

HANDEL HOUSE SCHOOL
Northolme, Gainsborough, Lincs. DN21 2JB
Telephone 01427 612426



BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 of the Education (Independent School Standards) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2022)) *Behaviour in Schools, A guide for Head Teachers and School Staff* (DfE Website – www.education.gov.uk) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

We have also taken into consideration and made reference to the Department for Education (DfE) non-statutory advice '*Behaviour in schools*' (2022).

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), the out of school care and extra-curricular activities inclusive of those outside of the normal school hours;
- all staff (teaching, supply staff and support staff), the proprietors and volunteers working in the school

Related Documents:

- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Relationships and Sex Education Policy (RSE), Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Children Policy, Mental Health and Well-Being Policy

Early Years Foundation Stage (EYFS)

- The practitioner responsible for behaviour management in the EYFS is Mrs Helen Tooke. The EYFS has a supplementary behaviour management document.

Available from:

- This Policy is available to parents to read in the School Office or a copy can be requested.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher/Proprietor and the Advisory Board.
- The Headteacher/Proprietor and the Advisory Board will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: October 2025

Mark Raisborough
Headteacher/Proprietor

Behaviour Management including Discipline and Sanctions Policy

Statement of Intent

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but **responded to and acknowledged when witnessed by teachers**. As part of this Policy we believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere. The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined limits that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

Aims

Our aim is that through this policy we motivate children to:

- work hard;
- behave well;
- embed the school values;
- treat all members of the community with respect;
- show self-respect.

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The School values are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having values, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

School Ethos

Handel House School is expected to be a place where:

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- early intervention is the norm;
- there is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. The school's behaviour policy will be available to all staff. A copy of all school policies is in the Staffroom. Playground assistants will have access to all relevant policies.

The Role of the Headteacher/Proprietor

The Headteacher/Proprietor's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include setting standards and expectations and guiding pupils in meeting these standards and expectations. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster who is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying pupils;
- ensure that the standard of behaviour is acceptable;
- regulate the conduct of pupils

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well planned, interesting and demanding lessons make a major contribution to good discipline

The Role of Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

The Role of Parents

Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records, see appendix 1, to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school values, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the Order. School premises are private property and parents will generally have permission from the school to

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

be on school premises. However, in cases of abuse or threats to staff, pupils or other parents, schools may ban parents from entering the school. A letter will be sent informing parents of the ban and reasons for it, see appendix 2. A parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

Standards of Behaviour

Handel House School demands high standards of behaviour and endeavour to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

The School Environment

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school.

The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive.

Children showing pride in their own classroom and cloakroom will be the first step to this. As part of school responsibilities, the playground is considered a litter-free zone. To enable everyone to enjoy our surroundings it is recommended that a class, at the end of break, should tidy the playground when it is considered necessary.

We wish to promote a school environment where:

- all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- to benefit fully from lessons pupils should have all necessary equipment and books.
- positive self-esteem is encouraged along with concern for the well-being of others;
- school values, stated positively, are understood and applied consistently;
- the attitudes and values of the Formation (RSE, RE, SMSC, PSHEE and Citizenship) lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all have a right to attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils should put all litter in bins;
- pupils should leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code;
- pupils should refrain from using make-up, nail varnish and unnatural hair colours.

Pupils should confine items of jewellery worn at school to a watch and one necklace with a religious pendant and, in the case of girls, one pair of stud earrings to be worn in the earlobe only. These items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Boys are not allowed to wear an earring in school – even if it is covered with a dressing. Pupils should hand in to the School Office any medication, apart from asthma inhalers, brought into School.

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Expectations.

These are:

- to promote the mental health and well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion. All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Headmaster is to be informed, this will be logged on the incident sheet, see appendix 3. These records are kept in the Behaviour Management Policy file in the headteachers office.

Unacceptable behaviour is:

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Handel House Values

Our Values are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. Handel House School Values should be well known to all and reinforced consistently.

Our Values are:

Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of the preparatory school to conform to the following code of conduct.

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see the school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Headteacher/Proprietor or outside agencies.
- We expect all members of our school to refrain from physical contact with one another.
- In particular no items of monetary or sentimental value should be taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses
- Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage

Rewards

Throughout the school, good behaviour is promoted at all times. Handel House School School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

House points can be gained for positive individual efforts both inside and outside the classroom. When awarding a housepoint it should be remembered that what may be a miniscule achievement for one child, is a big step forward for another, and the reward should be appropriate to the child's individual effort.

Points can be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others or notable endeavour in any aspect of school life. Point totals are collected and recorded fortnightly for each child and an overall total is recorded for each house. Children are informed of overall termly totals and individual children's highest totals each term at the End of term Awards Assembly. At the end of year awards assembly 2 children from each class (one for achievement and one for endeavour) are awarded certificates.

- Teachers congratulate children.
- Teachers give children house points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Certificates awarded for academic success and extra-curricular achievements at the Annual award assembly.
- Prefect system
- Staff are encouraged to send outstanding pieces of work to the Headteacher.
- Displaying good work around the School.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

House System

The School has two Houses: Cavendish and Meldrum. Each child is assigned to a House upon entry to the school. Each house has an elected House Captain. A vote takes place at the end of each academic year. Every child in the house from Kindergarten to Year 6 votes for a child in Year 5 who will move into Year 6 the following year. There are regular House competitions in areas such as music and sport.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year including organising charity events. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

Sanctions

The consequences of any misbehaviour should be logically related. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. The school employs a number of sanctions as consequences to pupils choosing not to follow the school values, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. If a child is disruptive in class, the teacher verbally reprimands him or her.
- If a child misbehaves repeatedly, we may remove the child for the remainder of the lesson or remove the child from the rest of the class until calm, and are ready to participate.
- Persistent misbehaviour will result in fixed term suspension/expulsion. This is done with, where possible working with parents, and then notified via a letter, see appendix 4 and 5.

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. We also use daily and weekly reports.
- If appropriate a letter of apology or explanations for behaviour is required from the miscreant
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanor and should take place as quickly as possible.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour.

- Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Detentions at lunchtime or after school may be given.
- Amongst older children, normal sanctions include verbal reprimands, loss of rewards, favoured activities, playtimes, etc.
- Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Headteacher/Proprietor.

Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Fixed Penalty Exclusion and Permanent Exclusions

Handel House School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Handel House School are:

- Suspension = Fixed Penalty Exclusion
- Expulsion = Permanent Exclusion
- Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Headteacher/Proprietor. If the Headteacher/Proprietor excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher/Proprietor makes it clear to the parents that they can, if they wish, appeal against the decision to the Chair of the Advisory Board. The school informs the parents how to make any such appeal. It is the responsibility of the Board, with the help of the Headteacher/Proprietor to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. See appendix 4 and 5.

Early Years Foundation Stage (EYFS)

We recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work in the EYFS will use and promote positive language with children where possible. In EYFS, a child will normally be gently redirected. If unacceptable behaviour persists, he or she will be withdrawn from the group for a short period, and if necessary, taken to another room to calm down. Our behaviour management strategies at Handel House School EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

Pupil's with special educational needs and disabled pupils

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

Further suggested strategies:

All adults working directly with children at Handel House School can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on behaviour and will ensure that everyone's rights are maintained. When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.

- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. "Jim, you know our rule for..... Please use it."
- Direct the child to appropriate behaviour.
- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm and use appropriate assertions. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- Focus clearly on the behaviour which is affecting due rights.
- Have high expectations and encourage all pupils to demonstrate the school values.
- Focus clearly on the relevant rule or right.
- Avoid asking "Why?" questions. (Save these for discussion away from the group). Use "What?" questions instead.
- Address the behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action, as detailed in Step Four, may become necessary.

Managing Pupil Transition

We carefully manage the transition of the children, not only from EYFS through to Key Stage One and to Key Stage Two but also in preparing children for their senior school placement in Year Seven. A particular strength of our school is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. The Year 6 teachers also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for the children. Not only are children prepared for the academic transition of moving to senior school, but also the social side. Ex-pupils come back to talk to the current Year 6s about what senior school is like.

Serious Misbehaviour: Record of Serious Sanctions Book

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headteacher/Proprietor and entered in

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

the Incident Log, see appendix 3. These records are kept in the Behaviour Management Policy file in the Headteacher/Proprietor's office.

This will be followed up by a formal meeting with the parents (stage 3 of the complaints policy) and ongoing monitoring by the Headteacher/Proprietor. If the behaviour of the child does not improve it could lead on to the exclusion stage.

The Headteacher/Proprietor keeps a record of any child who is excluded for a fixed-term, (suspension) or who is permanently excluded. It is the responsibility of the Headteacher/Proprietor to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. *Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.*

The Handel House School Listener - Counsellor Option as part of Behaviour Management:

It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a "Counsellor" will be considered in an ongoing behavioural problem. At Handel House School, the children will know this person as "The School Listener". This will not normally be the Headteacher/Proprietor who would always be available as the final point of reference. The "Counsellor" should maintain a close interest in the behaviour, achievements etc. of the child and should liaise regularly with the teacher/s who work most closely with them. Sometimes it may well be helpful to remove a disruptive child into the classroom of the "Counsellor". As the "Counsellor" gets to know the child better there should be an input into the behaviour management strategy that is agreed as being the most appropriate. At Handel House School, "The School Listener/Counsellor" is determined on a case by case basis.

Educational Visits

The Headteacher/Proprietor may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense.

Incident and Sanction Books

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headteacher/Proprietor and entered in the Incident Book. Parents should be informed by the Headteacher/Proprietor and appropriate action taken will be recorded in the Incident Book.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher/Proprietor records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the Incident Book that we keep in the school office. The Headteacher/Proprietor keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Headteacher, with the help of the Advisory Board, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupil's behaviour outside school on school educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits which acknowledge; in cases of serious bad behaviour they will collect their child from the venue.

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Headmaster immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and recorded on the Physical Intervention Log, see appendix 6, found in the Behaviour Management Policy file in the Headteachers office. The child's parents are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Recording

A Discipline Book for serious issues is kept in the School Office. A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Concerns about the welfare of colleagues or children should be communicated to the Headteacher immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Organisation and Facilities

Within Handel House School, there is a total commitment by all the staff to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to become as personally adequate, socially competent and as independent as their potential will allow.

Malicious accusations

Malicious accusations against our staff are not acceptable and are taken very seriously. Handel House School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

Support systems for pupils, parents and other agencies

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan, see appendix 7, for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support.

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Focused Observation

Name of Setting:			
Child's name:			
Date of birth:		Age:	
Name of adult observing:			
Focus of observation:			
Context:	Adult focussed	<input type="checkbox"/>	Child initiated
	Child alone	<input type="checkbox"/>	Child with others

Date/Time	Observation(s)
Significant points	Next steps

Appendix 2

Dear

Re: Your conduct on school premises on (insert date)

I refer to the incident that took place on the school premises today (or insert relevant day) when you (insert details of the incident).

If the Headteacher did not witness the incident they may wish to use the following text: I have considered the witness accounts of the incident, (if relevant: including your own), and it would appear (insert details of incident).

Your behaviour falls short of the standard of conduct expected of those visiting the school. I must therefore warn you that if you are involved in a similar incident again, you will leave me with no alternative other than to ban you from coming onto the school site without my written permission.

I do hope that this will not be necessary and that I can rely on your cooperation in this matter.

Yours sincerely

Headteacher

Appendix 3

Behaviour Incident Log

Date	Time	Name of reporter	Pupil	Class / environment (e.g. maths / playground)	A: Antecedent (trigger) What happened directly before the behaviour occurred?	B: Behaviour Describe the behaviour objectively	C: Consequence What happened directly after the behaviour occurred?	Low level or serious?

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Dear **[Parent/Carer's Name]**,

I am writing to inform you of my decision to suspend **[pupil's name]** for a fixed period of **[enter number of days]** days. This means that **[he/she]** will not be allowed in school for this period. The suspension **[begins/began]** on **[date]** and ends on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended for this fixed period because **[state reason for suspension. This can be more than one reason but be clear on the reasons and how the behaviour policy has been breached]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **[pupil's name]** during this suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Advisory Board of Handel House. If you wish to make representations please contact Mr Raisborough at Handel House Preparatory School, The Northolme, Gainsborough, Lincolnshire, DN21 2JB or via email on admin@handelhouseschool.com, as soon as possible. Whilst the Advisory Board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> or the County Court in the case of other forms of discrimination.

You and **[pupil's name]** are requested to attend a reintegration session with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to discuss how best we can support your child.

Following this **[Pupil's Name]**'s suspension expires on **[date]** and we expect **[pupil's name]** to be back in school on **[date]** at **[time]**.

Remember, you are not alone, and there are people ready to help you navigate this situation.

Please refer to the following sources for free and impartial information:

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Suspensions guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. The Department also provides guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>.
- The Coram's Child Law Advice service can be found through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5480 from Monday to Friday, 10am – 4pm.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

Yours Sincerely,

Mr Raisborough
Headteacher

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Dear **[Parent/Carer's Name]**,

I regret to inform you of my decision to permanently exclude **[pupil's name]** with effect from **[date]**. This means that **[pupil's name]** will not be allowed in this school unless **[he/she]** is reinstated by the Advisory Board.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been excluded because **[state reason for the exclusion. This can be more than one reason but be clear on the reasons and how the behaviour policy has been breached]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification.

For the first five school days of the exclusion, we will set work for **[pupil's name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards, i.e. from **[specify the date]** the local authority will become responsible for **[pupil's name]**'s education - an officer from the local authority Transitional Education Service will be in contact with you in due course.

I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the Advisory Board must meet to consider it. At the meeting you may make representations, your **[son/daughter]** can also attend the meeting if you wish, and you can ask them to reinstate your child in school. In light of its consideration, the Advisory Board can either direct reinstatement immediately or on a particular date or decline to reinstate your child. The latest date by which the Advisory Board must meet is **[specify the date — must be on or before the 15th school day after the date on which the Advisory Board was notified of the exclusion]**. If you wish to make representations to the Advisory Board and wish to be accompanied by your **[son/daughter]**, a friend or representative please contact Mr Raisborough at Handel House Preparatory School, The Northolme, Gainsborough, Lincolnshire, DN21 2JB or via email on admin@handelhouseschool.com, as soon as possible. Please be aware that you have the right to make a request to hold the meeting via the use of remote access. You will, whether you choose to make representations or not, be notified by the Advisory Board of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform Mr Raisborough if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> or the County Court in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the Advisory Board.

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Remember, you are not alone, and there are people ready to help you navigate this situation.

Please refer to the following sources for free and impartial information:

- Suspensions guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. The Department also provides guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>.
- The Coram's Child Law Advice service can be found through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5480 from Monday to Friday, 10am – 4pm.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

Yours sincerely

Mark Raisborough

Headteacher

Appendix 6

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Physical Intervention Log

We believe that reasonable force must only be used when absolutely necessary. To protect immediate risk of harm to oneself or others, or to prevent serious damage to property. Reasonable force will always to be used in accordance with the Government Guidelines. All incidents of this nature must be recorded in this log.

Date	Time	Name of reporter	Pupil	Class / environment (e.g. maths / playground)	Name(s) of witnesses	Injuries (if any) to pupils or staff	Damage (if any) to property	Nature of intervention	Headteacher notified?	Check pupil for injuries/ marks/ breathing ok?	Signed

Appendix 7

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Skills and Talents	Achievements
Likes	Dislikes
Challenging behaviour What does it look like? What triggers it?	Targets What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behavior? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Agreement: Parent name Parent signature Date	Staff name Staff signature Date

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.