



# The Holt School Behaviour for Learning Policy

**June 2019**

Version	DATE	DESCRIPTION
1	June 2016	Annual policy review
2	June 2017	Annual policy review
3	June 2018	Annual Policy review
4	June 2019	Annual Policy review – Co-Heads have changed the policy in light of the recent PEXs and the old policy being not fit for purpose

Reviewed	June 2019
Responsibility	Mrs A Kennedy and Mrs K Pearce
Committee	Standards & Curriculum
Review Date	June 2020

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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 a positive learning climate. 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 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 is positive and constructive. Consequences are used, going from the least intrusive and escalating up as needed, this may include 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. In cases of persistently poor or extreme behaviour fixed term transfers or fixed term 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.

# **PART 1 – Health and Safety and Environment**

## **The Guide to HOLT Procedures**

The Holt Guide comprises three parts

### **At the start of the lesson:**

- Be punctual and prepared with the right resources
- Have a seating plan using Mint software
- Take the register using Sims in the first 10 minutes
- Students have their planners on the desk
- Students are in correct uniform and ask to remove blazers
- The lesson is planned, using the 5 min lesson plan for lesson observations
- Share the learning objectives with the class and link to prior or planned learning
- Dates, titles and labels are clear and underlined, and worksheets are glued in.

### **During the lesson:**

- Learning is sustained for the full hour and until the end of term
- Feedback is built into the lesson
- Home learning is set on the correct day and is put on Frog. No overnight or Friday to Monday deadlines
- Groups for group work are decided by the teacher
- Praise students and follow the school system
- Follow up on yellow behaviour by using the school system

### **At the end of the lesson:**

- Finish on time and keep your class in until you hear the bell
- Check the room is tidy and the board is clean. If period 5, chairs are put on the table and the air conditioning and projectors are switched off.

# 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 safekeeping.
- 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 Learning Resource Centre, or if after 4:30 pm, 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 all times unless they have permission to leave from their Head of Year/Student Support.

## 3. Consideration for the Environment

- In areas where movement is difficult, students should keep to the left as they move round the school. 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 when the winter signs are out.
  - By not damaging or defacing property
  - Chewing gum is not allowed

# Use of Form Rooms

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

## 1. Behaviour

Behaviour in these rooms during break and lunch break must be sensible and their use will be in line with the bad weather procedure and summer and winter rules. Throwing objects, running and inappropriate behaviour are not permitted and neither is using the teacher's computer in the classroom

## 2. Eating and drinking

- Food that is served on a plate bought from 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 should be in a reusable bottle (not glass) as we are trying to eliminate single use plastic.
- All food wrappings, cans etc. must be placed in the bins provided in The Holt Cafe, in form rooms and elsewhere around the school.

## 3. 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.

The form is 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.

## 4. Teaching groups

If a room is untidy when a teaching group is assembled then the teaching group should tidy it and the member of staff report the condition of the room to the School Business Director who may issue an amber or red notice.

## 5. 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.

## **PART 2 - Praise and Recognition**

Praise is a very important part of school life, not only does it encourage, motivate and reward students for hard work, effort, achievement and progress but it is also an effective classroom management tool that can improve students off-task behaviour.

Methods used to praise

Subject Teacher

- Recognition comments to parents through Sims app
- HOY counts up Sims recognition comments for each student and certificates are awarded in the end of term presentation assemblies. The number of Sims recognition comments 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

Heads of Year

- Monitors Sims recognition comments
- 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.
- Praise breaks
- Contact home

Co-Headteachers

- Meet with Co-Headteachers at break time

## **PART 3 - Managing Behaviour**

Students choose how they behave, it is not the fault of the teacher, however, management of behaviour in the classroom *is* the responsibility of every classroom teacher and they are expected to hold students to account.

### **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.

### **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**

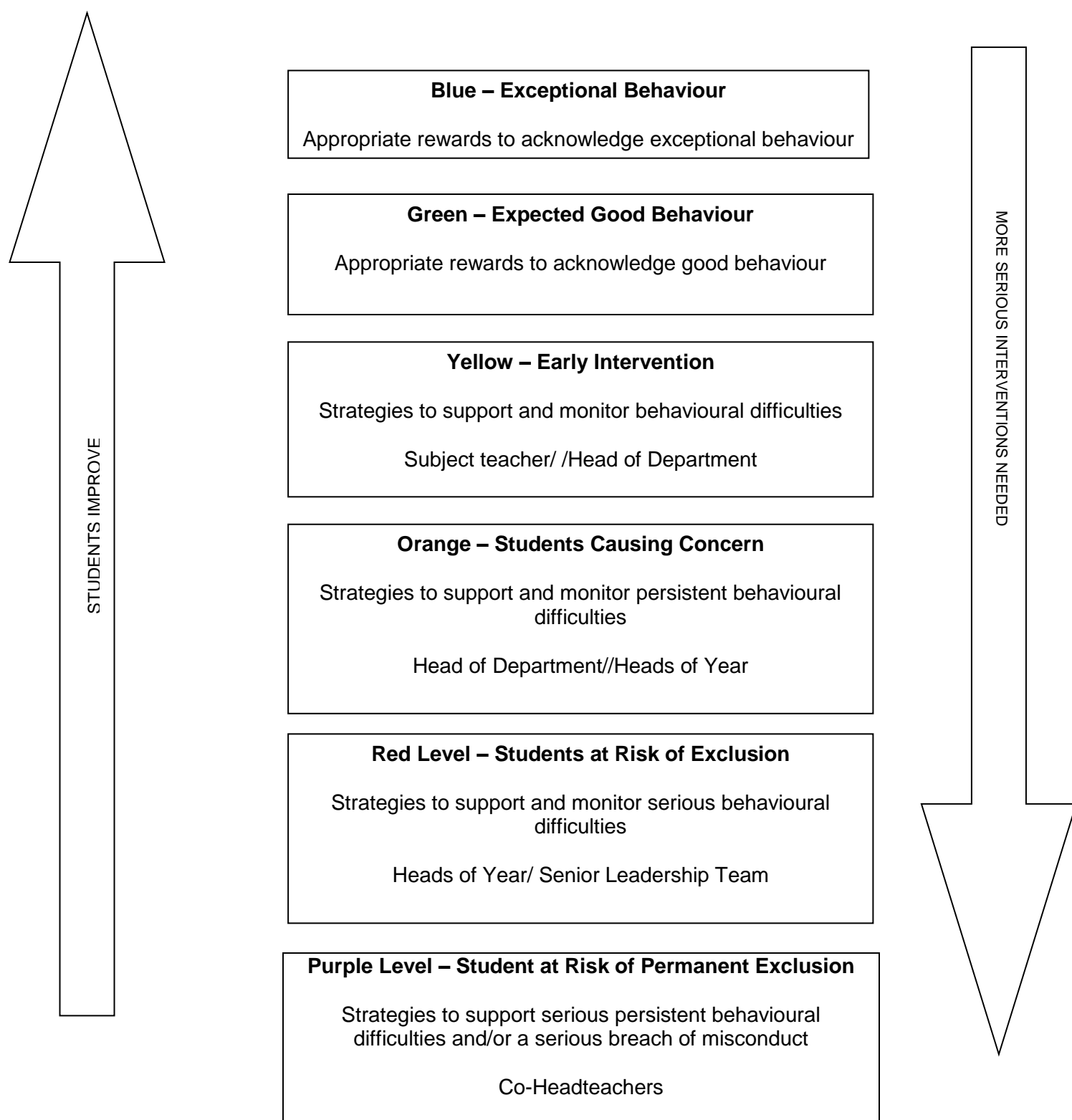
The Head of Years' responsibilities are

- 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**

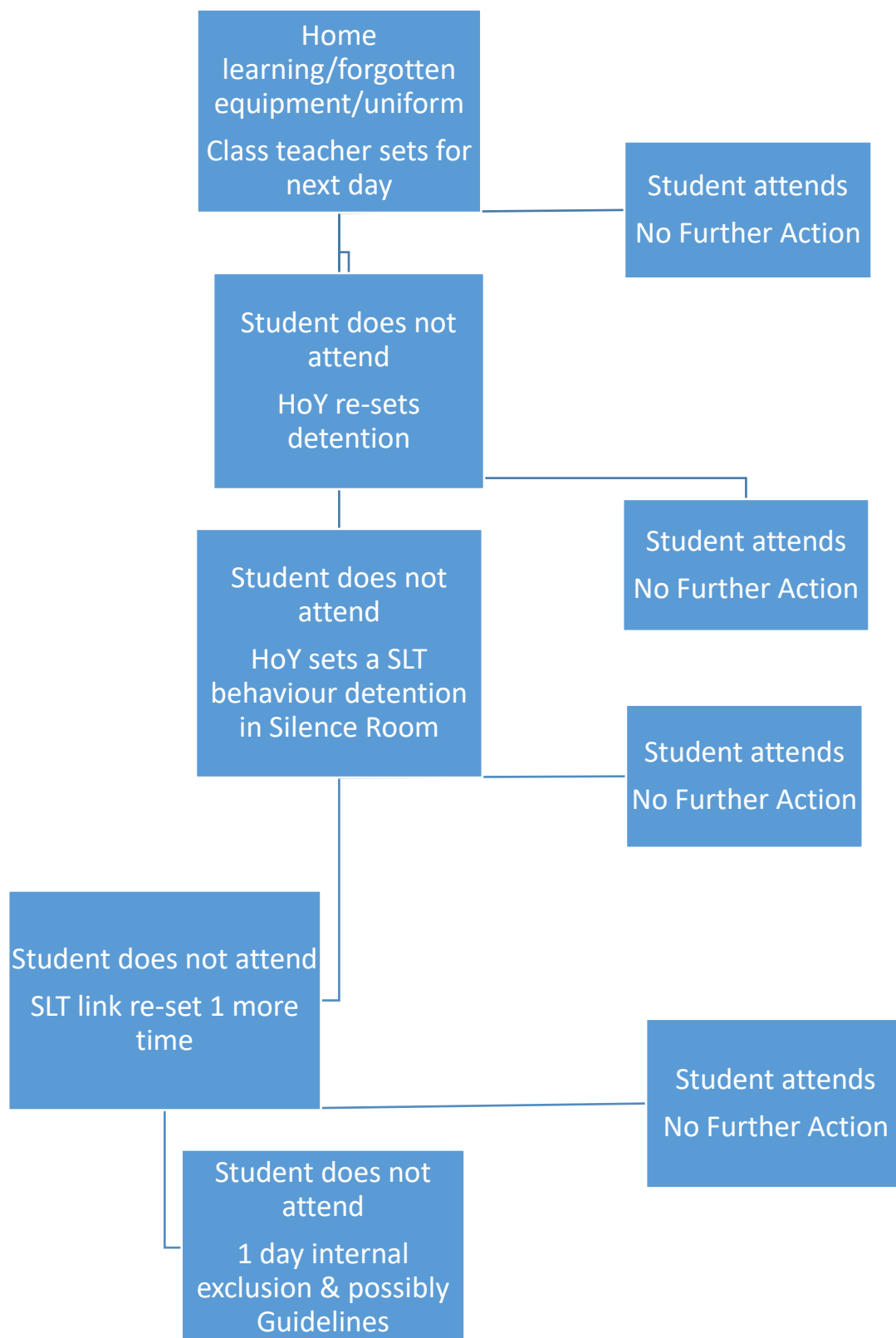
Exceptional Blue Behaviour	Expected Good Green Behaviour	Examples of Yellow Inappropriate Behaviour	Examples of Orange Inappropriate Behaviour	Examples of Red Inappropriate Behaviour	Examples of Purple Inappropriate Behaviour that may lead to Permanent Exclusion
<p><i>Carrying out the following to the highest standard:</i></p> <ul style="list-style-type: none"> <li>Organising a charity event</li> <li>Parent tours</li> <li>Helping others</li> <li>Ambassador for The Holt School</li> <li>Showing initiative in a difficult situation</li> <li>Leadership</li> <li>Running a club</li> </ul>	<ul style="list-style-type: none"> <li>Being respectful</li> <li>Being punctual</li> <li>Having all the correct equipment</li> <li>Saying please and thank you</li> <li>Following instructions on the first request</li> <li>Working hard, doing your best and achieving the highest standard you can</li> <li>Meeting all deadlines.</li> <li>Making the right choice, especially when others are making the wrong choice</li> <li>Settling down immediately in class, taking off outdoor clothing and putting planner, books and equipment on desk</li> <li>Valuing and appreciating good work done by others</li> <li>Keeping hands, feet and objects to yourself</li> <li>Wearing all school uniform correctly including hair tied back</li> <li>To prepare for Tftw</li> </ul>	<ul style="list-style-type: none"> <li>Calling out</li> <li>Not listening to the teacher</li> <li>Chewing gum</li> <li>Eating in class</li> <li>Graffiti</li> <li>Being late for assembly or lessons</li> <li>Chatting</li> <li>Not clearing up after lunch/break in dining room/form room</li> <li>Not handing in home learning</li> <li>Forgetting to bring correct equipment</li> <li>Incorrect uniform including hair and make up</li> <li>Breaking phone rules</li> <li>Wearing headphones during the school day.</li> <li>Not turning up to academic mentoring sessions.</li> <li>No show to lunchtime or after school</li> <li>Not preparing a news item for registration</li> </ul>	<ul style="list-style-type: none"> <li>Persistent yellow inappropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Direct verbal abuse to staff and students</li> <li>Possession of lighters/cigarettes/vapes/matches</li> <li>Swearing</li> <li>Bullying—stage 1 and 2</li> <li>Dangerous behaviour in school</li> <li>Truancy</li> <li>Vandalism</li> <li>False allegations made against a member of staff</li> <li>No show to lunchtime or after school detentions after SLT reset.</li> <li>Setting off fire alarm</li> <li>Refusal to go to silence room</li> <li>Having phone confiscated for the third time</li> <li>Bringing the school into disrepute</li> <li>Theft</li> <li>Refusal to attend or participate in a lesson</li> </ul>	<ul style="list-style-type: none"> <li>Bullying Stage 3</li> <li>Persistent breaking of contracts</li> <li>Violence to staff and students</li> <li>Possession of alcohol/drugs on site</li> <li>Consuming alcohol/drugs on site</li> <li>Dealing alcohol and drugs on site</li> <li>Starting a fire on site</li> <li>Possession of an offensive weapon eg knife/blade</li> </ul>
Appropriate Rewards for Exceptional Behaviour	Appropriate Rewards for Good Behaviour	Appropriate Consequences	Appropriate Consequences	Appropriate Consequences	Appropriate Consequences
<ul style="list-style-type: none"> <li>Praise postcards</li> <li>SLT chat</li> <li>Email home/phone call home</li> <li>Recognition in assembly</li> <li>Food vouchers for Café</li> <li>Verbal praise</li> </ul>	<ul style="list-style-type: none"> <li>Verbal praise</li> <li>Badges/stickers</li> <li>Oral recognition</li> <li>Recognition points on Sims</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>30 mins lunchtime for not handing home learning, preparing a news item or missing a deadline (Only year 7 and from Oct half term)</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>Head of Year detention</li> </ul>	<p>As yellow behaviour and in addition</p> <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>Removal from classroom and sent to silence room</li> <li>Head of Department detention after school</li> <li>Subject Report</li> <li>HoY daily report</li> <li>Letter /email home</li> <li>Head of Year Detention</li> <li>Internal exclusion</li> <li>Confiscation of mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>Internal exclusion</li> <li>Fixed exclusion</li> <li>Fixed term transfer to another school</li> <li>Managed move</li> <li>Police informed</li> <li>Paying for damage</li> <li>Guidelines</li> <li>Contract</li> <li>Removal from classroom to silence room</li> <li>Referral to outside agencies</li> <li>Exclusion from school trip</li> <li>Parent to collect confiscated phone</li> <li>SLT after school detention</li> <li>Extended SLT afterschool detention</li> </ul>	<ul style="list-style-type: none"> <li>Referral to support agencies</li> <li>Internal exclusion</li> <li>Fixed term transfer</li> <li>Fixed term exclusion</li> <li>Managed move</li> <li>Permanent exclusion</li> </ul>

## Summary of the Levels of Behaviour System



## PART 4 –DEALING WITH BEHAVIOUR INCIDENTS

### A) Detentions



## **B) Silence Room Procedures**

- When a student is sent to the Silence Room this should be reported to the member of staff on duty in 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 and an email to the HoD outlining the incident copying in the HoY.
- 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 following day. For more than two visits to the Silence Room in a half term, depending on the reason, the Head of Year may contact parents and set an after school detention.
- The work missed 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 lesson. 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, once 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.

### **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 culture and climate. If teachers come across inappropriate behaviour, then using the levels of behaviour framework they should:

- In the first instance of minor offence, correct the situation e.g. stop student running.
- If an orange or red incident occurs record the incident on sims and email the HoY or HoD.

## C) Support Strategies

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. These are applied and then escalated when there has not been the required improvement.

### Strategies to modify behaviour

- Parents are informed at the earliest opportunity about poor behaviour and asked for their support.
- Regular informal check-ins with the Head of Year for some nurturing support.
- 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 they can fulfil their aspirations and inspire them to think about the 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.
- The Head of Year may put the student on 'positive' 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.
- 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.
- 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 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 external providers for bespoke packages.
- If all strategies have been exhausted and the student is still on and off guidelines and contracts, and at risk of permanent exclusion, we may 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 does not 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.

## **Strategies to monitor behaviour**

- **Department or HOY behaviour report**

The HOD or HOY will issue this report for two weeks to monitor behaviour in a subject (HOD report) or across all subjects (HOY report). The report will contain targets that the student agrees to meet, parents are informed and the HOD/HOY checks in regularly with the students to monitor progress and contacts parents if there are problems during the report period and if not, at the end of the report period.

- **Year 11 Prom Strikes**

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 or is rude to staff or displays 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, which is sent out soon after February half term. 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 and the Prom.

- **School Guidelines**

The purpose of the guidelines is to act as a constant reminder of the expectations of the school. These are set following any sort of exclusion. The 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 13

- **School Contracts**

The issue of a contract is a very serious matter and is issued when a student fails to meet their guidelines having already lost their warning. Occasionally, a contract will be issued as a response to one incident if it is very serious, and as such would not be preceded by guidelines.

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. Refusal to sign a contract would lead straight into the exclusion stage. See Appendix 14

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

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

## D) Exclusions

Exclusions are our most serious consequence and as such can only be issued by a member of the SLT.

- Internal exclusion:

The student is withdrawn from lessons and completes work in the referral 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 on their return to school.

The Co-Headteachers are the only members of staff able to externally exclude students. In their absence, the most senior member of SLT may exclude students.

- 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 term 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.

By law, fixed term 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.

- Permanent exclusion

This is the most serious consequence and is used rarely. It could take place after

- a lengthy list of incidents of poor behaviour, where behaviour consequences, including fixed term exclusions, have been set alongside support strategies or
- as a response to one very serious breach of behaviour.

and in both cases,

- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The Chair of Governors is notified of all permanent exclusions.

*The school will follow the guidance provided by the Department for Education in dealing with exclusions from maintained schools, academies and PRUs in England*

# **Appendices**

**Appendix 1 - Dealing with Bullying**

**Appendix 2 - Dealing with Racist Incidents**

**Appendix 3 - Damage to Property**

**Appendix 4 - Theft**

**Appendix 5 - Truancy**

**Appendix 6 - Verbal Abuse**

**Appendix 7 - Physical Abuse**

**Appendix 8 – The Use of Reasonable Force to Control of Restraining Students**

**Appendix 9 – Mobile Phone and Electronic Devices**

**Appendix 10 - Student Acceptable Use of Technology**

**Appendix 11 - Home Learning**

**Appendix 12 - Dress Guidance 2018**

**Appendix 13 - Guidelines at the Holt School**

**Appendix 14 - Contracts 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.
- Where there is peer on peer abuse the school will refer to: [Sexual violence and sexual harassment between children in Schools and Colleges 2018](#)

## 3. Consequences

Once the staff are aware, the Head of Year will deal with the bullying promptly. 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.

#### **4. 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. 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.

### 2. 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?

### **3. 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.

### **4. 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.
- The lunchtime supervisors will carry out lunchtime supervision 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 textbooks in a good condition is encouraged at all times by all members of the teaching staff. To this end, all departments should consider classifying textbooks and developing within the departmental policies, standards to which they will expect the students to adhere.
- A distinction will, in some 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 that 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. Definition**

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

#### **2. 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. 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.

### 2. 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 attendance officer will follow it up by telephoning or writing home.

The Heads of Year check registers regularly and discusses any problems with the attendance lead. The attendance lead 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 SIMs. 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.

### 3. Consequences

The Head of Year will thoroughly investigate any incidents of truancy by discussing 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 missing school will not help. If a problem is with a particular subject the Head of Year will discuss the problem with the HoD. 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 and this is set by either the HOD or the HOY.

# **Appendix 6**

## **Verbal Abuse**

### **1. Definition**

Verbal abuse includes:

- Swearing at peers
- Swearing at staff
- Rudeness/insolence (verbal or silent communication)
- Verbal bullying – see bullying
- Offensive on social media to another student or member of staff

### **2. Expectations**

We expect the whole school community to conduct themselves in a considerate manner towards one another.

We should all be consistent in our expectation that in our dealings with others, no disrespect is shown to any other individual. All staff re-enforce our expectation of the above whenever necessary.

### **3. 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 followed up by an email of the incident. If the bad language is not aimed at anyone, the consequence is a lunchtime or after school detention. 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 parents will be informed.

Staff should feel that they can report anything which falls into the category of unacceptable language. The culture 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. 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

Self-defence is not a justification for physical abuse.

### **2. Consequences**

The School will follow the behaviour for learning levels and take the appropriate action.

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.

### **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.

### **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 at breaktime and lunchtime only and not when walking round.

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 break and lunchtime; it is not permitted to walk around the school site carrying a device.
- 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

If a mobile phone/device is used in lessons without the consent of the teacher or used inappropriately at break time or 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 break and 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**

## **Student Acceptable Use of Technology**

### **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.

#### **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/afterschool 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

## 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 learning 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
- 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 12



### DRESS GUIDANCE - Year 7-9 September 2019

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 10 -11 September 2019

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:**

<p>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></p>	<p>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></p>
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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 13

### 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 abide the following conditions 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 on the first request 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 14

### 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 abide by the following conditions 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: