The Hollybrook Schools

Behaviour Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever changing world around us. We want to empower children to be independent, resilient, creative, cooperative/collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

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Reviewed by:	Whole staff
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Approved by: _____(Headteacher) **Date:**_____

THE HOLLYBROOK SCHOOLS

BEHAVIOUR POLICY

We, at The Hollybrook Schools, believe that every adult and child has the right to thrive in a happy, safe and supported environment built on mutual respect and shared values. It is our equal responsibility to ensure that adults are able to teach and children are able to learn through the promotion of positive respectful behaviours where adults support and role-model our learning values to develop responsible citizens both in and outside of school.

Aims

Hollybrook Schools aim to:

- Create a positive environment so that every school community member feels valued and respected, and that each person is treated well, fairly and consistently. Our values are built on mutual trust and respect for all.
- Ensure that every member of the school community behaves in a considerate and respectful way towards others, through a caring school environment where the rights and responsibilities of individuals are recognised and respected.
- Establish a set of rules as a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.
- Help children grow in a safe and secure environment to become respectful, positive, responsible and increasingly independent members of the school, and wider community.
- Recognise and promote good behaviour, as we believe that this will develop an ethos of kindness and co-operation.
- Deliver this policy fairly and consistently for all children and adapt it as necessary to meet the needs of individual children.

This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Roles

All staff will:

- Consistently apply the school's Behaviour Policy
- Develop and maintain a positive classroom environment
- Have high expectations that all children will behave in a respectful, considerate way
- Reward children for expected behaviour in a fair and consistent manner
- Use sanctions to help children understand when their behaviour is not acceptable
- Uphold the behaviour expectations for all the children in the school at all times

- ❖ Ensure a child's misbehaviour is communicated with relevant staff and parents objectively
- ❖ Display and discuss classroom rules and the Behaviour for Learning Charters
- ❖ Carefully induct new pupils with the behaviour system

The Leadership team will:

- ❖ Ensure that all staff are following Behaviour Policy through monitoring of its implementation
- ❖ Help, advise and support staff as necessary
- ❖ Provide a link between staff and parents
- ❖ Ensure all resources are available to facilitate the policy
- ❖ Assist with designing programmes for individual children with behavioural difficulties
- ❖ Facilitate the review of this policy at regular intervals to ensure its effectiveness
- ❖ Ensure that the behaviour policy is fully inclusive to ensure that the whole school community feel safe

Parents will:

- ❖ Support the school to promote behaviour and progress by praising and celebrating their child's achievements and showing an active interest in what they are doing at school
- ❖ Ensure they inform the school of any incidents or issues that may impact on the child's behaviour
- ❖ Support the school's Behaviour Policy

Rights and Responsibilities

Children have the right to:

- ❖ Be treated with consistency, respect, courtesy and honesty
- ❖ Learn in a purposeful, non-disruptive and supportive environment
- ❖ Work and play in a friendly, clean environment
- ❖ Feel safe and secure at school
- ❖ Have access to engaging, purposeful, well-prepared learning with regular feedback

Children have the responsibility to:

- ❖ Show courtesy and respect towards members of the whole school community
- ❖ Ensure their behaviour does not disrupt the learning of others
- ❖ Make sure the school learning environment is neat, tidy and resources are looked after
- ❖ Ensure they are punctual, polite, well-prepared and show a positive attitude
- ❖ Behave in a way which protects the health, safety and well-being of others
- ❖ Respect their own personal possessions, those of others, as well as school property

Staff have the right to:

- ❖ Be treated with respect, courtesy and honesty from the school community
- ❖ Teach in a purposeful, non-disruptive and supportive environment
- ❖ Receive co-operation and support from parents

Staff have the responsibility to:

- ❖ Model open, respectful, courteous and honest behaviour
- ❖ Ensure the school environment is kept neat, tidy and secure
- ❖ Establish and facilitate positive relationships with children, parents and staff
- ❖ Ensure lessons are well organised and planned so learning is relevant and interesting
- ❖ Report on children's behaviour to parents in an ongoing and supportive way

- ❖ Resolve any difficulties in the classroom, as far as possible, using positive behaviour strategies through de-escalation

Parents have the right to:

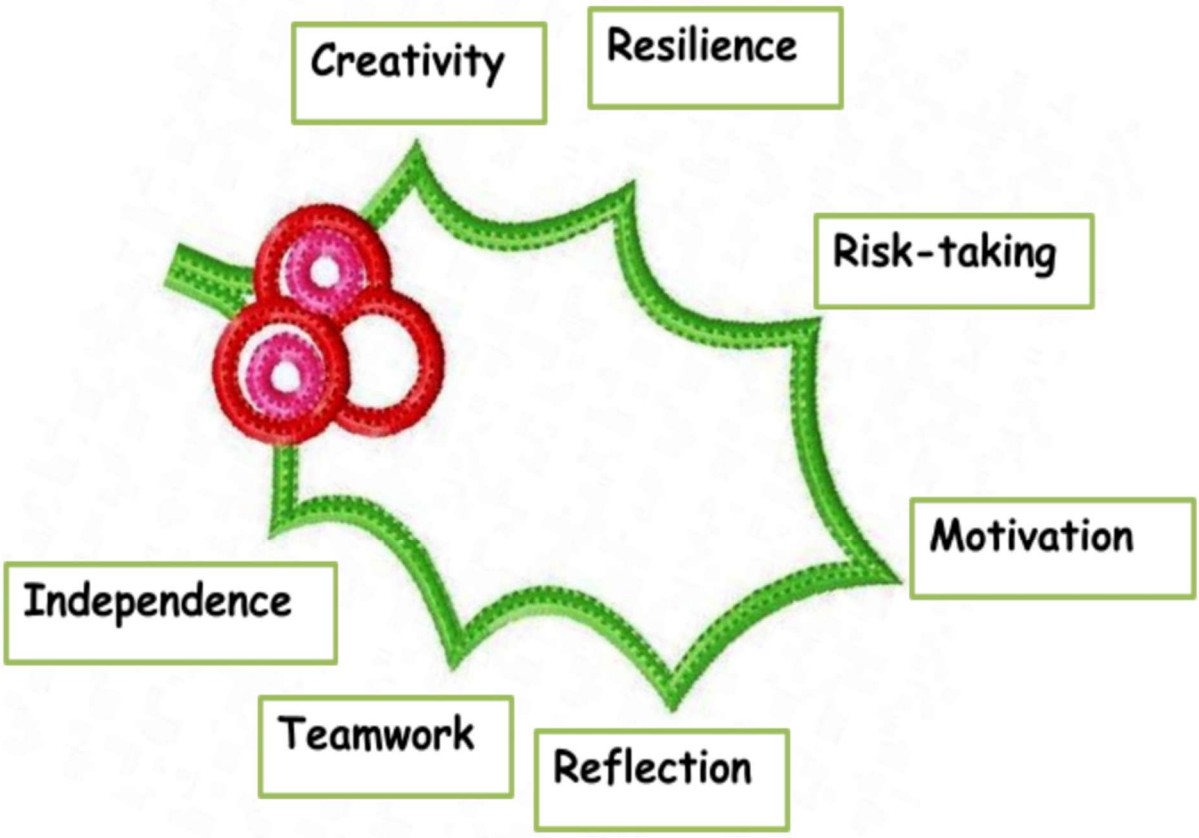
- ❖ Be treated with respect, courtesy and honesty from the school community
- ❖ Receive open communication about the social and emotional development of their child – including their behaviour
- ❖ Be informed of children's learning, behaviour management procedures and decisions affecting their child's health, safety and welfare
- ❖ Be informed of their child's academic progress

Parents have the responsibility to:

- ❖ Ensure their child arrives at school on time appropriately dressed in a clean school uniform, well rested and in a calm frame of mind ready to learn
- ❖ Ensure they work with the school to improve their child's behaviour where needed, e.g. by responding promptly at the request of the school if there is a behaviour problem; discussing behaviour with their child, their class teacher and (if necessary) the Head Teacher to communicate with school staff in a respectful, courteous and open manner

Our Hollybrook Values are: Be Respectful, Be Responsible, Be Caring

Hollybrook Schools Behaviours for Learning - These Behaviours for Learning are displayed in every classroom. This ensures that all staff can identify and praise children when they demonstrate any of these learning behaviours effectively in the classroom. They are incorporated into a class charter where a set of rules is agreed to by all class members at the start of every academic year. We expect all children to behave respectfully and within the school's vision and values where we reward children for expected behaviours



Positive Behaviour and Rewards at the Hollybrook Schools

There are a number of positive behaviour strategies we will use as schools to support the children in their learning and in making the right choices

Verbal praise and feedback – positive verbal recognition both to individuals and classes

House Points - Each child is allocated to a House Group when they enrol at school: Earth, Air, Fire or Water. House Points are awarded for demonstration of our Behaviours for Learning both in their work and for their behaviour. These cannot be taken away i.e. used as a sanction. Each House Point is collected and recorded and children will earn certificates at intervals which will be presented to individual children during whole school assemblies.

House points are collated as a House Group weekly and House captains keep a running total of these. The winning House at the end of the academic year is presented with the House Cup Trophy.

WOW – Each week a child will be chosen as the 'worker of the Week' - this will be awarded for excellent demonstration of our Behaviours for Learning in either their work or their behaviour in and around the school. The children will be invited to verbally share their success at the weekly WOW assembly where they will be presented with a certificate to take home and one to be displayed in the school hall on our WOW boards. Parents will be invited to attend these assemblies to share their children's success.

Rules and Behaviours for Learning – These are displayed in class and children should be praised when they show that they are using the behaviours for learning. It should be an instant recognition.

Stickers/Stamps – Some teachers use stickers or stamps to encourage, motivate and celebrate success in the classroom – these are used particularly with younger children.

Postcards Home – The Headteacher may send a postcard home if a child has demonstrated something exceptional. Postcards are also used as a reward for completing part of the Reading Challenge.

Message home for gold star/card – parents will receive a message when their child has reached the gold star/card.

Golden Book – Child to be put in the Golden Book if they have completed an amazing piece of learning – this will be shared in the celebration assembly.

Star Badges and certificates for Leadership – Star badges and certificates will be issued annually to children who have completed a level of the Leadership Award.

Attendance Teddy Bear – Comet, the attendance bear to be issued to the class with the highest attendance for the week, along with a certificate.

Hollybrook Schools Positive Behaviour Traffic Lights

Colours we use in school: Green; Yellow; Orange; Red; Gold – above and beyond

The behaviour ladder below sets out examples of levels of inappropriate behaviour and is a guide for staff when managing unacceptable behaviours: This list is not exhaustive. There will always be an element of discretion, as behaviour must be managed sensitively, with due consideration of individual needs of children.

Children with Personal Behaviour Plans will follow their own behaviour system which has been created in conjunction with parents.

Level	Behaviour Examples	**Actions/Sanctions** If children are making the wrong choices, all staff follow the same procedures using the 4 levels of intervention:
Low Yellow	1. Inappropriate interruption 2. Distracting others 3. Disruptive noises 4. Unkind remarks 5. Deliberately annoying others 6. One – off bad language 7. Answering an adult back 8. Wandering around room at wrong time 9. Rough play 10. Unsafe hands and feet	Reminder of charter values Positive reinforcement for those making right choice Yellow – moved to yellow or card issued
Moderate orange	***Persistent Low Level Behaviour*** 1. Refusal to work/follow instructions 2. Misuse of school equipment 3. Improper use of toilets 4. Inciting others to misbehave 5. Intentional swearing - not directed at anyone 6. Stealing 7. Telling lies 8. Disobedience or rudeness to adults	Orange – Moved to orange or card issued Orange reflection sheet to be completed and kept in class behaviour folder
Serious Red	***Persistent moderate level behaviour*** 1. Leaving classroom without permission 2. Deliberately hurting another pupil either physically or emotionally 3. Throwing/kicking objects that could cause harm 4. Vandalism 5. Going into areas that are out of bounds 6. Aggression towards adults 7. Deliberately stealing 8. Using serious threatening behaviour 9. Total refusal to follow instructions and do what is asked 10. Swearing (including offensive hand gestures) which is directed towards someone 11. Bullying – anti-bullying pack to be implemented immediately 12. Racist or homophobic language or actions – see MD	Red – Moved to red or card issued. Reflection sheet completed and shared with SLT **Record on CPOMS** If needed - SLT called using walkie talkie channel 9 Speak to parents either in person or by telephone
Extremely Serious	1. Serious violence with intent to cause harm against pupil or staff 2. Sexual assault or abuse 3. Supplying or carrying an illegal drug 4. Carry an offensive weapon 5. Repeated bullying 6. Leaving school site without permission	SLT called immediately using walkie talkie channel 9 SLT to speak to parents **Record on CPOMS**

Key stage 1

In KS1 and Foundation Stage (FS) the traffic lights are displayed in a 'ladder' format. Gold is shown at the top as a star, followed by green, yellow, orange and red. EYFS do not use the ladder initially until the children have learned how to self-regulate behaviour.

Gold behaviours

- Children who show exemplary behaviours for learning would be awarded the gold card.

Green behaviour – role modelling and reminding

- The starting place for each child, every day, is green. Children may be issued with a verbal warning at this stage to encourage the right behaviour choices.

Yellow behaviour – low level negative behaviour

Stage 1 - yellow rung

- If low-level negative behaviour/s are continued to be seen – the children move their name onto the yellow rung of the ladder.
- If the right choices are then made, the children can move their name back onto the green rung.

Orange behaviour – persistent low level behaviours/moderate behaviours

Stage 2 – orange rung

- If after the yellow warning is given, and the behaviour is repeated in a time frame appropriate for the behaviour, an orange warning should be given. The child should receive a sanction of time out within their class for 3 minutes (FS) and 5 minutes for KS1. Parents to be informed by class teacher.
- If the right choices are then made, the children can move their name back.

Red behaviour – high level negative behaviour

Stage 3 – red rung

- A red rung choice would be issued if the child has exhausted the verbal, yellow and orange warning system in a timeframe appropriate – persistent moderate level behaviours are shown.
- If red behaviours are seen without prior warning, then no warning or second chance will be given and the child's name will be moved to the red rung. A member of SLT will be called to support and parents/carers will be informed by the class teacher/DHT/HT.
- All red behaviours must be recorded on CPOMS by the class teacher.
- Parents/carers will be informed by the class teacher/DHT/HT.

Key stage 2

Green behaviour – role modelling and reminding

The starting place for each child, every day, is green. If very low-level negative behaviour is seen, an individual verbal warning is given to encourage making the right behaviour choices.

Yellow behaviour – low level negative behaviour

Stage 1 - yellow

- Initially verbal warning given
- If after the verbal warning is given, the behaviour is repeated in a time frame appropriate for the behaviour, the yellow card should be issued.
- If the right choices are then made, the children can move their name back onto the green rung.

Orange behaviour – persistent low level behaviours/moderate behaviours
Stage 2 – orange

- If after the verbal warning is given, the behaviour is repeated in a time frame appropriate for the behaviour an orange card should be issued.
- The child should receive a 'time-out 'sanction - moving up to 5 minutes within class - to complete a restorative reflection sheet. The child should complete the sheet and return to class teacher for discussion and collation.
- Parents to be informed by class teacher.

Red behaviour – high level negative behaviour
Stage 3 – red

- A red will be issued if the child has exhausted the verbal, yellow and orange warning system in a timeframe appropriate – persistent moderate level behaviours are shown.
- If red behaviour without prior warning – no second chance will be given and the red will be recorded and the child will be sent to DHT/HT with a red reflection sheet to complete.
- The child will spend an appropriate amount of time, as decided by SLT "Reflection Time" depending on the nature of the incident and age of child and it will be seen as an opportunity for the child to reflect upon and discuss their behaviour.
- All red behaviours must be recorded on CPOMS by the class teacher.
- Parents/carers will be informed by the Class teacher/DHT/HT.

Recording incidents in class:

- In both key stages - all orange and red behaviour incidents will be demonstrated on the reflection sheets in the folders. These records will then be used for behaviour analysis and reporting by the senior leaders.
- In both key stages, a senior leader will make the final decision if there is any doubt on which colour card or rung of the ladder a child should be on or the appropriate action to take.
- Age appropriateness and any Special Educational Need will always be considered when deciding on the appropriate sanction or course of action.

Severe Clause

In the event of serious high level behaviour the Class Teacher will inform a member of the Senior Leadership Team (SLT) who will talk to the child. Parents / Carers will be informed either at the end of the day or by telephone. In some instances, the class teacher will send for a member of the SLT who will remove the child and take appropriate action.

Play and Lunchtime Behaviour

- The Lunchtime Supervisors will follow the same rules as the rest of the staff. They will follow the same pattern of rewards and sanctions for behaviour. Any inappropriate behaviour will be recorded in the lunchtime diary and reported to the class teacher or a member of the SLT who will deal with it. The teacher equally has responsibility to highlight any issues in the classroom prior to play/lunchtime verbally to the lunchtime staff. Sometimes, lunch staff may issue time out to children to try and calm them, as part of a de-escalation strategy. The behaviour system used by the lunch team is:
- Verbal warning
- (yellow) 5 minutes time out - child will sit/stand in a place designated by the member of staff issuing the sanction
- (orange) If the child goes back and continues with the behaviour the teacher is informed
- (red) call SLT using the walkie talkie channel 9

Individual Positive Behaviour Management Programmes

In some cases, individual positive behaviour management programmes may be employed where individual pupils need behaviour management beyond the normal parameters. Parents / Carers will be informed and encouraged to work in partnership with the school. It may be suggested that children have Emotional Literacy sessions with the school ELSA to support any relationship needs. Support may be sought from outside agencies.

Individual Behaviour Strategies

Children with Personal Behaviour Plans will follow their own behaviour system which has been created in conjunction with parents. The use of 'turn around charts' with positive reward systems are in place to support dysregulation.

On occasion children may be put on Report and their behaviour will be monitored and rewarded over a week.

Behaviour contracts are written in conjunction with parents and pupils and are used to support the promotion of improvements in behaviour.

Individual reward systems are used to motivate and promote good behaviour and agreed in line with parents and pupils.

Behaviour response plans may be used with children with more complex needs to support their regulation in school.

Conduct Outside of School

The behaviour policy will be adhered to and followed outside of school in the same way it is when the children are in school. All staff will reinforce the same high expectations for behaviour when in the public domain, for example on school trips or visits. We expect the children to be polite and show care and consideration for others.

Any inappropriate behaviour will be dealt with immediately and reported to the Deputy Headteacher/Headteacher as soon as possible. Any consequences or sanctions will be carried out on the child's return to school if possible or the next day. Any behaviour whilst out on a visit must be recorded in the class folder on the return to school.

The behaviour policy also relates to the conduct of pupils outside the school gate beyond the supervision of staff when representing the school in uniform. Any report from the public will be dealt with seriously by the Headteacher. The Deputy/Headteacher will undertake an investigation and apply any consequences and sanctions within school as needed. The child or children will be expected to apologise either personally or in a letter. Parents / Carers will be notified. If deemed serious then the police will be contacted by the school.

Attendance of all off-site and residential visits will also be dependent on a child's pattern of behaviour. If there is a concern, a risk assessment for their inclusion will be completed and a decision for inclusion will be made by the Headteacher.

Racist / Homophobic Incidents

Any racist / homophobic incident will be dealt with quickly. All such incidents go against the aims of our school and are taken seriously. All incidents must be reported to the Headteacher who will record them using the HAMWIC racist/homophobic incident form. A copy will be sent to HAMWIC and a copy kept with the Headteacher.

- Incidents will be dealt with as soon as they occur by the adult present
- The Headteacher will be informed
- Parents will be informed of all such incidents

Bullying

Any incidents of Bullying will be dealt with following the Anti-bullying policy and using the Anti-Bullying Pack.