



Hollymount School Behaviour Policy

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Introduction

At Hollymount School we aspire to standards of behaviour based on the values of courage, respect, friendship, appreciation, happiness and responsibility. It follows that acceptable standards of behaviour are those which reflect these values.

We have high expectations for good behaviour throughout the school and at all times during the school day, both within and outside the classroom, by both staff and pupils alike.

We are a caring and inclusive school and aim for every member of our school community to feel valued and respected. The school behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents, visitors and governors, can work together in a mutually supportive way.

Aims of this policy:

- To create a positive environment, which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-respect, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the partnership between home and school through the implementation of this policy.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

Legislation and statutory requirements

This policy is also based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special educational needs and disability (SEND) code of practice, as well as:

- Section 175 of the Education Act 2002, (outlining a school's duty to safeguard and promote the welfare of its pupils)
- Sections 88-94 of the Education and Inspections Act 2006, (requiring schools to regulate pupils' behaviour and give schools the authority to confiscate pupils' property)



School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. In line with the school's Code of Conduct, adults working in the school aim to:

- create a positive climate with realistic, yet high, expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on our values;
- ensure fair treatment for all regardless of age, gender, race, ability, religious belief, sexuality, and disability;
- show appreciation of the efforts and contribution of all.

As well as adults, children are also expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn effectively
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept redirection, when appropriate
- Behave in a way that reflects the School's Values with positivity when outside the school, such as on trips or doing sports

Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.



Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility. Some displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise and rewards should be used to encourage good behaviour as well as good work. Children will be required to involve themselves fully in their work when asked, and with appropriate support and understanding.

Adults should also use their knowledge of children's specific needs when assessing challenging behaviour, directing reward and sanction with appropriate consideration and understanding.

Procedures

Values have been chosen to make it clear to the children how they can achieve acceptable standards of behaviour towards each other, thus also impacting their learning.

The whole school will use these Values, which will be explored with them throughout the year. These Values are kept simple, so that children can access their meaning at an age-appropriate level. Regular assemblies will be held where the values are explained and exemplified; a different value will be featured each half-term. The Values are as follows:

- Respect
- Happiness
- Responsibility
- Friendship
- Appreciation
- Courage

At the beginning of each academic year, each class will discuss the school's Values, developing a Class Behavioural system in which they all have ownership, inviting discussion, understanding and agreement of their underlying principles. The Values will be displayed throughout the school environment, including classrooms, corridors, hall and the playground. These values, and the discussion therein, will also be linked to British values such as democracy, rule of law and mutual respect.

Foundation

Foundation classes will follow the same School Values with a half-termly focus, their appropriately developed reward and sanction system will seek to reward good behaviour as well as ensuring that any challenging behaviour is similarly referenced.

Pupil Ambassadors

Pupils in Year 6 will be given the opportunity to become Pupil Ambassadors, House Captains and other positions of responsibility; these pupils will be encouraged to refer to the School Values when monitoring and supporting children throughout the school. They should seek to positively reinforce good behaviour, referring to the Values. They should also see themselves as role-models to the younger



years and therefore seek to provide a suitable behavioural model through their own actions. When dealing with poor behaviour, they should remind children of the School's expectations and refer any examples to staff. Examples of good behaviour can also be nominated by Pupil Ambassadors and appropriate rewards, such as house-points and certificates, will consequently be awarded if appropriate.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Recognition of good behaviour is rewarded by house points in class and by Certificates presented publicly in Friday assemblies, related directly to the appropriate Values demonstrated.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied and to whom.
- It should be timely i.e. as close in time to the incident as possible.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. If a child does not conform to the school values, there is a ladder of sanctions that will be applied to remind the child of our expectations.

Ladder of sanctions:

1. First verbal warning
2. Play time missed – children to sit outside staffroom (record of occurrences to be kept by class teacher)
3. Remove child to work in a 'buddy' class.
4. Child sent to a member of Senior Leadership Team
5. Child sent to Headteacher – incident recorded in "Red File" behavior log (appendix 2) and parents informed. In some cases a letter will be sent home and is to be signed and returned the next day. In some cases the child will be on a home-school behaviour report for a period of time to be agreed. Repeated incidents might result in a short-term internal exclusion within school if appropriate.

In addition, the following incidents will warrant an automatic "red card" and will be recorded in the "Red File":



- Refusal to do as asked by an adult.
- Swearing.
- Discriminatory remarks, including racist, sexist and homophobic.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Intended physical injury to another child or member of staff.
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any prohibited items listed above, that are found in pupils' possession, will be confiscated. These items will not be returned to pupils. In addition, any item which is considered detrimental to school discipline will be confiscated and only returned after discussion with parents and the Head teacher.

In the last resort, a fixed term or permanent exclusion will be used as the ultimate sanction after a range of other measures have been tried to improve a pupil's behaviour. DFE guidance states that the decision (by the Headteacher) to exclude a pupil permanently should be taken only:

- In response to serious breaches of the school's Behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Details of our school's approach to exclusions can be found in the school's Exclusions Policy.

Monitoring

The Headteacher monitors behaviour using the tables in appendix 3. If there are clear patterns of behaviour from particular age groups or characteristics, the Headteacher will put actions in place to address this. The Termly reports are shared with the Local Authority.



Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report as outlined in the school's Child Protection and Safeguarding policy.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding policy for more information.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In addition, where a child makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.



The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Pupil Support

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- The school's Inclusion Leader will discuss a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will also work with parents to create the plan and review it on a regular basis.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed, before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems, and they will be involved when necessary.



Parental participation in many aspects of school life is encouraged as necessary. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Pupil transition

To ensure a smooth transition to the next academic year, pupils will have transition sessions with their new teacher as well as staff members holding transition meetings. For transition to Secondary schools, pupils will receive transition guidance, opportunities for discussion and to express and address any concerns. Teachers will provide appropriate information to Secondary schools when required and SEN children will be accompanied in their transition with appropriate records and discussion with teachers and the Inclusion lead.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Roles and responsibilities

The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour (appendix 1) principles. They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's policies on behaviour. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. They will monitor and analyse the logged behaviours termly.

Staff

Staff are responsible for implementing the behaviour policy consistently as well as modelling its principles positively. They should provide a personalised approach to the specific behavioural needs of particular pupils, as well as recording and consulting incidents with the SLT. The SLT should support staff in responding to behavioural incidents, and training should be provided to meet the needs of staff and pupils within the school's context.

Parents

Parents are expected to support their child in following the pupil code of conduct as well as informing the school of any changes in circumstances that may affect their child's behaviour. Parents should



discuss any behavioural concerns with the class teacher promptly. They will be supported in accessing appropriate strategies and bodies, if appropriate, to support their child's behaviour.

Also refer: Anti-Bullying Policy
 Home-School Agreement
 Child Protection and Safeguarding Policy
 Exclusion Policy

Appendix 1: written statement of behavior principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions and supported to make better choices.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence, sexual or threatening behaviour will not be tolerated in any circumstances.



Appendix 2: Behaviour Log

Behaviour Log

Racist	Homophobic	Sexist	Physical Violence	Swearing	Theft	Vandalism	Other:
Pupil's name and class:				Name:			
				Class:			
Name of staff member reporting the incident:							
Date:							
Where did the incident take place?							
When did the incident take place? (Before school, after school, lunchtime, break time)				Time:			
				Place:			
What happened?							
Who was involved?							
What actions were taken, including any sanctions?							
Is any follow-up action needed? If so, give details							
People informed of the incident (staff, governors, parents, police):							



Appendix 3: Summary of Behaviour Logs

Perpetrator

Victim

Term	Girls	Boys	SEN	PPG	Non PPG	EAL	FSU	KS1	LKS2	UKS2	Total

Term	Girls	Boys	SEN	PPG	Non PPG	EAL	FSU	KS1	LKS2	UKS2	Total

Term	Racist	Homophobic	Sexist	Physical Violence	Swearing	Theft	Vandalism	Total