

RELATIONSHIPS AND BEHAVIOUR FOR LEARNING POLICY



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1. Purpose

Howard House School is a place of learning where all are expected to be responsible, positive and respectful so that the climate and attitudes for learning of all students is the best it can possibly be. Our inclusive school culture is based upon our in-house values of 'R.I.S.E' (respect, inspire, support and effort). Our values will create a culture at our school that will drive our high aspirations and maintain our high standards, for both students and staff. This is summarised by our motto "**excellence by any measure**".

The patterns of behaviour that we want in our school must be taught just as thoroughly and as consistently as the rest of the curriculum. The system relies on all staff acting and speaking as one voice, delivering the same consistent message and response to student behaviours. In most schools, most of the time, most students behave appropriately. There will be occasions in our school, as in all schools, when things go wrong, and an effective behaviour policy should help staff to deal with such situations. We promote high standards in everything we do and recognise the need to teach our core values to students.

We recognise that students can make mistakes, however, we firmly believe they should be given an opportunity to learn from those mistakes and to progress with their education. We see every next step as fresh start and believe in providing students with the opportunity to engage in restorative justice. We also recognise the right of all staff and students to work in an environment where they feel safe.

As a school, we know that positive and socially interconnected relationships are the root of all human connection, positive behaviour, and attitudes to learning, and that we all have a part to play in building a positive foundation for life and learning. It is the responsibility of all staff to ensure that they foster positive relationships with each other and with students.

The Education and Inspections Act 2006 introduced for the first time a statutory power for teachers and certain other school staff to discipline students. Subject to the school's relationships and behaviour for learning policy, a teacher may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school-based activity.
- Travelling to or from school.
- Wearing a school uniform.
- In some other way identifiable as a student from the school.
- Misbehaving at any time, whether the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another pupil or member of the public and in doing so adversely affecting the reputation of the school.

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At Howard House School, all teaching staff, have the right to impose a range of consequences. The consequences should be applied in accordance with the school's behaviour policy. The use of consequences is extended to non-teaching staff who are in frequent contact with students. Other non-teaching staff have the right to impose consequences (issue a debit point). Outside agencies (supply staff) to the school also have the right to impose consequences (issue a debit point), having first discussed the incident with a member of permanent staff. Any member of staff, teaching or non-teaching, who feels that a student's disruptive behaviour warrants a consequence beyond their remit should seek the advice of senior management.

Suspensions and internal suspensions may be imposed by members of the senior management team with the agreement of the Headteacher. Only the Headteacher may recommend permanent exclusion.

In accordance with the Education and Inspections Act 2006, the school reserves the right to impose consequences, if warranted, on a student who is misbehaving while not on the school premises but who is under the charge of a member or members of staff. For example, a student who is misbehaving on a school trip. The range of consequences would be up to and including the loss of an enrichment opportunity or a transport ban. If it was felt that a student's behaviour warranted a more serious consequence, the supervising teacher should discuss the matter with a member of senior management. All consequences would be explained and implemented upon the student's return to school, before leaving site.

2. Guidance

Effective responses require an understanding of a student's behaviour and an awareness that the behaviour of the teacher will have a significant influence on the behaviour of the student(s).

At Howard House School we ask all our staff to:

- Remain calm.
- Remain in control – do not react to a situation, respond to it.
- Recognise and reward positive behaviour and academic achievement.
- Be consistent in disciplinary matters; adhere to processes and procedures
- Use your knowledge of the student and apply strategies that are known to work (Zones of Regulation; Solutions focussed behaviour studies).
- Be a good role model for the student.
- Respect students in and out of the classroom.

All staff are trained in Foundations For Safer Care, which set out clear guidance on behaviours to use and behaviours to avoid. Some are listed below.

Do all you can to:

- Keep calm.
- Listen.
- Be positive.
- Use humour.
- Show empathy.
- Know your students as individuals.
- Apply consequences (natural consequences) consistently.
- Seek help if necessary.

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Avoid:

- Unnecessarily raising your voice.
- Over-reacting.
- Humiliating students.
- Sarcasm.
- Making threats.

Refer to PACE wherever possible (Playfulness, Acceptance, Curiosity, Empathy).

3. Classroom management; be positive, be enthusiastic and use the agreed teaching model

At the beginning of a lesson:

- Have the lesson prepared; resources ready.
- Greet the students, warmly.
- Make sure the lesson's learning objectives and outcomes are made clear to the students at the beginning of the lesson.
- Use voice effectively.
- Be alert to what is happening in all parts of the room.
- Be mobile – move around the classroom.
- Try to delegate tasks to students.
- Make good use of questions.
- Look to reward good effort and behaviour.

When a student fails to respond, there are several strategies a teacher may adopt:

- A simple direction to students.
- Remind students of their individual incentives.
- Apply knowledge of students from Zones of Regulations and Solutions Focussed Behaviour Studies.
- Encourage students to use adaptive learning resources (fidget toys etc)
- Begin to apply consequences (behaviour steps: 0, 1, 2, 3), ensure they are timed a part. The student/s should always be made aware before a debit is issued;
 - '0': verbal warning.
 - '1': administer one debit.
 - '2': administer two debits.
 - '3': administer three debits and carry out '1 to 1 intervention' and log this on Sleuth.
 - If the behaviour escalates or if there is major disruption, pastoral support can be called through the radios.

End of lesson:

- Use the end of the lesson to recap and analyse on the work covered during the lesson and issue appropriate credits/debits achieved.
- Finish the lesson promptly so that students will not be late for their next lesson.
- Do not finish the lesson too early, allowing students to stand around with nothing to do, have extension tasks available for access and linked to the task.
- Students should remain seated until lesson hand-over.

4. Code of conduct

At Howard House School, we recognise that each member of the school community has a right to be treated with respect and to work in a clean, calm and safe environment. To help us achieve this aim, we expect our students to:

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- **Respect:** The ability to be polite and understand that every individual deserves to be kept safe and listened to.
- **Inspire:** The ability to withstand difficult situations and produce positive outcomes.
- **Support:** The willingness to help others, regardless of differences, race, religion, beliefs.
- **Effort:** The characteristic of resilience and pursuing challenges without fearing failure.

By teaching these values and subsequently adhering to such values and creating a high performing culture, we believe we are preparing students for the next stage of their journey and providing them with the opportunity to be respected citizens who positively contribute to society.

5. Natural Consequences: Encouragement and Coaching

Students and parents/carers need to be fully aware that poor behaviour is unacceptable and natural consequences will follow; encouragement (positive reinforcement/credits/incentives) and behaviour coaching (1:1/debits), natural consequences should be fair and consistent. Coaching should be specific and not applied to whole groups/classes of students for the misbehaviour of a few – although collective responsibility should be talked about – specifically positive leadership. Consequences that are deliberately humiliating or degrading must not be used. Positive Reinforcement/Rewards are as important as coaching/debits and teachers should look for opportunities to reward students for good behaviour/attitude/work. Aim for a ratio of 4:1.

Rewards

Praise: Praise may include words of encouragement, comments on student's work, praise in assembly, positive comments on school reports. Staff should seek every opportunity to praise good work and behaviour. Stress the positive.

Display: Displays of student work are encouraged as a means of motivation and praise. Rooms should be colourful and bright. Displays should be changed regularly.

Credit points: The school's primary means of rewarding students is awarding credit points on Sleuth.

All credits are added up, and at the end of every month there will be a rewards trip. Students will receive 1 day off timetable to receive their bronze, silver, or gold reward trip. Below is an example of points needed per week:

Gold* activity points per week = 550
Gold activity points per week = 450-549
Silver activity points per week = 250-449
Bronze activity points per week = 0-249

Incentives

At Howard House school we recognise that many of our students have had negative experiences of school and teachers. Our Staff have worked with students to build relationships and to get to know students better. By working through Zones of Regulations and also weekly, whole staff behaviour meetings, staff and students have identified short term, medium term and long-term rewards to incentivise and motivate students.

Behaviour Catch up meetings

Howard House School aims to encourage students to accept responsibility for their own behaviour. The establishment and maintenance of good order allows effective learning to take place and promotes a positive ethos in school.

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Consequences help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of a whole school behaviour policy which seeks to reward and encourage high standards of conduct and achievement. Indeed, a greater emphasis on rewarding positive behaviour may well reduce the need for consequences. When consequences are applied, they should follow the agreed school policy of the school.

When staff issue debits they will use the following protocol:

- If a student is displaying low level disruption, they will be asked politely by staff to stop the negative behaviour, if the student does not stop (after some reflection time), the member of staff will issue one debit. Once a debit has been given, the student is given time to reflect. If the student continues to show the negative behaviour and ignores the option of reflecting, more debits will be issued. On the third count of debits in the same lesson, the student will be offered an identified solution, for example a 1 to 1 walk with the Teaching Assistant, time in the sensory room.
- If a student is displaying an escalation in their behaviours, they will be asked politely to stop the behaviour, if the student does not stop, the member of staff should use one, two and three debits but allowing time (around a 2-minute cooling down period) for the student to regulate before issuing each debit, and then using pastoral support if an intervention does not work. Students should always be encouraged and reminded about incentives in place for them.
- If a student is displaying negative behaviours that are resulting in disruption for the same types of low-level disruption, after pastoral involvement, a student will have the opportunity to conduct restorative justice with the member of staff and pastoral agreeing to the restorative justice. If they participate successfully, five debits will be removed out of the six, and a student will only receive one debit overall.

Staff

Teachers has a vital role to play in establishing positive behaviour. It is important to realise that school systems and the involvement of senior staff can support a teacher's classroom management, but it cannot replace it.

Care should also be taken to ensure that students are aware of the reason for a consequence. Consequences available to the teacher include:

- Consequences (see behaviour steps).
- Parental contact (letters/telephone calls/meetings).
- Referral to the Senior Leader in charge of Behaviour.
- Referral to Headteacher.

If an incident escalates physical intervention may be required, please refer to the restraint policy for more detail.

Senior Leadership Team

Senior Leadership Team (SLT) play an important part in monitoring the ethos of the school, the attitude of students and how staff adhere to policies and procedures. SLT should consider a range of strategies, when dealing with unacceptable behaviour. These strategies include:

- Analysing behaviour data gathered on Sleuth.
- Monitoring common behavioural triggers.
- Monitoring actions taken by staff.
- Monitoring how the credits and debits system is applied.

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- Parental contact (letters/telephone calls/meetings).
- Recommending a student for 1:1 work with pastoral colleagues, internal exclusion
- Use of outside agencies, e.g. Educational Psychology Service.

6. Mobile phones and iPads/Tablets*

At Howard House School we recognise the positive impact music can have on our learners. Students who work well with music have this identified on their IEP, and it is recorded on their individual adaptive teaching strategy list. Students can access music through the school Spotify account, on headphones or through a laptop.

Mobile phones can be brought into school but must be handed in at the start of the school day. If there are any breaches to this policy, the following actions will occur:

- 1st breach: the student is asked to hand their Mobile phone(s) and MP3 player(s)/iPod(s) in and if they refuse, they are issued with debits.
- 2nd breach: the student is asked to hand their Mobile phone(s) and MP3 player(s)/iPod(s) in and if they refuse, they are issued with debits.
- 3rd breach: the student is asked to hand their Mobile phone(s) and MP3 player(s)/iPod(s) in and if they refuse, they will be offered to carry out a intervention task with a member of pastoral where they will highlight the dangers of Mobile phone(s) and MP3 player(s)/iPod(s) being in possession of a student having danger to others.
- 4th breach: the student is asked to hand their Mobile phone(s) and MP3 player(s)/iPod(s) in and if they refuse, they will receive internal reflection time.

Breaches that occur in a short period of time must be assessed. When a student is hyper-aroused, at that point the Behaviour Policy must not be the primary policy in use, our duty of care must be implemented (refer to the safeguarding policy) and should become the primary concern – the welfare of the student should become the sole focus. Coaching/de-escalating the student away from crisis to a regulated state should occur.

* On rare occasions individuals may store their phones with the teacher, or in the class, but not allowed access to their device. This is in response to individual needs and is an adaptation.

Confiscation of inappropriate items

There are two sets of legal provisions which enable staff to confiscate items from students:

- The general power to discipline/manage enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, that protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the school has the right to decide when and if to return the confiscated item.

7. Specific behavioural consequences

Swearing

Any student who is heard swearing will be reminded that swearing is not appropriate and they will be encouraged to use alternative words. This will be done using the PACE model. If swearing continues students receive a warning, if the behaviour continues the debit procedures will be followed.

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Leaving the school premises:

- Any student who leaves the school premises without permission will receive 10 debits and 1:1 Pastoral discussion will take place.
- If needed (based on agreed boundaries offsite) the student will be reported missing to their parents/carers immediately and parents will be informed to phone the police.
- When the student is back on site 1:1 with Pastoral staff will take place and if required lessons will take place in Pastoral for a short period of time, often to support regulation.

Lunchtime arrangements

Students are not allowed to leave the premises at lunchtime.

Refusing to adhere to the curriculum

At Howard House School we take the business of education seriously; any student that refuses to engage with any aspect of the school curriculum will receive 5 debits.

Smoking/Vaping

This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking rule.

We recognise that some of our students have access to nicotine outside school and have an addiction. All vapes must be handed to staff at the start of the school day. Students will receive their vapes in their taxi at the end of each school day. If a student **uses** their vape during school time, **shares** their vape or liquid with another student, or **refuses** to hand in their vape on time these are the consequences outlined below for **each half-term**:

- 1st breach: the student will carry out an intervention around dangers of vaping and school expectations and placed on the scan list for 2 weeks. Parents will be updated when this occurs.
- 2nd breach: the student will have another intervention with an internal suspension carried out where effective discussions will occur with the pastoral team. Parents will be updated when this occurs
- 3rd breach: the student will be educated offsite with the internal suspension carried out in an arranged leisure centre or library with a member of staff with discussions taking place. Parents will be updated when this occurs.
- 4th breach: the students' parents will be contacted for an internal meeting with the Head of School and Leader of Behaviour and Attitudes, and the student will carry out an internal reflection to follow this.

If this issue persists, and the school are unable to accommodate this, an SLT meeting will be held to discuss the following steps, and a meeting will be held with the student and parent/carer.

Breaches that occur in a short period of time (such as a week) must be assessed. When a student is hyper-aroused, at that point the Behaviour Policy must not be the primary policy in use, our duty of care must be implemented (refer to the safeguarding policy) and should become the primary concern – the welfare of the student should become the sole focus. Coaching/de-escalating the student away from crisis to a regulated state should occur. The breaching system will reset after each half-term.

Alcohol:

Any student who brings alcohol on to the school premises will receive an internal exclusion after a meeting with a member of SLT and Headteacher. Parents will be informed.

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- If the student brings alcohol on to the school premises a second time, a meeting with parents will take place and a further internal exclusion will be carried out.
- Any student who 'spikes' the drink of another student with alcohol will be suspended pending investigation.

Weapons:

- A student bringing a weapon on to the school premises will be suspended pending investigation. A judgement will be made as the level of threat the weapon itself represents to the health and safety of the other students. The consequence could be permanent exclusion.
- Weapons include knives, darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to the school premises, the police will be informed.

Illicit substances:

- The priority in all incidents relating to the use of illicit substances is the health and safety of the student.
- First incident (use or possession): 1 day suspension.
- First incident (supplying): 3 day suspension.
- In all cases the police and the student's parents/carers will be informed.
- The details of all incidents relating to illicit substances should be entered in the Drugs File and a copy should be given to the school's Safeguarding Lead.
- If a student arrives at school under the influence of an illicit substance, or is suspected to be under the influence the parent will be informed and the student sent home for their own welfare.

Outside of school:

The school has the legal right to manage students for incidents that take place beyond the school premises. This applies to incidents of poor behaviour that occur when students are coming to or going from school. The right to manage students would also apply to incidents of bullying that take place off the school site, but which have their origin in the school. Incidents of poor behaviour on school visits would also fall into this category.

8. Suspensions

Definition

Suspension from the school will take place when the actions of a student are deemed to be a serious breach of school regulations and when previous remedial action taken by the school has produced no noticeable improvement in the attitude or behaviour of a student.

There are three types of exclusion:

- Internal suspension
- Suspension, up to a maximum of 45 days in a school year.
- Permanent exclusions occur when severe actions occur.

All suspensions are used to ensure that the school is kept safe for all, and to ensure individuals are supported in the correct manner so that strategies can be implemented. The school Senior Leadership Team will meet with the Headteacher to discuss possible suspensions using evidence gathered from Sleuth and any discussions that took place. This is to ensure our decisions are accurate and consistent.

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Aims

The aims of suspensions are to:

- Reinforce the positive climate of the school.
- Develop an individual's understanding of situations.
- Protect the educational, emotional, and physical welfare of students and staff.
- Provide, when necessary, a 'cooling off' period for the student.
- Involve parents/carers and students in discussing the student's future behaviour.
- In the event of longer suspensions, to establish targets for improvement in identified areas.
- Where it is felt that a serious breach of the school's disciplinary code falls short of warranting an external suspension, an internal suspension will be considered.

Internal suspension

The student will sit with the Pastoral Senior Leader for the duration of the internal suspension. Internal suspension may also be used when students have a catalogue of misbehaviour or a serious incident has happened e.g., bullying, inappropriate behaviour to another student.

Suspension

To receive a suspension a student needs to have had a serious incident.

However, given the nature of our students every effort is made to help the students regulate their behaviour. There will be times when external factors are an influence, and leniency will be applied where appropriate. The behaviour philosophy is to not punish our students but support them.

Before a suspension there should have been prior contact with parents/carers and a warning given about the future conduct of the student. Suspensions will be for the shortest possible time to allow for a meeting with parents/carers to take place. Students should be provided with work to take home.

To keep parents/carers fully informed, a letter will be emailed to the parent/carer of the student who has received a suspension on the day the suspension is given. If that is not possible it will be sent in the post. Parents/carers will also be contacted by telephone.

In cases of suspension, it is their responsibility to ensure their child is not present in a public place during school hours. Parent/carers will face a fixed penalty notice if their child is found in a public place during school hours without reasonable justification.

The Senior Leadership Team will arrange a reintegration interview following the expiry of a suspension. The expectation of re-integration meetings is for the student, parents/carers to attend this meeting.

DFE Circular (May 1998)

- The Headteacher is empowered to suspend a student for up to forty-five school days per year.
- Suspensions of more than fifteen days should only be used rarely.
- A suspension will be for the minimum time to ensure that the student and others in the school understand that a particular behaviour has been unacceptable.
- Students should not remain out of school for more than fifteen days without a clear plan for reintegration.

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NB DfEE Circular 21.1.2000

A decision to suspend a student should be taken only:

- In response to serious breaches of a school's discipline policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Before suspending a student, in most cases, a range of alternative strategies should have been tried. A student who has received 3 suspensions in one half term may need an early review of their EHCP.

Permanent Exclusion

A decision to exclude a student permanently is a serious one and is used only in exceptional circumstances. It will usually be the final step in a process for dealing with disciplinary offences, following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should be used as a last resort. There will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or "one off" offence.