



HOLYBROOK PRIMARY SCHOOL

BEHAVIOUR POLICY

Date of issue	Review date	Date ratified by Governing Body	
June 2025	June 2027		
	Print name	Signature	Date
Headteacher	Mr C Lloyd		
On behalf of Governing Body	Shona Crichton		

1. Purpose and Vision

Our school is committed to creating a calm, safe, and supportive environment where every child can thrive academically, socially, and emotionally. This policy outlines our approach to promoting positive behaviour, preventing misbehaviour, and responding to behavioural incidents in a fair, consistent, and inclusive manner.

At Holybrook, all pupils are of equal value and we celebrate diversity. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have special educational needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity. If discriminatory behaviour is found to be occurring towards any pupils who fall into any of the above protected categories, the Bullying Policy will be followed. The school rules should be promoted and encouraged at all times using positive strategies and methods.

2. Core Principles

- **High expectations** for all pupils
- **Consistency and fairness** in implementation
- **Positive relationships** at the heart of behaviour management
- **Early intervention** and tailored support
- **A whole-school approach** involving staff, pupils, and parents

Legislation and statutory requirements This policy is 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

3. Roles and Responsibilities

- **Headteacher:** Leads the behaviour culture, ensures policy implementation, and supports staff.
- **Staff:** Model positive behaviour, teach routines, and apply the policy consistently.
- **Pupils:** Follow school rules, show respect, and take responsibility for their actions.
- **Parents:** Support the school's behaviour expectations and engage in partnership.

Holybrook Rules

1. We will try our hardest every day.
2. We help ourselves and others to learn.
3. We are polite and welcoming to everyone.
4. We show good manners to each other and all visitors.
5. We use polite, kind words and actions towards everyone.
6. We are kind and caring to everyone.
7. We take care to look after our school, our equipment and every member of the Holybrook community.
8. We show respect through our actions.

4. Behaviour Curriculum

We explicitly teach and model the behaviours we expect:

- Respect for self and others
- Active listening and participation
- Kindness and cooperation
- Resilience and perseverance

These are reinforced through routines (e.g. lining up, transitions, greetings) and embedded in PSHE and assemblies.

5. Positive Reinforcement

We celebrate and reward positive behaviour through:

- Verbal praise and recognition
- Class Dojo Points for positive behaviour and effort *in lessons*
- House Points for positive behaviour and effort *around school*
- Weekly Holybrook Award
- Class Reward – linked to Investors in Pupils
- Responsibilities (e.g. monitors, ambassadors)

6. Responding to Misbehaviour

Misbehaviour is defined as:

- *Disruption in lessons, in corridors between lessons, and at break and lunchtimes*
- *Poor attitude - including defiance*

This applies during the school day e.g. in class, on educational visits, moving around school and playgrounds. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. The Headteacher will consider appropriate action on a case-by-case basis.

Staff respond to misbehaviour:

- Predictably and proportionately
- Using de-escalation and restorative conversations

With sanctions where necessary:

- 1. Name on the board and a conversation explaining what the inappropriate behaviour was and what is expected**
- 2. Name on the board with rule number that has been broken and 'time out' in the classroom**
- 3. Name on the board x3 = 10 mins in another class**
- 4. Name on the board x4 = senior leadership team**

Sometimes, if a single incident is very serious, a child can be sent to the senior leadership team and bypass the system above. If no senior leader is available, seek the support of the next most senior member of staff.

Where a child persistently misbehaves, the School Leader or a member of the senior leadership team will be informed. Parents will also be informed of the behaviour. In some cases, the Headteacher may choose to exclude the pupil. This may include internal exclusion, lunchtime exclusion or a fixed term suspension at home. Parents will be informed of the decision. Please refer to the EXCEED Exclusions and Suspensions Policy for more information.

All responses aim to:

- **Maintain a safe learning environment**
- **Support pupils to reflect and improve**
- **Prevent recurrence**

Searching, Screening and Confiscation

On extremely rare occasions, it may be necessary to search for, and confiscate, inappropriate or dangerous items which are brought into school, or for any stolen property. Searches would be carried out by the headteacher and another member of staff.

Damages

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building.

7. Support for Pupils

We use a graduated approach to support pupils with additional behavioural needs:

- De-escalation support plans

- Mentoring or check-ins/pastoral support Tailored interventions (e.g. social skills groups)
- Involvement of SENCO or external agencies

8. Inclusion and SEND

We make reasonable adjustments for pupils with SEND or other vulnerabilities. Behaviour is considered in context, and support is adapted accordingly. Staff receive training on inclusive practice and trauma-informed approaches. Please refer to Appendix 1 for further information about reasonable adjustments.

9. Bullying and Online Behaviour

Bullying, discrimination, and online abuse are not tolerated. We:

- Investigate all reports thoroughly
- Support victims and address perpetrators
- Educate pupils on respectful relationships and digital safety

Please refer to the Holybrook Anti-Bullying Policy for more information.

10. Mobile Phones

Mobile phones are not permitted during the school day. Exceptions may be made for medical or safeguarding reasons, with prior agreement, for example for Year 5 and Year 6 pupils walking to and from school by themselves. Smart watches with the connectivity of mobile phones – such as messaging, taking calls etc – are not permitted in school.

11. Monitoring and Evaluation

We monitor behaviour through:

- Behaviour logs and incident reports CPOMS
- Pupil and parent surveys
- Regular review of data
- SLT and governor and trust oversight

12. Communication

The policy is:

- Shared with staff, pupils, and parents on the school website
- Reinforced through newsletters, meetings, and displays

14. Policy Review

This policy is reviewed annually by the SLT and governing body, with input from staff, pupils, and parents.

Appendix 1 – Reasonable Adjustments

Reasonable adjustments At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional and Mental Health Needs (SEMH);
- Adverse Childhood Experiences (ACEs);
- Special Educational Needs and Disabilities (SEND)

Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCo), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or by personal learning plans (PLPs) for those with additional needs but without an EHCP. Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the expectations and behavioural norms.

Reasonable adjustments might include, but not limited to:

- preview of new behavioural norms and a visit to school
- additional support for the arrival and exit to school;
- additional support to adhere to break and lunch time norms;
- re-teaching behavioural norms;
- adapted resources to teach behavioural norms;
- provision of mentoring to support children with regulation;
- adapted sanctions and rewards in some cases;
- allowing children in our resourced provision to access the sensory calming spaces to allow them to regulate, understanding that these children will need more time to do this.

Appendix 2

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

Sanctions for sexual harassment and violence may include:

- Involvement of parents
- Missed playtimes or lunchtimes
- Fixed term and permanent exclusions

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
- 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.