



Behaviour Policy

2023-2024



Last review date:	July 2023
New review date:	July 2024
Annually reviewed	
Signed by Governors	
Signed by Headteacher:	



Table of Contents

Introduction	2
Aims	4
The Holly Lodge Way.....	4
Roles and Responsibilities	5
Rewards	7
Discipline and Sanctions.....	8
Searching and Screening.....	11
Use of reasonable Force	12
Confiscation	12
SEN Guidelines	13
Bullying	13
Social Media	13
Uniform and Equipment.....	13
High Caffeine Drinks	14
Vaping/Smoking	14
Behaviour in the community.....	14
Allegations against Staff.....	14
CCTV	15
Selling	15



Introduction

The Holly Lodge High schools behaviour policy is reviewed annually by senior staff and governors to ensure we maintain a reflective and effective approach to managing student conduct.

1. Aims

This procedures in this document aim to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. The Holly Lodge Way

At Holly Lodge, everyone has a right to learn and feel safe. We strive for every young person to be the best version of themselves and to reach that goal it is integral that everyone is able to access learning in a safe, conducive environment. Therefore we have rules and a behaviour framework to ensure that this vision can be enacted alongside our warm/strict approach.

At Holly Lodge, we employ a calm, consistent approach to behaviour management, with all adults modelling the behaviour we expect of our pupils. We believe that all adults within our organisation must be fully engaged in managing and modifying behaviour.

Evidence-based decisions inform our curriculum and classroom practice. We work together to teach and model expected behaviour. Humiliation plays no part in the Holly Lodge approach. Learners are respected, regardless of their behaviour, so that adult behaviour is not compromised by learner behaviour. Adults are expected to respond calmly and constructively when addressing negative behaviour.

Our philosophy, is that recognition is more important than reward and staff should focus on encouraging pupils to take pride in their work and environment through the positive reinforcement of this behaviour. Staff and pupils are expected to be proud to be part of the Holly Lodge community and have a collective responsibility to work and learn together. This approach can reduce the need for punitive consequences. As an important feature of our approach, adults and learners have structured reflective conversations.

As examples, **Misbehaviour** can be exhibited by:



• Disruption in lessons, in corridors between lessons, at break and lunchtimes and in the local community

- Poor or disrespectful attitude
- Incorrect uniform as a result of non-compliance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see anti-bullying policy)
- Sexual assault, i.e. any unwanted sexual behaviour that causes humiliation, pain, fear, intimidation or violence or threats of violence were subjected to threats or violence
- Vandalism
- Theft
- Threat
- Fighting
- Smoking, including vaping
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs including NO canisters
- Stolen items
- Tobacco and cigarette papers
- Vape and vape liquids
- Fireworks
- Pornographic images

Any article that a staff member reasonably suspects has been used, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



3. Roles and responsibilities

Who	Key Roles and Responsibilities	Available sanctions
Headteacher	<ul style="list-style-type: none"> • To maintain an overview of behaviour matters within the School • To lead the review of behaviour management systems with SLT • To report key behavior management data to the Governors 	<p>All sanctions listed below, plus:</p> <ul style="list-style-type: none"> • Recommend permanent exclusion
Deputy Head Pastoral And AHT Behaviour and Standards	<ul style="list-style-type: none"> • To maintain an overview of behaviour management. • Use SIMS/Classcharts to monitor patterns of behaviour across the School and to secure improved behaviour from students • To maintain an overview of behaviour issues across all years. • To support all staff in following the behaviour management procedures. • Intervene to resolve serious matters. • To deploy appropriate resources to support improvement in student behaviour. • To develop and manage the pastoral intervention program in order to secure a positive learning environment. • Accurately record negative and positive behaviour on Classcharts. • To report issues as they arise to the Headteacher • To report any action taken following an incident to all relevant parties • To ensure that all records associated with incidents are fully reported. • To manage systems to ensure all records are kept in order. • To manage pastoral team. • To ensure that all FTEs have appropriate paperwork sent home. • To deploy AHoY's as appropriate. • To oversee the use of Reflection Room. • Warm/Strict 	<p>All sanctions listed, plus:</p> <ul style="list-style-type: none"> • Following agreement with the Headteacher seek to arrange, respite placements or managed moves or liaise with outside agencies. • Fixed term exclusion up to 5 days. • Removing student from curriculum provision. • SLT Report • Reflection Room
SENCo and SEMH lead	<ul style="list-style-type: none"> • To support with referrals if it is deemed that behaviour also exhibits additional needs. This may include neurodiversity and SEMH. • To work with AHT for Behaviour and Standards in liaising and triaging needs. • To ensure that staff have training on identifying SEMH and neurodiversity. To be able to signpost staff to making referrals • To provide adequate training for support staff on SEMH and neurodiverse provisions – for example 'The Zones of Regulation' • To review the provisions in place for students and further refer if required. • To evidence all of the support used for students via Edu Key. • Warm/Strict 	



Who	Key Roles and Responsibilities	Available sanctions
Heads of Year	<ul style="list-style-type: none"> • To work directly with AHT Behaviour and Standards in managing behaviour management issues in the School • To liaise and work with AHOY's to secure good behaviour management • Use Classcharts to monitor the behaviour incidents of students within their area of responsibility • To support tutors in year group in setting up Classcharts to analyse behaviours to help securing positive working environments during tutor period for staff and students • To support students with significant behaviour incidents. • To maintain regular contact with home for students with significant behaviour incidents. • To work with all staff in maintaining a positive learning environment. • To deploy staff attached to year group to help during tutorial and assembly. • Accurately record negative and positive behaviour on Classcharts. • To keep AHT Behaviour and Standards informed about concerns with individuals. • To report any action taken following an incident to all relevant parties. • To recommend students for pastoral intervention programs. • To lead assemblies. • To support tutors enabling them to create a positive tutor time. • To monitor attendance and punctuality for year group. • To deploy AHOY's as appropriate. • To report on behaviour and standards. • Warm/Strict 	<p>All sanctions listed below, plus:</p> <ul style="list-style-type: none"> • Produce Individual Support Plans (ISP) • Head of Year report • Refer to AHT for reflection room or something more serious.
Assistant Heads of Year	<ul style="list-style-type: none"> • To work directly with Heads of year in relation to behavior of year group • To support students with significant behaviour incidents. • To maintain regular contact with home for students with significant behaviour incidents. • To work with all staff in maintaining a positive learning environment. • Accurately record negative and positive behaviour on Classcharts. • Complete proformas associated with the year group for effective record keeping and referral purposes • Complete reflection room sheets with students in the reflection room • Conduct restorative work by providing social skills, resilience and behavioural support for pupils with the year group who find particular areas of education challenging. • Provide a daily lunchtime club / activity for vulnerable students and / or assist in general supervision of students at break times & Lunchtimes, support duty rotas, pastoral and SLT Detention pick up etc. • Supervise pastoral detentions and engage students in restorative conversations to guide and support students to improve their behaviour • Under the direction of the Head of Year, they will communicate and work with parents / carers (written and personal contact) and outside agencies as part of school behaviour improvement strategies. This will include Home Visits. (Enabling all parties to be involved with and supportive of the child's education) • In response to data analysis, contribute and lead with the guidance of the Head of Year to the year group and whole school Resilience programme • Work with outside agencies to develop workshops, presentations and assemblies for vulnerable groups of pupils with the year group 	<p>All sanctions listed below, plus:</p> <ul style="list-style-type: none"> • Assistant Head of Year report • Refer to HOY/AHT for reflection room or something more serious.



Who	Key Roles and Responsibilities	Available sanctions
	<ul style="list-style-type: none"> • Work with pupils within the year group, on an individual and group basis to contribute to more effective learning through improved behaviour, attendance and social skills. This may also take place in lessons where appropriate. • To advise relevant staff in the needs of particular pupils or groups, and keep them informed of action taken • Assist in the recording of behaviour incidents using the school system • Monitor and report on the implementation of pastoral support plans/interventions with pupils within the year group and contribute to the review of these plans. • Participate in training in order to keep up to date with possible sources of support and strategies for working with pupils. • Comply and assist with policies and procedures relating to child protection, reporting concerns to an appropriate person. • To work with identified pupils within the year group as an alternative to exclusion and/or to prevent exclusion. • Supervise the reflection room where required • Warm/Strict 	
Tutors	<ul style="list-style-type: none"> • To work with Head of Year in managing behaviour management issues in the School. • To liaise and work with AHOY's to secure good behaviour management. • Tutors are outside classrooms, on time greeting pupils as they enter the classroom. • Use Classcharts to monitor the behaviour incidents of students within your tutor group. • To maintain contact with home for students in tutor group. • To work with families to support positive behaviours. • Accurately record negative and positive behaviour on Classcharts. • To keep Head of Year informed about concerns with individuals. • To report any action taken following an incident to all relevant parties. • To recommend students for pastoral intervention programs. • To follow the tutorial program to ensure a positive tutorial experience for all tutees. • To make positive phone calls or emails once a week. • To monitor attendance and punctuality for tutor group. • To check uniform and equipment daily. • Warm/Strict 	<p>All sanctions listed, plus:</p> <ul style="list-style-type: none"> • Tutor Report • Refer issues to Head of Year



Who	Key Roles and Responsibilities	Available sanctions
Leaders of learning	<ul style="list-style-type: none"> • Leader of Learning to work with subject teachers to maintain a positive learning environment. • Leader of Learning support and lead upon behaviour incidents that occur within their curriculum areas where possible • Leader of Learning to use Classcharts to monitor behaviour patterns in subject areas and respond strategically • Leader of Learning to work with Head of Year to deal with serious behaviour incident in curriculum areas. • Accurately record negative and positive behaviour on Classcharts. • LoLs will monitor behaviour and progress, from the school management information system, from emails and classcharts, within their team. • They will discuss strategies for specific pupils at department meetings, organising actions for specific pupils as required. o Each department will have a 'parking' timetable. • Where a pupil does not settle in the 'parking room', or refuses to go to the allocated room, SLT/HOY will be called using the 'on call' system. • Where a breakdown in relationships / poor behaviour continues the LoL will organise a meeting involving the pupil, parent(s)/carer(s) and the class teacher, with the aim of resolving the difficulties. • Where the meeting does not resolve the situation, or the HoY identifies a recurring issue in other subjects, the LoL/teacher will discuss the issue with the HOY, providing information for parent/carers meeting and, where necessary, attending. • Where the strategies outlined above have been exhausted, then there is communication with the relevant HOY or SLT link, in order that further action can be taken. • Warm/Strict 	<p>All sanctions listed, plus:</p> <ul style="list-style-type: none"> • Subject Reports • Refer issues to Head of Year,
All Staff	<ul style="list-style-type: none"> • Create positive and safe learning environments by maintaining high levels of behaviour management in classrooms and around the school. • Accurately record negative and positive behaviour on Classcharts. • Use Classcharts to monitor student behaviour and their own recorded incidents. • When a detention is issued, seek out the student or ask for support to meet the student either at the detention set or elsewhere to hold a restorative conversation. • Teachers are outside classrooms, on time greeting pupils as they enter the classroom. • Good order must be established straightaway. There are clear routines for putting bags, coats etc. away, having books out ready to start. There is an established routine where there is a retrieval task for the pupils to complete on entry. • Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly. • There are class seating plans to maximise pupil progress during the lesson. • At the beginning of every lesson where available, teachers recap prior learning to support the retention of knowledge, skills and understanding over time. • Teachers' planning includes clear learning objectives and outcomes that describe the expectations of knowledge, understanding, skills and abilities to be developed by pupils during the lesson. 	<p>Refer to sanction list</p>



Who	Key Roles and Responsibilities	Available sanctions
	<ul style="list-style-type: none"> • All teachers take pride in their classroom. They ensure the environment is litter free, tidy, and organised. • Teachers are expected to display and model behaviour and achievement expectations every lesson. • Teachers ensure pupils' work is dated and presented well. • Pupils are praised and commended through the rewards system. For example, when a pupil: <ul style="list-style-type: none"> • Makes outstanding progress during the lesson • Shows initiative • Completes homework to a good standard • Answers a challenging question in class • At the end of the lesson, teachers ensure pupils place their chairs under their desks. They will dismiss the class in an orderly fashion. • Complete reflective conversations following stage 2 as necessary • Attend stage 3 detentions to discuss behaviour with students as necessary • Use a 'cold call' strategy in lessons, in as many circumstances as possible (unless to ASK a question), so that pupils are all given a fair opportunity to be involved and assessed in the learning. • If routines are not executed with 100% compliance, teachers ensure that pupils 'Do it Again' or follow through a 'Whole Class Reset.' • Send a postcard and/or 2-3 phone calls home at least once a week to parents for positive reasons – paying first attention to best conduct. • Warm/Strict 	
Parents	<ul style="list-style-type: none"> • Sign up to class charts and log in regularly to monitor and support my child's behaviour • Make sure my child attends school regularly and on time. I will notify the school if my child will be absent • Make sure my child is dressed in the correct uniform and brings the necessary equipment to school • Support the school to make sure my child maintains a consistently high standard of behaviour as set out in the school behaviour policy. • Ensure my child attends detentions as set during social times (break and lunch), afterschool and weekends where the school sees fit and support all necessary consequences to poor behaviour as set out in the school behaviour policy. • Encourage my child to try their best so they can reach their full potential • Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn • Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff • Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that • Make sure that my child completes their homework including learning 100% sheets on time and raises any issues with their teachers • Read and follow the school's policies • Treat all members of the school community with care and respect 	



Who	Key Roles and Responsibilities	Available sanctions
	<ul style="list-style-type: none"> • Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child • Read any communications sent home by the school and respond where necessary 	

4. Rewards

At Holly Lodge we have a culture of rewards and recognition which include but are not limited to:

- Merits regularly rewarded in lessons, tutor time or corridor interactions where a young person has exceeded behavioural expectations or consistently meets them.
- Regular recognition in form time and assemblies
- Student of the week free lunch passes
- Star of the week postcard
- Trips and Visits
- End of Term and End of Year rewards assemblies – behaviour, attendance and academic progress
- Levels, certificates and badges as detailed below with appropriate reward*



HOLLY LODGE REWARDS

Level	Reward	Points
10	Student of the Year Award	750
9	VIP Lunch Gold Holly Lodge Award—Badge and Certificate	620
8	Letter home from Headteacher	500
7	Breakfast with Assistant Headteacher Silver Holly Lodge Award—Badge and Certificate	370
6	Letter home from senior leadership link for year group	270
5	Head of Year/Assistant Head of Year telephone call Bronze Holly Lodge Award—Badge and Certificate	200
4	Head of Year postcard	120
3	Telephone call from form tutor	85
2	Well done postcard	50
1	Text message sent home	30



ClassCharts

*to achieve any level above level 3 the student must have or exceed 85% positive behaviour point ratio on ClassCharts



5. Discipline and sanctions

5.1 - The chart below details the behaviour protocol to be used in all lessons by teachers and support staff to support good behaviour and a climate for learning.

Verbal Warning	<p>This means you are not meeting the expectations of the teacher and they will give you a verbal warning to redirect your behaviour.</p> <p>Examples of this include; turning around, talking, not focusing on completing your work.</p>	No Action
Stage 1	<p>A second warning is given about your behaviour. This means you are still not meeting the expectations of your teacher. This is logged on ClassCharts as a stage 1.</p> <p>Examples of this include; turning around, talking, not focusing or a poor effort on your work.</p>	Logged on ClassCharts
Stage 2	<p>This means you are still failing to meet the expectations of your teacher, and will mean you need to have a reflective conversation with the teacher. This will involve in classroom as well as out of classroom behaviour.</p> <p>Examples of this include; swearing, running on corridor, poor behaviour in social time, late to lesson.</p>	<p>Reflective conversation with teacher after lesson (or break, lunch time or after school.)</p> <p>Logged on ClassCharts</p>
Stage 3	<p>This means you are still failing to meet the expectations of your teacher, and will mean you need to have a reflective conversation with the teacher. This will involve in classroom as well as out of classroom behaviour.</p> <p>Examples of this include; swearing, running on corridor, poor behaviour in social time, late to lesson.</p>	<p>Parked in a another room</p> <p>30 Minute detention the following day</p> <p>Logged on ClassCharts</p>
Stage 4	<p>This will be where a member of SLT will remove you from your lesson, as despite being parked your behaviour has not improved. Also if you fail to attend HOY detention. This will lead to a 60 min SLT detention on Friday. Some behaviour is directly a stage 4.</p> <p>Examples of this include; truancy from lesson, persistent lateness to lesson.</p>	<p>Removed from lesson by SLT</p> <p>60 Minute SLT detention on Friday</p> <p>Logged on ClassCharts</p>



- 5.2 Depending on the severity of the behaviour, the following consequences may be given for and not limited to behaviour in school, behaviour on any school-organised or school related activity, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school.
- 5.2.1 Negative behaviour point
- 5.2.2 Reflective conversation – at break time, lunchtime or afterschool. Up to 10 minutes in duration - Students will be allowed a reasonable time eat, drink and use the toilet
- 5.2.3 Loss of social time including break and lunch - Students will be allowed a reasonable time eat, drink and use the toilet
- 5.2.4 30 Minute Pastoral detention or 30 Minute Departmental Detention
- 5.2.5 1 hour SLT detention
- 5.2.6 Reports – The purpose of a report is to monitor students throughout the school day. Students can be placed on report by form tutor, assistant Head of Year, Head of year and Senior Leadership team.
- When students go on report the member of staff placing the student on report will contact the parents to explain the systems and inform them that detentions will be set if expectations are not met.
 - Students on report will be signed off daily by the monitoring member of staff and parents will be expected to do the same.
 - Feedback should also be recorded on Classcharts in addition to the student report.
- 5.2.7 Day or days in Reflection Room – Reflection Room operates throughout the school day from [9:30am to 4:00pm]. The length of the time spent in the reflection room will depend upon a number of factors: the seriousness



of behaviour that has caused the referral, and the general conduct of the student in question. It is likely that a student who is persistently poorly behaved may receive longer isolation. To be effective:

- Assistant Headteacher Behaviour and Standards, Deputy Headteacher Pastoral need to approve the placement of a student in reflection room
- Suitable work should be provided for any student in reflection
- Reflection sheet will be completed and discussed with support from Assistant Head of Year.
- Where required due to Special Educational Needs (SEN), the student may complete their reflection room time in a SEN base.

5.2.8 Day or days in second school isolation room (SSI)

- Students may be sent to spend a day in isolation at a partner school. This will typically be for persistent disruption, where preceding sanctions have not elicited appropriate improvement, or a serious incident which requires a high-level sanction.
- SSI provides a high level sanction which acts as a buffer to a suspension; it aims to deter students from future poor conduct, and to provide the student with an opportunity to reflect on their conduct and on the need to improve in the future.

5.2.9 Alternative provision where required:

- In some circumstances it may be necessary that a managed move to another school is required. A managed move is an option to help avoid a permanent exclusion and give the child a fresh start.
- In some circumstances it may be necessary that time spent in an external alternative provision or our own alternative provision is required.
- Where appropriate, students may be required to complete a placement in our on-site alternative provision centre. This will either be for persistent disruption or a serious incident that requires a high-level sanction and an extended period of time to reflect on poor choices. During a placement in AP, students will continue to access their academic studies whilst also completing appropriate



intervention with the aim of a successful and structured re-integration into main stream. AP also caters for KS4 students that have made serious poor choices and provides an alternative to permanent exclusion and a lifeline to complete their secondary education.

5.2.10 Fixed term exclusion

- Exclusions from Holly Lodge will only be used as a last resort rather than a normal sanction for poor behaviour. It will be used when a range of other disciplinary procedures may have been tried and found to be ineffective. Students may receive an increased duration of FTE where similar or the same behaviour has been repeated.
- Where a FTE is issued, parents will be invited into school for a reintegration meeting; if they are not available, in some cases a TEAMS meeting or phone call will suffice depending on the nature of the exclusion

5.2.11 Permanent exclusion

6. Searching and Screening

- 6.1 On the very rare occasion when we may need to, school staff have the right to search students, with their consent. Holly Lodge High School follows The Department of Education Guidelines [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- 6.2 When required, members of the SLT have the power to search students or their possessions, without their consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items. Searches may only be



- carried out by staff of the same sex. There must always be a witness who, if at all possible, should also be of the same gender.
- 6.3 Senior staff can undertake a search, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item. The member of staff concerned will decide what constitutes 'reasonable grounds'.
- 6.4 Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the student, for example on a school trip. The person conducting the search may not ask the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.
- 6.5 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of Staff. Reasonable force may be used by the person carrying out the search but this would be a very rare event.
- 6.6 The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

7. Use of Reasonable force

7.1 Holly lodge High school follows The Department of Education Guidelines Use of Reasonable force, July 2013.

All Staff have the power to use reasonable force (including physical intervention) to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. Staff trained in the use of restraint can use the techniques if required. The use of reasonable force is a rare event at Holly Lodge High School and is only to be used as a last resort. Incidents of physical restraint must:

- 7.1.2 Be applied using the minimum amount of force and for the minimum amount of time possible.
- 7.1.2 Be used in a way that maintains the safety and dignity of all concerned.
- 7.1.2 Never be used as a form of punishment.

8 Confiscation

Under Section 91 of the [Education and Inspections Act \(2006\)](#), the school has the power to search, confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

8.1 Mobile Phones, Earphones & Other Devices



- 8.1.2 Students are allowed to bring mobile phones into school but are not allowed to use them between arriving on the school site until the school day ends at 3.10pm. The use of the mobile phones is authorised at the end of the day so students can liaise with parents if there are changes to pick-ups, etc. There may be occasional authorised use of phones during lessons - such as when photographing practical coursework - but this will always be in controlled circumstances. If mobile phones or other similar devices are used at inappropriate times they will be confiscated by staff and held securely in the Student services.
- 8.1.2 Confiscated phones will need to be collected by parents at the end of the school day*
- 8.1.2 Refusal to hand over a phone will be escalated to a senior member of staff and a further, more serious sanction may be put in place depending upon the circumstances.
- 8.1.2 Earphones are considered part of a mobile phone and may also be confiscated; they must not be visible or used on the school site until the school day ends at 3.10pm.
- 8.1.2 The school may treat any other portable electronic communication device as a mobile phone; for example, a smartwatch.
- 8.1.2 As mobile phones are prohibited under examination conditions they may not be taken into formal exams.

9 SEN Guidelines

- 9.1 Section 6 of the SEN Code of Practice 2014 paragraph 6.33 Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.
- 9.2 Mental Health and Behaviour in schools 2018 DFE
 - 9.1.2 When schools suspect that a pupil is having mental health difficulties, they should not delay putting support in place, using the graduated response process
 - 9.2.2.1 an assessment to establish a clear analysis of the pupil's needs;
 - 9.2.2.2 a plan to set out how the pupil will be supported;
 - 9.2.2.3 action to provide that support; and
 - 9.2.2.4 regular reviews to assess the effectiveness of the provision and lead to changes where necessary. This can happen whilst the school is gathering the evidence, and the pupil's response to that support can help further identify their needs.
 - 9.2.2.5 Tools such as the Strengths and Difficulties Questionnaire (SDQ)²² and the Boxall Profile²³ can support schools through this process. In addition to informing decisions on



whether to seek specialist support, they can also provide a basis for ascertaining whether the initial intervention is working or whether something different needs to be tried. Further information on identification and measurement tools can be found in Chapter 4

10 **Bullying**

10.1 Holly Lodge School has a separate [anti-bullying policy](#)

11 **Social Media**

11.1 Whilst schools are able to support students where issues arise from the use of social media, it must be remembered that these issues can only occur outside of the school site (due to our mobile phone policy). As such, we politely remind parents and carers that it is their responsibility to monitor such issues and to report concerns to the police for investigation and possible action. Holly Lodge will fully support the police with any investigations and will also provide appropriate support for our students but it is not our role to police and investigate social media issues that occur away from the school site and outside of school hours. As a school where the incident affects the smooth running and safety of the school, we may investigate and sanction as appropriate.

11.2 It is the parent or carers responsibility to make sure that young people use social media and all forms of technology safely and correctly

11.3 Parents should regularly check their young persons mobile device and make use of parental controls. Parents should also ensure that young people do not use apps that are not appropriate for their ages.

12 **Uniform and Equipment**

12.1 Students should be in full school uniform at all times. Special consideration may be given for students with particular conditions. This will be discussed and agreed with the SENDCo and Deputy Headteacher/Assistant Headteachers (Pastoral) or Headteacher.

12.2 Violations in uniform expectations will result in the student being offered an appropriate item of clothing where available or result in the student being placed into the Reflection Room

12.3 No trainers to be worn around the building other than for PE

12.4 Full uniform includes use of backpack or rucksack

13 **High-Caffeine Drinks**

13.1 These are not permissible in school due to the health risks and detrimental impact they can have on the health and behaviour of children and will therefore be confiscated and destroyed. Examples include but are not limited to Prime, Lucozade, Redbull, Monster.

14 **Vaping/smoking**

14.1 Any student found in possession of cigarettes, electronic cigarettes or smoking/vaping paraphernalia will trigger the use of the consequence



system. Any items discovered will immediately be confiscated and parents/carers informed.

15 Behaviour in the community

15.1 Our school have the authority to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes when the student is:

15.1.2 Taking part in any school organised activity.

15.1.2 Travelling to and from school wearing school uniform.

15.1.2 In some way identified as a student at one of our schools.

15.2 Also, we will deal with any misbehaviour at any time that:

15.1.2 Could have repercussions to the orderly running of the school.

15.1.2 Poses a threat to another student or member of the public.

15.1.2 Could adversely affect the reputation of the school.

15.3 All staff should insist on responsible behaviour which complies with this policy.

16 Allegations against staff

16.1 The School places the safety and security of all its students above anything else. We take all reports of staff misbehaviour seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it then we must ensure our staff are protected, therefore the sanction is amongst the strongest we can take.

16.2 Where a student is proven to have made a malicious allegation against a member of staff, it will be reviewed on a case by case basis. It must be recognised that unless there is a significant reason otherwise, this will most likely result in the permanent exclusion from the school of that student. It may be possible to seek an alternate place for some students within the authority through an LA agreed move; however, this is not always possible.

17 Use of CCTV

- CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

18 Selling

18.1 The school regards students selling items of food and drink to other students for profit as morally unacceptable and contrary to our aim to promote healthy eating. Students caught selling or in possession of bulk items brought into school for this purpose will face sanctions using the school's stage system. Repeat offences could result in exclusion.



19 **Intervention and Support**

- 19.1 Following meetings regarding deteriorating behaviour and where necessary, parents will receive a letter from the pastoral team detailing a summary of behaviour thus far, any intervention that has taken place thus far and what has been agreed in order to move forward to address behaviour or
- 19.2 Where necessary and available young people will be given extra support for academic, behavioural or mental health purposes. These include but are not limited to;
 - 19.1.2 Specific Behaviour Intervention such as *poor corridor behaviour*
 - 19.1.2 Police Intervention
 - 19.1.2 DECCA
 - 19.1.2 Effective use of social media
 - 19.1.2 Mental health and Well-being

20 **Class Charts**

- 20.1 Holly Lodge High School makes use of Class Charts. It is essential that all parents/carers sign up to and engage regularly in Class Charts to support the young person.
- 20.2 Holly Lodge High School will make regular use of Class Charts analytics features to track and monitor behaviour of individuals, classes, year groups and groups of students in order to deploy effective support.
- 20.3 Class Charts dashboard feature should be used regularly by tutors, teachers and leaders of learning to make regular informed choices about developing a culture of learning in their environments