and understanding that has taken place in the lesson.
- To extend learning through the acquisition of new knowledge and skills.
- To devote time to particular demands of GCSE or A level preparation work.
- To make more rapid progress individually; to promote quiet reflection on the work covered in the lesson.
- To prepare for more difficult tasks to be attempted in the classroom.
- To support a positive relationship between school and home.

#### Designing effective home learning

The following guidelines should be read alongside the individual department policies which outline in more specific detail how home learning will be monitored and assessed. If home learning is to be valued by the students so that it achieves our aims, the following suggestions should be considered in designing home learning.

- Home learning should be an integral part of the scheme of work. It should reflect the progress being made in a topic during class and should have clear links to the final outcomes of the section of work.
- Home learning is often a chance to enable independent learning. Self-review and research often enable students to personalise what they are doing.
- There should be purpose to the work set. Home learning for home learning's sake is not a useful exercise.
- Home learning should be set on the day allocated on the timetable and recorded on FROG with the deadline dates.
- Home learning does not always have to involve written tasks and will not always result in something tangible to mark.
- Teachers need always be mindful of the time pressure regarding home learning. Home learning required for the next school day should be avoided unless it is a short preparatory task.

## **Setting home learning**

Home learning should be set in accordance with the home learning allocations timetabled for individual subjects. At Key stage 3 (KS3), home learning could take the form of regular weekly home learning or a home learning project over 2-3 weeks. Each department in a given term can opt for a home learning project or a regular home learning slot. In the case of regular set pieces of home learning there will be a full schedule of home learning times and which subjects they are associated with available at the beginning of the school year.

In the case of home learning projects students will be expected to spend 4-5 hours on a project over a time span of 2-3 weeks as set by the department. Students should be encouraged to manage this workload across the period. Home learning projects are in addition to regular set home learning in other subjects. There will be a review of which subjects wish to offer home learning projects each year.

At Key Stage Four (KS4), home learning takes the form of regular home learning tasks on a weekly basis. The amount of time and rigour involved in home learning at KS4 will be a significant increase from KS3.

We encourage students at The Holt to ask teachers as soon as possible, if they are unsure of any task required in a piece of home learning.

## **Amount of home learning**

At the beginning of the academic year, heads of year (HOYs) will create a home learning timetable for all subjects that require regular home learning slots. These may be adjusted after the first few weeks of the academic year to factor in how lessons have been timetabled. If, for any reason, a student finds themselves without home learning on a particular evening then the expectation is that they carry out their own personal reading/research/revision into different subject areas to further their own learning and become more independent learners.

The amount of time we recommend that students spend each night on home work is:

Year 7: 1 - 1.5 hours of home learning per evening on average Monday to Thursday and 1-1.5 hours over the weekend.

Year 8: 1.5 hours of home learning on average Monday to Thursday and 1.5 - 2 hours over the weekend.

Year 9: 1.5 - 2 hours of home learning per evening on average Monday to Thursday and 2 hours over the weekend.

GCSE: Approximately 2 hours of home learning per evening on average Monday to Thursday and 2 hours over the weekend.

A level: Students should be studying a minimum of 15 hours per week beyond lessons (this may include time spent during free periods or study periods in the Sixth Form unit or private study room). This could take the form of teacher set work or independent wider reading.

If home learning is consistently taking your child longer than specified, proving to be an unreasonable burden or if the workload seems consistently light in any subject area then we encourage parents to make contact with their child's Head of Year by email, letter or telephone. We encourage students at The Holt to ask teachers as soon as possible, if they are unsure of any task required in a piece of home learning.

## **Home learning preceding Internal Assessment week**

Leading up to Internal Assessment week, the Heads of Year and Heads of Department will seek to ensure that all students in Years 7 to 10 know how to tackle revision both holistically and subject by subject and how to work to a personal revision timetable, taking account of any specific

learning needs. Hence the usual home learning timetable is suspended for a period of time determined by the Senior Leadership Team (SLT).

Teachers will offer students guidance and possible revision tasks and encourage the students to complete them. Form tutors should talk to tutees as frequently as possible to monitor how revision is going and support students who need to use this as a learning opportunity for their management of future public exams.

### **Non-Completion of home learning**

The non-completion of home learning will result in the following types of detention:

- A 30 minute detention at lunchtime for Year 7 students. It is felt that Year 7 students should not be subject to the same consequence as older students until they are fully aware of expectations.
- A 1 hour after school detention for Years 8-11
- Sixth Form students will be required to stay up to one hour after school in the Sixth Form private study room to complete the work missed.

If students do not show up to a home learning detention:

- Lunchtime detention for Year 7: the Head of Year (HOY) resets the detention for the first no show. Any subsequent no show for the same detention results in an after school detention and parents will be informed/invited in, if an ongoing issue. HOY to monitor the situation and follow up further incidents.
- After school detention for Years 8-11: the HOY resets the detention in the first two instances of a no show. Any subsequent failure to turn up for the same detention results in an after school behaviour detention with the senior leadership team (SLT) and parents will be informed/invited in, if an ongoing issue. HOY will monitor the situation and follow up further incidents and liaise with their line manager on SLT.

Each new academic year should be an opportunity for a fresh start for every student and wipe out any previous poor record regarding home learning.

### **Responsibilities**

#### **The role of the Student**

- To listen to home learning instructions in class.
- To copy down instructions for the task and deadline date into their diary.
- To ensure that home learning is completed and handed in to meet the deadline.
- To attempt all work and do their best.
- To inform the class teacher of any difficulties.
- To check for home learning set on FROG on a regular basis.

#### **The role of the teacher:**

- To set home learning according to the timetable and record the home learning task on FROG.
- To ask students to record they have home learning in their planners.
- The class teacher controls the direction of home learning and the nature of tasks undertaken.
- To define the purpose of the home learning task.
- To give instructions pertaining to a specific home learning task.
- To set deadlines for completed work and ensure that they are met.
- To provide feedback, either verbal or written on home learning that is required to be marked.

- To provide help and support.
- To inform the HOD, Tutor and Head of Year (HOY) when problems arise.
- To reinforce the value of home learning through positive feedback that will give students the confidence to persevere and reach high standards of achievement.

### **The role of the Head of Department (HOD)**

- The Head of Department (HOD) will also play a key role in monitoring the quality and standard of home learning within the faculty and will have an overview of when each teacher sets home learning.

### **Parents could assist by:**

- Providing a quiet place to work where possible.
- Checking the time spent on individual tasks.
- Checking presentation and content of all home learning being returned to school.
- To log in to FROG to check the home learning tasks set and assist their child with their management of their home learning.
- For further guidance on how to assist your child in completing their home learning please see The Holt School website. If further guidance is required then please contact your child's Head of Year who may put you in contact with the relevant subject department.

## Appendix 13



### DRESS GUIDANCE - Year 7- 8 September 2018

We are very proud of our school uniform and expect high standards in personal appearance. Parents should ensure that their daughter has the correct uniform and that it is clean and in good repair. Students must ensure that they have sufficient quantity of each uniform item to wear the correct items every day. A smart personal appearance helps focus students on their work and thereby supports learning.

**THE HOLT SCHOOL COLOURS ARE DARK NAVY BLUE, SCARLET AND WHITE** (Burgundy, Dark Red and Cream are not part of The Holt colours)

- A Holt navy blazer with the school badge from the school suppliers.
- Plain dark navy stitch down pleat skirt or navy trouser that must be the style from school suppliers.
- Blue/white striped blouse
- V-neck navy jumper with badge (preferably) or cardigan with badge
- Plain coat in The Holt colours or a neutral colour is permitted ie blue, red, black, white, green or brown. Coats should not have any form of writing or pattern on them. Denim/denim look materials, leather or velour are not suitable materials.
- Plain scarf in The Holt colours or a neutral colour is permitted ie blue, red, black, white, green or brown. Scarves should not have any form of writing or pattern on them.
- Plain tights in **OPAQUE** navy blue or black. Tights should always be worn to school. Skin coloured or patterned tights are not acceptable. Navy or black ankle or trainer socks are allowed in the summer term.
- School shoes must be black leather or lace up canvas. **Boots and trainers are not allowed.**
- Hijabs/Headscarves need to be plain navy blue, red, black or white

#### PHYSICAL EDUCATION

- Red sports jumper with school badge.
- White cotton polo shirt with embroidered or printed initials on the outside left hand side in letters about 1.5cm high.
- Navy blue skort for games lessons
- Three-quarter length red hockey socks.
- Low cut trainers
- Navy blue track pants (no stripes or logos, white piping is acceptable) – *Although these are optional, your daughter will still be expected to do PE outside in cold weather.*
- Black footless tights or black leggings.

#### OPTIONAL EXTRAS

Shin pads and gum shields (recommended)

Black leotard - three-quarter length sleeves

Navy 'Holt' Hoodie for trips only (*available from Hawkinsport only*). *These must not be worn in school.*

**Uniform may be ordered from Hawkinsport or Stevensons:**

Hawkinsport and Son - (Monday-Saturday 9am to 5.30pm) Unit 10A Wessex Road Bourne End, Bucks, SL8 5DT Tel: 01628 819242 Online: <a href="http://www.hawkinsport.co.uk">www.hawkinsport.co.uk</a>	Stevensons - (Monday-Saturday 9am to 5.30pm.) 11-12 Market Place Reading Tel: 01189 596462 Online <a href="http://www.stevensons.co.uk/findmyschool">www.stevensons.co.uk/findmyschool</a>
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- The only jewellery permitted is a wristwatch and one plain stud may be worn in each ear.
- No other jewellery is allowed in the interests of safety and security.
- If students have any other piercings, including nose studs, they will be asked to remove them and this includes retainers.
- Concealer make up is allowed. Mascara, lipstick, eyeshadow, eyebrow make-up or blusher are not allowed.
- We do not allow nail varnish or false nails in school.
- All students are expected to tie their hair up where it is long enough to do so throughout the school day.
- Hairstyles which the school judge to be extreme (grade 1 or 2, shaved patterns and unnatural colours) will not be allowed.

#### MUSIC

Headphones need to be provided for music lessons (iPod headphones are fine). Apart from in music, headphones are not to be worn at any other time during the school day.

**Every effort is made to keep track of property, but money is best kept "on the person". All items brought in should be clearly marked with the owner's name. Students are encouraged to take full responsibility for their equipment, uniform and personal possessions.**





## DRESS GUIDANCE - Year 9-11 September 2018

We are very proud of our school uniform and expect high standards in personal appearance. Parents should ensure that their daughter has the correct uniform and that it is clean and in good repair. Students must ensure that they have sufficient quantity of each uniform item to wear the correct items every day. A smart personal appearance helps focus students on their work and thereby supports learning.

**THE HOLT SCHOOL COLOURS ARE DARK NAVY BLUE, SCARLET AND WHITE** (Burgundy, Dark Red and Cream are not part of The Holt colours)

- An optional Holt navy blazer with the school badge from the school suppliers with a Holt jumper (preferred). A hoodie, including the Holt hoodie, is not to be worn under a school blazer.
- Plain dark navy stitch down pleat skirt or navy trouser that must be the style from school suppliers.
- Blue/white striped blouse
- V-neck navy jumper with badge or cardigan with badge.
- Plain coat in The Holt colours or a neutral colour are permitted ie blue, red, black, white, green or brown. Coats should not have any form of writing or pattern on them. Denim/denim look materials, leather or velour are not suitable materials. If a blazer is not being worn, the Holt hoodie can be worn as a coat but not instead of a jumper.
- Plain scarf in The Holt colours or a neutral colour is permitted ie blue, red, black, white, green or brown. Scarves should not have any form of writing or pattern on them.
- Plain tights in **OPAQUE** navy blue or black. Tights should always be worn to school. Skin coloured or patterned tights are not acceptable. Navy or black ankle or trainer socks are allowed in the summer term.
- School shoes must be black leather or canvas. **Boots and trainers are not allowed.**
- Hijabs/Headscarves need to be plain navy blue, red, black or white

### PHYSICAL EDUCATION

- Red sports jumper with school badge
- White cotton polo shirt with embroidered or printed initials on the outside left hand side in letters about 1.5cm high.
- Navy blue skort for games lessons
- Three-quarter length red hockey socks
- Low cut trainers
- Navy blue track pants (no stripes or logos, white piping is acceptable) – *Although these are optional, your daughter will still be expected to do PE outside in cold weather.*
- Black footless tights or black leggings.

### OPTIONAL EXTRAS

Shin pads and gum shields (recommended)

Black leotard - three-quarter length sleeves

**Uniform may be ordered from Hawkinsport or Stevensons:**

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- The only jewellery permitted is a wristwatch and one plain stud may be worn in each ear.
- No other jewellery is allowed in the interests of safety and security.
- If students have any other piercings, including nose studs, they will be asked to remove them and this includes retainers.
- Discreet, concealer make up is allowed. Mascara, lipstick, eyeshadow, eyebrow make-up or blusher are not allowed.
- We do not allow nail varnish or false nails on in school.
- All students are required to tie their hair up where it is long enough to do so throughout the school day.
- Hairstyles which the school judge to be extreme (grade 1 or 2, shaved patterns and unnatural colours) will not be allowed.

### MUSIC

Headphones need to be provided for music lessons (iPod headphones are fine). Apart from in music, headphones are not to be worn at any other time during the school day.

Every effort is made to keep track of property, but money is best kept "on the person". All items brought in should be clearly marked with the owner's name. Students are encouraged to take full responsibility for their equipment, uniform and personal possessions.

## Appendix 14

# Guidelines at the Holt School

The purpose of the guidelines is to act as a constant reminder of the expectations of the school. These expectations are set down to allow all students to develop their academic potential and to provide a working environment in which all students can feel “safe and comfortable”. Failure to observe these guidelines will lead to further action from the school, which could ultimately include exclusion.

The whole purpose of the system is to provide positive reinforcement for good behaviour which allows good educational standards to be achieved by the student. If there is concern that progress is not being maintained and behaviour is falling short of expected standards parents will be contacted immediately. We are looking for a positive response over a period of time after which the Guidelines may be altered or withdrawn.

**NAME:** .....

I agree to accept the following guidelines to help me control my behaviour and to take responsibility for my actions.

- I understand that I must comply with the School’s expected level of good behaviour, outlined in my school planner. I understand that if I fail to behave as set out in these expectations, this will be drawn to my attention.
- I will treat all staff and students with courtesy and respect.
- I will follow instructions that are given to me by members of staff
- I will not shout or use inappropriate language towards staff and students

If there is any problem that needs addressing I will speak to ..... or ..... or any other member of staff rather than getting into difficulties.

Signed .....  
Student

Date .....  
.....

Signed .....  
Parent

Date .....

Signed .....  
Year Head

Date .....

Signed .....  
Co-Head/Assistant Head

Date .....

Start Date:

Review Date:

## Appendix 15

# Contracts at the Holt School

The issue of a contract is a very serious matter and follows a number of earlier strategies which aim to improve behaviour including guidelines. Occasionally, a contract will be issued as a response to one incident if it is very serious.

If a contract is broken, there will be ONE WARNING only, before exclusion takes place. If the exclusion is permanent, a meeting will take place and the Parents/Guardians and the student concerned are asked to attend. Thus the behaviour of students on contract needs to be absolutely in line with the school's behaviour for learning policy. Refusal to sign a contract would lead straight into the exclusion stage.

### NAME:

I agree to accept the following guidelines to help me control my behaviour and to take responsibility for my actions.

- I understand that I must comply with the School's expected level of good behaviour, outlined in my school planner. I understand that if I fail to behave as set out in these expectations, this will be drawn to my attention.
- I will treat all staff and students with courtesy and respect.
- I will follow instructions that are given to me by members of staff
- I will not shout or use inappropriate language towards staff and students

If there is any problem that needs addressing I will speak to ..... or ..... or any other member of staff rather than getting into difficulties.

Signed (student)

Date

.....  
Signed (Parent)

.....  
Date

.....  
Signed (Head of Year)

.....  
Date

.....  
Signed (Co-Headteacher)

.....  
Date

.....

.....

Start Date:

Review Date:

## Appendix 16

# Long Term Contract at the Holt School

The issue of this contract is an extremely serious matter and represents a final opportunity for the student to demonstrate that she can behave appropriately.

If this contract is broken, there will be no warning before permanent exclusion takes place. Refusal to sign a contract would lead straight to exclusion.

### NAME:

I agree to accept the following long term contract which will last until the end of Year .... to maintain my place at The Holt School.

- I will not make any threats or physically abuse any member of The Holt community whilst at school or in the community or engage in any retaliation against other students
- I will accept all the help and support that is given to me and attend all the interventions including:

List support strategies

For remainder of ..... I will .....

If there is any problem that needs addressing I will speak to ..... or ....., I will not take matters into my own hands.

Signed (student)

Date

.....

Signed (Parent)

Date

.....

Signed (Co-Headteacher)

Date

.....

This contract will start on ..... and remain until .....

Review Date:

# Glossary

COP	Code of Practice
DfE	Department for Education
EAL	English as an Additional Language
EWO	Educational Welfare Officer
ISP	Individual Support Plan
LA	Local Authority
MDPM	Multi Disciplinary Professional Meeting
HoY	Head of Year
SEN	Special Educational Needs
SEN Register	Special Educational Needs Register
SENCo	Special Needs Co-ordinator
SIMS	School Information Management System