



Hollybush Primary School



“Inspiring all learners to achieve”

POSITIVE BEHAVIOUR POLICY

Persons Responsible – HEADTEACHER & LEARNING MENTORS

Date of Policy: Sept 17

Reviewed and amended by: KC/BR Sept 17

Next Review Due: Currently under Review



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Positive Behaviour Policy

At Hollybush Primary School we believe in the importance of building an atmosphere which promotes good relationships between everyone concerned with our school. Our aim is to create a caring community in which we can provide for the social, emotional, academic and physical needs of all, regardless of status, gender, race and need. We wish to provide an environment where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for developing this ethos successfully.

The ideal school environment reflects “...an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive.” (A Curriculum For All)

Schools should “...promote courtesy, concern, respect and acceptance of responsibility for self and others.”

Schools would be most effective if ... “These qualities are used consistently in every aspect of school life.” (Health Education)

At Hollybush Primary we believe that positive and co-operative behaviour enables staff to be effective, children to be successful and happy and high standards to be achievable. A behaviour policy is crucial as it underpins everything that happens and how the school community develops in terms of the curriculum, attitudes and expectations. It is important that the whole school community share the same philosophy, hopes and aspirations and all play an equal part in developing structures for establishing, a clear framework for behaviour.

Our Aims

- To develop a calm, safe and stress free atmosphere for adults and children, conducive to teaching and learning.
- To ensure equal opportunities and allow all children to have access to the NC (This cannot be the case if good behaviour and discipline are not present in the school)
- To promote respect for everybody in the school family, their belongings and the environment.
- To emphasise positive aspects of behaviour through a rewards system whilst having to have a clear and consistent approach to the application of sanctions.
- To promote self-discipline and high self-esteem.
- To promote honesty, trust and fairness.
- For children to take responsibility for their own action and to be aware that their behaviour affects others (by using restorative practice techniques).
- To develop respect for themselves and others.
- To work in partnership with parents/carers and outside agencies.
- To promote a positive image of the school within our community.

Our Expectations

Children and adults in school must:

- Allow others to learn in an environment that is free from physical and verbal abuse, bullying and harassment.
- Learn respect for others regardless of gender, race, religion and background.
- Follow the Hollybush Code and their class rules.
- Come to school on time and ready to learn and accept that this is the responsibility of both children and parents.
- Have pride in their work and their community.



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- Have a positive attitude towards school and work.

Governors and staff will not tolerate:

- Physical and verbal abuse.
- Action preventing others from learning.
- Persistent acts of intimidation (bullying).
- Deliberate damage to school or personal property.

Implementation of the Policy

- We believe that it is the responsibility of all members of staff to implement our behaviour aims. They do this by:
- Displaying the school rules and policy in their classroom and refer to it when needed.
- Staff modelling the skills and abilities directly;
- Setting appropriate boundaries for pupil behaviour;
- Showing empathy and understanding of pupils;
- Listening to pupils;
- Showing respect and understanding to everyone within the school community;
- Providing feedback in an informative way to pupils;
- Using positive consequences to encourage the learning of appropriate behaviour;
- Using negative consequences to discourage the learning of inappropriate behaviour;
- Teaching the skills and abilities through planned PSHCE, PDC/Aspire and RE programmes (e.g. Circle Time and Assemblies) Sessions/lessons will include skills that support the children in dealing with:- Anger management, resolving conflict, rules and consequences, self-esteem, empathy, respect, equality, friendship and anxiety.

Teaching strategies and approaches

In the classroom -

We can promote good behaviour by -

- Giving regular praise and encouragement (Always try to praise much more than criticise) on an individual, group or whole class basis. It is important that the praise is effective, use the child's name and ensure the children are clear about why you are praising them
- **Praising behaviour as well as work using green points on the Trackit light system.**
- Showing pleasure in a child's success.
- Giving support and sharing failure.
- Giving children time and attention (Individual when necessary)
- Encouraging children to believe they are important.
- Acknowledging their right to have fun and enjoy their time in school.



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- Giving children ownership in rule making. At the beginning of the year allowing them to agree on their own classroom rules. These must be displayed clearly and referred to regularly.
- Taking their views and wishes into account.
- Using House Points rewards to reward good work in class and behavior in class and around school
- Give positive praise to children who are doing the right thing including highlighting children’s behaviour and hard work in sharing assemblies and sharing times
- Ignoring some negative behaviour where appropriate. Difficult behaviour is often attention seeking and it is more productive to recognise the children who are behaving well and give them the attention they deserve. However, it may be important to follow it up later.
- Explaining and demonstrating the behaviour we wish to see.
- Sharing good behaviour and concerns with parents.
- Having high standards. Praise good behaviour but don’t give false praise. Children know when they have behaved well and produced good work and when they have not. They must be clear that we have high standards and expectations and are not pleased with just anything.
- Giving meaningful responsibility in the classroom or around school.
- Having a clear framework of sanctions in the event of undesirable behaviour- Following the schools behaviour pyramid.
- The work planned for the children must be appropriate to their ages and stages of development and be interesting, engaging and sustainable.

It is important to use your professional judgement to select the reward systems for your classroom and children, as they will be more successful if they are based on choice and experience. It is important, however, to record your systems in your planning file so that they are clear to the Head Teacher and any member of staff who is in a supporting or covering role. Your rewards and sanctions must be clearly displayed for the children and systematically applied and monitored to ensure successful management.

The Classroom Environment

We can help to provide an atmosphere that will encourage children to want to behave well through -

Classroom organisation –

- It is important that the classroom environment is an attractive and welcoming place.
- If you have a large classroom create bays and work stations to enable the children to move away from each other, or offer them privacy, encourage co-operative working and allow them to be responsible for their own behaviour. It is also a good idea to have 1 or 2 spare tables to isolate children or to give them the opportunity to sit on their own if they wish.
- Discourage inappropriate movement in the classroom by ensuring that resources are easily available to the children.



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- Show pride in the children’s work by displaying it with care.
- Ensure that tables are not too close together so that children are not squashed and falling over each other all the time.
- Organise and label resources so the children can develop independence and a sense of responsibility.
- Instill in the children the need for tidiness and order as this will develop a feeling of pride in their environment, respect for resources and ownership of the classroom and its contents.
- It is important for adults to move around the classroom and monitor the children at regular intervals to encourage, praise and ensure they stay on task.

Make time to offer support to children working independently rather than spending all your time with those who are involved in focused activities.

Planning -

- Ensure that you are offering an interesting and varied curriculum that is correctly matched to the needs of the children. If the work you offer is too difficult or easy children will not be on task and will be more likely to misbehave therefore it is important that lessons are challenging but achievable.
- Ensure that all the resources necessary for a lesson are available in advance.
- Ensure that adequate activities are planned each day and there are enhanced or structured activities for the children who have finished or are ready to move on.
- Ensure time is allocated for co-operative activities or circle time.
- Manage your time carefully so that you are available at regular intervals but ensure that the children understand that occasionally you are not to be interrupted (It is important to ensure that there are quality resources or activities available for children while they are waiting for you)

Our Own Approach –

“I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.” – Haim Ginott

We can greatly influence the way the children in our care behave through our own approach. It is important to try to -

- **Be consistent - Children need to experience the same expectations across school and know that all staff will deal with situations in the same way every time. A consistent approach will ensure children feel safe and secure and understand what is expected of them.**
- **Follow the school rules and consequence list: Verbal reminder, then moved to orange on Trackit Lights, then yellow, then red, following red the children will then attend lunchtime detention (reflection/correction time) where a report on the Trackit Light system will be completed along with a CPOMS form**
- **Be consistent – ‘follow up and follow through’; be clear about the expectations of the Hollybush Code, support children with the language of choice.**



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- Show an interest in the children and their families. They need to know that they are important to you as people and that you value them. Be consistent with relationship (show no favoritism); ensure all children are treated equally
- Build positive relationships with all pupils; talk about yourself and your own family, show you like and respect the children and expect them to respect you in turn.
- Provide an atmosphere where there are many opportunities to enjoy school life and have fun. It is important, however that the children understand boundaries and the expectations of the Hollybush Code.
- If children's behaviour consistently falls outside the expectations of the Hollybush code it is important that all adults work together consistently through regular discussions and planning together.
- Always separate the behavior (positive or negative) from the child.

Approaches across the whole school -

The management of behaviour is a whole school issue and there must be a consensus of approach. It is important to have agreed desired behaviours and rewards, and clear sanctions that are evident throughout school to deal with unacceptable behaviour. These sanctions must be highlighted in a central area so that every child is clear about what will happen if they misbehave. The children can produce posters and reminders to increase their ownership of the system. In addition it is important to have a basic school code of conduct (The Hollybush Code) so that children understand what we mean by good behaviour. At Hollybush-

- We are respectful to ourselves and others.
- We take responsibility for our choices and actions.
- We are enthusiastic and persevere in our learning.
- We are courageous and resilient learners who take risks and never give up.
- We work collaboratively and positively with others.

All school staff must be in agreement and a consistent approach to rewards and sanctions must be evident throughout the school. Rules, rewards and sanctions must be displayed around the school so that children and parents are clear about what is expected and what will happen in the event of inappropriate behaviour.

Sanctions for Dealing with Undesirable Behaviour

At Hollybush Primary we believe in a policy of assertive discipline where children are rewarded and praised at every opportunity but where there also exists a clear framework of sanctions for behaviour that falls outside expectations. Our response to behaviour that falls outside expectations includes a variety of approaches depending upon the severity and frequency of the behaviour -

1. Initial responses to misbehaviour -

- Ignore behaviour which is likely to fade out quickly while at the same time praising children who are behaving in an appropriate way
- Use non-verbal signs to make a point (eye contact, pause in speech....)



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- Remind children our classroom rules or The Hollybush Code
- Distract by asking a casual question e.g. “Will you have finished your conversation soon?” “Have you got a problem I can help you with?”
- Use restorative practice questions to get the child to think about how their behaviour is affecting others.
- Praise children who are doing what you have asked them to do.
- Allow the child to move if they are feeling distracted to a time out table.

These strategies, which are for minor examples of misbehaviour (talking when you are, not finishing work quickly, getting out of their seat....) work very successfully as they do not cause a confrontation situation to take place especially when they are expressed with humour. However, some behaviour requires a more determined approach.

2. Standard Classroom Procedures -

Make more explicit classroom rules and use rules, praise, consequences
This involves –

- Being clear about what we want the children to do
- When they are doing what we want, being positive
- Being effective with sanctions and punishments

If misbehaviour occurs –Foundation Stage

1. Remind the child of the rule or the expected behaviour.
2. Praise others in the group.
3. Give little attention to the child who is misbehaving and give positive attention to the children who are choosing to do the right thing.
4. Use restorative practice questions to get the child to think about how their behaviour is affecting others.
5. Move the child from the rest of the group to sit on a time out (5 mins - Reception 3 mins - Nursery)
6. Send child to another class.
7. Speak to parents

If misbehaviour occurs –KS1 and KS2

1. Remind the child of the rule or the expected behaviour
2. Use restorative practice questions to get the child to think about how their behaviour is affecting others
3. Specify the consequences (verbal reminder then use of the Trackit Light system if behavior persists)
4. Praise others in the group



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5. Move the child from the rest of the group to sit on a time out table
6. Give little attention to the child and allow him/her to be bored
7. Ask if the child is ready to return to the group and conform. If not –

Use the sanctions –

- Child will be put onto orange on the Trackit Light system
- If the child continues to choose not to follow the Hollybush Code they will then be moved onto yellow on the Trackit Light system
- Children will be given another verbal warning before the next step is taken
- If behavior continues to deteriorate then the child will be put onto red on the Trackit Light system
- After a red has been obtained the child will attend a lunchtime detention. (Yr 1-2 will miss playtime, Yrs 3-4 will have lunchtime detention for half an hour, Yrs 5 and 6 will have lunchtime detention for one hour)
- Detention can not be removed but each new session is a new beginning.
- Children are expected to complete their work at playtime and if necessary and at the teacher's discretion it is sent home.
- Speak to parents/carers that evening (when behaviour is out of character for that child or causing concern the teacher is to use their discretion)

More serious incidents (including: fighting, the use of homophobic or racist language, verbal or physical aggression) will result in an automatic movement onto red on the Trackit Light system.

3. Strategies for persistently refusing to follow the Hollybush Code

In the case of severe disruption, e.g. constant misbehavior after attending lunchtime detention on three occasions or violent/aggressive behavior, children will attend lunchtime detention again and their parents will be spoken to. If behavior is aggressive or physical then children will be referred to lunchtime Aspire sessions. If behavior is disruptive then children will be referred to the Headteacher for an internal exclusion session.

Internal Exclusion:

Classroom learning will take place in an area away from the classroom for a period of time up to a day.

Children who regularly misbehave during lunchtimes taking part in verbal and physically aggressive behavior will attend lunchtime Aspire sessions and will complete, 'Passport to the Playground sessions'

Passport Objectives:

- I talk to adults respectfully at all times
- I solve problems using words and not actions (never violence or verbal aggression)
- If I'm not ready to talk to an adult I ask for time out
- I know when and how to use time out spaces

Passport Overview:



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1. PASSPORT TO THE PLAYGROUND	
Phases 1 to 3	<p>Every dinner time the passport children are to come to the office and eat their dinner with one of the designated adults.</p> <p>There is a timetable of activities/adults in place for each day.</p> <p>Monday 1-1.15 in a circle, revisiting the passport and discussing / practising how to respond to playground scenarios.</p> <p>1.15 – 1.25p.m. outside in EYFS if the session above is completed successfully.</p> <p>Friday dinnertime review of progress toward passport over lunch and then supervised games on y6 playground from 1.10 – 1.25p.m. five minutes review in spare y5 classroom at 1.25p.m.</p>
Phase 1	<p>15 minute review sessions.</p> <p>5 full smiley consecutive dinnertimes or 20 smiley consecutive sessions to move to phase two.</p>
Phase 2	<p>30 minute review sessions.</p> <p>5 days of successful dinnertimes in Half an hour sessions = Monday dinnertime outside from 12.55 – 1.25p.m.</p> <p>Last 5 mins review in y5 spare classroom at 1.25p.m.</p>
Phase 3	<p>5 days of successful dinnertimes in full hour sessions (participating positively and no negative responses or incidents) = progress to phase 4</p>
Phase 4	<p>Eat lunch with the aspire group then join year 6 playtime outside from 1p.m.</p> <p>5 successful days of phase 4 is PASSPORT TO THE PLAYGROUND and the option to return to full year 6 full dinnertimes.</p>

Consequences for not achieving smiley faces:

Each phase will be monitored and recorded with a smiley or straight face for each session. XXX sad faces in any 5 day period in phase 2, 3 or 4 will result in a return to the previous phase.

Refusal to take part in any of the aspire activities means a return to the start of that phase. Running away from any of the aspire activities will result in a return to the start of the programme.

Other strategies to consider:-

- ✓ Referral to the Learning mentors.
- ✓ Individual sticker chart set up with the learning mentors/class teacher.
- ✓ Home/school diary.
- ✓ Class report card



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- ✓ Ask for a lesson observation on the child's behaviour by from the SENCO or member of the SLT or Learning Mentors
- ✓ Complete an ABC chart (on the system under inclusion-behaviour)/goals of behaviour questionnaire.
- ✓ Do a 'Risk Assessment' of your classroom and for any child with consistently dangerous behaviour put in place a 'Positive Handling Plan Risk Assessment'.

With cases of violent behaviour, swearing, behaving dangerously or continuously disruptive behaviour that stops other children from learning the Headteacher, other senior member of the staff, learning mentor or the learning manager will be asked to speak to the child. The child would be removed from the class immediately and parents would be informed. Children displaying violent behavior that could harm themselves or others will be given time in the calming room to self-regulate and calm down.

The calming room

Children displaying behavior that could harm themselves or others will be given time in the calming room to return to self-regulation. This space is for calming down only, it is not a consequence.

Once the child is calm a restorative conversation will take place, outside the calming room and before the child re-enters the classroom.

Children will need to complete five minutes time out when calm and this will take place in an appropriate space not in the 'Calming room' (outside their classroom, HT office, LM office, entrance)

Once strategies have been put in place that are over and above the classroom sanctions an IBP should also be put in place.

Physical Contact with Pupils:

At Hollybush School, we follow the "Guidelines for Teachers and Governors on: the use of physical force in schools"

There are many situations where teachers and other adults come into physical contact with pupils. This is usually of a "friendly" kind (e.g. holding a young child's hand to cross the road).

Physical intervention:

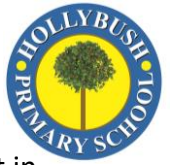
Physical intervention will only be used as a last resort when a child is endangering themselves or others. Physical intervention will be used by trained staff using 'Team Teach' methods.

Members of staff agreed that the following degrees of physical contact were acceptable:

- ✓ Lightest contact - a friendly hand on a shoulder.
- ✓ A touch on the shoulder as a check on behaviour that might be getting just out of control.
- ✓ All staff in charge of the education and care of children, are expected to use "reasonable force" to prevent pupils causing injury or damage to themselves, property or others (1996 Education Act, section 550A)
- ✓ All teachers in their "Conditions of Employment" are expected to "maintain good order and discipline" among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- ✓ Minimum force should only be used and never as a punishment. e.g. only if the circumstances warrant it, only in proportion to the circumstances, and in relation to the age, sex and understanding of the pupil. The situation should be continually



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"talked through" with the pupil, so that the child is seen as a controlling participant in the situation, responsible for his/her own behaviour.

Physical intervention may include:

- ✓ Leading a child away from an incident by the hand or arm.
- ✓ Holding a pupil (to prevent injury to other pupils, staff or property) e.g. by the arm (not wrist) or hand;-Using 'Team Teach' methods.
- ✓ Standing in the way of a pupil, to protect that pupil or others.
- ✓ Using positive 'Team Teach' skills
- ✓ Every member of staff has the right to defend themselves against an attack, provided that they do not use a disproportionate degree of force to do so.
- ✓ Members of staff have or will undergone training in "TEAMTEACH" training, which sets out guidelines approved by Education Leeds, as to the techniques that should be used if physical intervention is required.
- ✓ A record of these incidents must be kept in a central incident file on and recorded on 'CPOMS' (further details of a confidential nature are stored either in the Headteachers office or under special needs).
- ✓ If a child is handled on more than one occasion because they are at risk of hurting themselves or others then a 'Positive Handling Plan' and 'Risk Assessment' must be put in place.

Absconding

Any child who absconds from school for whatever reason is deemed to be at serious risk. If a child is reported as missing the Headteacher and all available staff will search the school and the grounds. If the child cannot be located the following would happen:

The child's parents/carers would be immediately informed by telephone.

The police would be phoned and the children would be reported as a 'missing person'.

If a child absconds from school staff will not give chase as this often poses more of a danger to the child.

A record of any child who absconds from school will be kept in a central file in the school office as a record. (CPOMS)

Individual Programmes for Behaviour Management

For some children who really find it very difficult to conform it is necessary to manage their behaviour on an individual basis. A specific programme can be drawn up which will focus on one aspect of behaviour, which needs to be changed. This system is most successful if the child is involved along with the parents, class teacher, all staff who work with the child, SENCO and the Head Teacher. The child must understand how important the programme is and that everyone is working together to improve the situation. Any type of programme can be devised. For some children it might be a simple record sheet. For others it might have as its focus something they are interested in. The agreed targets must be attainable and the rewards must be practical so that when the child is successful it is easy to provide the reward.

Contracts



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Some children may prefer the idea of a contract, which is drawn up with their agreement. They can be involved in setting the targets, the rewards and the sanctions. It is important for all the parties to sign the contract, including the child.

Referral System

At all times it is important for any adult dealing with a child who has behaviour problems to record incidents, describing in detail the unacceptable **behaviour onto CPOMS**. This is particularly necessary as -

- ✓ It provides evidence to show parents who may feel their child does not really have a problem
- ✓ It provides a record of information the school can analyse for behaviour patterns
- ✓ It provides evidence if a child needs to be referred for statement and additional help sought in the form of Funding for Inclusion

The stages of the Referral System

School concern - The class teacher records unacceptable behaviour onto CPOMS and speaks to the HT/SENCO and parents informally and begins to put into effect simple measures to improve the behaviour.

School Early Help (SHE) - Unacceptable behaviour continues to be recorded and parents are regularly updated. IBP's are completed in conjunction with the SENCO and targets set for the child with strategies to improve the behaviour. A risk assessment and a Personal Handling Plan will also be completed for the child. The Learning Manager will complete an observation of the child's behaviour in class and offer support to the staff working in that year group. The Head Teacher is notified.

Outside Agency Involvement - Behaviour is still recorded on CPOMS and parents are closely involved. IBP's specify targets, rewards, sanctions and monitoring. Outside Agencies are invited into school to observe the child, provide advice and support. Parents are invited to meet the Educational Psychologist.

At this point the school may decide to put a case for funding under inclusion. For this to be successful there must be a great deal of evidence in the form of behaviour records over a reasonable period of time. The school must demonstrate how they have spent money already in the budget to support the child before this process takes place.

It is essential that at every step of the way parents/carers are made aware of any concerns about behaviour by the class teacher in the first instance and by the Learning Mentors, SENCO or Headteacher if their behaviour continues to be a concern. Parents/carers are far more supportive if they are kept informed and are given the opportunity to voice their views.

Break and Lunchtime Behaviour

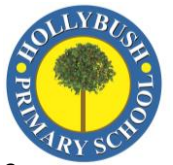
Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part lunchtimes and breaks are happy times at school, but we acknowledge that incidents occur at break times which are of a different nature to those happening in the classroom. In order to minimise inappropriate behaviour going to and returning from breaks, and in the playground we will undertake the following steps:

Break times: -

- Children must be supervised at all times and no child should be left unattended in the classroom or corridor.
- Children who lose part of their break due to misbehaviour in class must be supervised by the adult imposing the sanction. (Usually the class teacher)



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- Children must leave the classroom in an orderly manner, possibly sent a group at a time to limit incidents in the cloakrooms. If some children have problems coping in the cloakroom they should be sent to change shoes first, or last.
- Children who's behaviour falls outside the expectations of the Hollybush Code at break time will receive a 5 minute time out at the wall outside. If their behaviour persists the staff will follow the Trackit Light sanctions system. In Key Stage 1 the child may walk round holding the adult's hand. In KS1 the child is to hold the teacher's hand (on duty) if there are more than 2 children who have misbehaved, then children will be asked to stand at the wall for 5 minutes. If behaviour is persistent then the child will miss all playtime and the class teacher will be informed. In KS2 children are sent to the wall for 5 minutes and if persistent, then the Trackit Light system will be used.

Lunch times: -

- Follow the same behaviour rules as playtimes.
- Give out stickers in the dinner hall for good manners, helpfulness and healthy eating.
- Choose children for the 'Golden Table' as a reward for:-good manners/behaviour during lunchtimes.
- A note is made of serious or persistent behavior that falls outside of expectations and handed to the class teachers.
- If challenging behaviour during lunchtimes is persistent please speak to the class teacher first about it.
- If children's behaviour is persistently challenging the safety of themselves and others over lunchtime and they are not making progress with passport to playgrounds/Aspire lunchtime then parents will be contacted and a child may be sent home over lunchtime for a short period of time (See above)
- Parents will be notified by a phone call/letter and will have an arranged meeting.

The Role of the Class Teacher

It is the role of the class teacher to manage behaviour not only in the classroom but also throughout the school as a whole. To ensure an effective whole school approach, teachers must be willing to use the systems in place for rewards and sanctions and the children must be clear that all the adults in school will have a consistent approach to behaviour. It is important that teachers deal with poor behaviour wherever they see it and not merely restrict themselves to their own classes and KS. It is equally important to praise good behaviour around school too. Occasionally teachers may support each other by offering to have a particularly difficult child in their class for a short period or "time out." Teachers must be willing to talk to parents and work closely with them when necessary.

The Role of the Headteacher, Deputy and SENCO

- Observing behaviour throughout the school at different times
- Having regular discussions with class teachers, dinner supervisors and support staff- (Termly Behaviour Meetings) We don't do these this might want removing
- Talking to parents/carers to gauge their views on behaviour in the school
- To monitor children who have behaviour difficulties
- To offer support and advice to colleagues
- To work closely with parents/carers



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- To remove disruptive children from the classrooms when necessary
- To monitor dinner time behaviour
- To work closely with dinner Supervisors
- To praise and encourage children around school and to build a positive relationship with disruptive pupils
- **To initiate IBP's for behaviour modification and record progress through the SEN register**
- To obtain help from Outside Agencies if necessary
- To monitor the behaviour policy and guidelines and update regularly
- To monitor the consistent implementation of the behaviour policy across school
- To exclude children if necessary
- To ensure Governor awareness of the behaviour policy in school
- To ensure that new staff are aware of the behaviour policy and implement it consistently

The Role of Parents/Carers

It is essential that parents/carers work in partnership with the school and are clear from the beginning what we expect of their children. When they register their child they will be advised of our behaviour policy and given a shortened, flier, copy of it to take away and study at their leisure. They will then be asked to sign a home / school agreement form to show that they fully support our policy and are willing to encourage their children to show a very positive attitude to school. Rewards and sanctions will be outlined and the parents/carers notified if their child is experiencing a problem.

The Role of Other Adults in School

- To be fully informed and aware the policy and guidelines for behaviour and the procedures in place
- To support and encourage good behaviour
- To deal with inappropriate behaviour wherever possible and refer on if necessary
- To expect respect and good behaviour from the children
- To lead by example
- To liaise with parents/carers if necessary
- To inform the HT / DHT / SENCO/Mentors/ if they identify a child who finds behaving appropriately a challenge

Equal Opportunities

All children share the right to be educated in a fair and harmonious environment therefore rules reflect the ethos that all children behave well and with proper consideration for the needs and feelings of others. It is important that systems exist in school to enable teachers to deal with behaviour problems quickly and in a consistent way so that time is not wasted and children have equal access to attention and are able to learn and attain the highest potential. Each child must be given encouragement and a curriculum tailored to suit its individual need. It is important to ensure that gender divisions are not used to manage behaviour and that certain types of behaviour are not subconsciously attributed to particular genders or races in school.

Review and Evaluation

The policy will be reviewed in Spring 2017