

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



BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

Legal Status:

This policy has regard to the following legislation, statutory requirements and Department for Education guidance:

- Education (Independent School Standards) Regulations 2014, as amended, particularly Part 3, paragraph 9 concerning behaviour, discipline and sanctions.
- Equality Act (2010), including the duty to make reasonable adjustments for disabled pupils.
- Education Act 1996 and other relevant legislation concerning discipline, suspension and permanent exclusion.
- DfE, Behaviour in Schools: Advice for Headteachers and School staff, as applicable to Independent Schools.
- DfE, Restrictive Interventions, including the use of reasonable force, in schools, effective from 1 April 2026
- DfE, Searching, Screening and Confiscation in Schools
- DfE, Mobile Phones in Schools June 2026
- DfE, Statutory Guidance KCSIE, latest version
- DfE, Statutory Guidance relating to suspension and permanent exclusion, where applicable
- Equality and Safeguarding considerations relating to pupils with special educational needs and disabilities

The policy will be reviewed whenever significant changes are made to legislation, statutory guidance or the Independent School Standards which affect behaviour management, discipline or sanctions.

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.

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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 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: September 2026

Mark Raisborough
Headteacher/Proprietor

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 responses 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 and in planners. 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.

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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 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;
- obey the school rules;
- 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 rules 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 rules 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.

Whole-School Behaviour Culture

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.

Handel House School promotes a positive culture in which good behaviour is taught, modelled, recognised and reinforced. The School recognises that behaviour is influenced by a range of factors, including a pupil's age, developmental stage, individual needs, relationships, emotional state, SEND and circumstances outside of school. Our approach is based upon:

- Clear and consistently communicated expectations;
- Positive adult role modelling;
- Praise and recognition of appropriate behaviour;
- Calm, consistent and proportionate responses to unacceptable behaviour;
- Early intervention before difficulties escalate;
- Teaching pupils the behaviours required for successful learning and positive relationships;
- Restorative approaches where appropriate;
- Consideration of individual circumstances and SEND;
- Working constructively with parents and carers;
- Maintaining a safe, calm and purposeful environment

Staff should respond to behaviour in a way that is calm, predictable, proportionate and respectful. Behaviour management should seek to preserve the dignity of the pupil while maintaining the rights of other pupils and staff to learn, teach and remain safe. The School does not seek to punish behaviour for its own sake. Sanctions are used where appropriate to maintain a safe and orderly environment, reinforce expectations and help pupils understand the consequences of their actions.

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 making rules and provision for enforcing them. 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 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

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how to behave at home and at school. We expect parents to encourage their children to support the school rules, 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 publicly, 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 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. For example, 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 rules, 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;

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- 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.

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.

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.

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

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

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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 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 and book tokens.

- 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 to enforce the school rules, 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.

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- If a pupil misbehaves repeatedly, they may be temporarily removed from the immediate learning environment, where appropriate, to allow the situation to de-escalate and to protect the safety and learning of others.
- Persistent misbehaviour may result in fixed term suspension/permanent exclusion
- 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 pupil
- 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. There is no requirement for every sanction to be applied sequentially. The response will depend upon the seriousness, frequency and context of behaviour, the age and developmental stage of the pupil, any SEND or disability, safeguarding considerations and the impact upon others.

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

For a more detailed explanation of how each of these principles works in the EYFS, please see the Policy 'Managing and modifying behaviour through positive language in the EYFS'.

Pupils with special educational needs and disabilities (SEND)

Handel House School recognises that some pupils may require additional support to understand expectations, regulate their behaviour or communicate their needs. When managing behaviour involving a pupil with SEND, the

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School will consider, where relevant:

- The pupil's age and developmental stage
- Identified special educational need or disability
- Communication or language needs
- Whether the behaviour may indicate an unmet need
- Information contained within the pupil's individual support plans or other relevant records
- Advice from parents, professionals or external agencies
- Whether reasonable adjustments are required
- Whether the School's usual behaviour strategies need to be adapted

The School will not treat a pupil less favourably because of disability. Reasonable adjustments will be considered where required by the Equality Act 2010. This does not mean that a pupil with SEND is exempt from the School's expectations of safe, respectful and appropriate behaviour. Rather, the School will seek to understand the reasons for behaviour and provide appropriate support while maintaining a safe and orderly environment for all. Where behaviour is persistent or presents significant concern, the School may develop an individual behaviour or support plan setting out agreed expectations, preventative strategies, appropriate responses and arrangements for monitoring and review.

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.
- Expect children to comply.
- 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

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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 the Behaviour Log. These records are kept 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 Anti-Bullying Policy.*

Suspensions 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
- Permanent exclusion

Neither sanction is used lightly. The power to suspend or exclude a pupil 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 School's Advisory Board, or another appropriately appointed person where the School's Advisory Board has a conflict of interest. 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.

Please refer also our to 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

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endangered the safety of the child concerned, must be discussed with the Headteacher/Proprietor and entered in the Incident Log. 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 suspended 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.

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.

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.

Restrictive Interventions, including the use of Reasonable Force

All members of staff are aware of the regulations regarding *Restrictive Interventions, including the Use of Reasonable Force*. The School will use preventative and de-escalation strategies wherever reasonably practicable to minimise the need for restrictive intervention. Physical intervention or reasonable force will only be used when necessary and proportionate, and in accordance with current DfE guidelines. Force may be used where necessary to prevent a pupil:

- Causing injury to themselves or another person
- Committing an offence
- Damaging property; or
- Seriously disrupting good order or causing significant harm to the learning environment

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Force must never be used as a punishment, for staff convenience or simply because a pupil is refusing to comply with an instruction. Any restrictive intervention must be proportionate to the circumstances and the risk presented. Following any significant incident involving force or restrictive intervention:

- The incident will be reported to the Headteacher/Proprietor
- The incident will be recorded promptly and factually
- The record will include what happened before the intervention, the behaviour or risk presented, the intervention used, who was involved, any witnesses, the outcome and any follow-up action
- Consideration will be given as to whether the pupil requires further support
- The parents/carers will be informed in accordance with statutory requirements and school procedures
- Where appropriate, the incident will be reviewed to identify whether preventative strategies or the pupil's support arrangements should be amended.

Where a restrictive intervention indicates a possible safeguarding concern, the school's safeguarding procedures will also be followed. Records of restrictive interventions will be monitored by the Headteacher/Proprietor to identify patterns, recurring triggers, training needs or changes required to behaviour or support plans.

Mobile Phones and Personal Electronic Devices

Handel House School is a mobile-phone free environment during the school day. Pupils should not have access to or use mobile phones during the school day, including during lessons, transitions, breaktimes and lunchtimes, except where an agreed exception applies. Where a pupil needs to bring a mobile phone to school, arrangements will be made for the device to be stored securely and not accessed during the school day. Any permitted exception will be based on an individual's circumstances, for example, where this is required because of medical, disability, SEND or safeguarding considerations. Unauthorised use of a mobile phone or personal electronic device will be dealt with under this behaviour policy. The school may confiscate a device in accordance with its behaviour policy and relevant DfE guidance. Where a mobile phone or electronic device is suspected of containing material that raises a safeguarding concern, the matter will be referred to the DSL and dealt with in accordance with the school's safeguarding procedures. The school will communicate its arrangements for mobile phones and personal devices clearly to pupils and parents.

Searching, Screening and Confiscation

The school may search pupils or their possessions where this is permitted by law and in accordance with DfE guidance on searching, screening and confiscation. The school rules will identify items which may be searched for, including prohibited items and, where appropriate, mobile phones or other personal electronic devices. Any search will be carried out lawfully, proportionately and with due regard to the pupil's age, dignity, privacy and individual circumstances. Where a search identifies a safeguarding concern, the school's safeguarding procedures will be followed and the DSL will be informed where appropriate. Confiscated items will be dealt with in accordance with the school's procedures and relevant statutory guidance. The school will consider the age, SEND and individual circumstances of the pupil when determining any disciplinary response.

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 Behaviour Log 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

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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.

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

Handel House School will distinguish between allegations which are made in good faith but cannot be substantiated and allegations which are deliberately fabricated or malicious. A pupil will not be sanctioned simply because an allegation cannot be substantiated. Where there is evidence that an allegation has been deliberately fabricated or maliciously made, the School may consider an appropriate disciplinary response.

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 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.

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