



HOLYBROOK PRIMARY SCHOOL

BEHAVIOUR POLICY

Date of issue	Review date	Date ratified by Governing Body	
October 2023	October 2025	November 2023	
	Print name	Signature	Date
Headteacher	Chris Lloyd		
On behalf of Governing Body	Shona Crichton		

BEHAVIOUR POLICY

Rationale:

We want to encourage individuals and groups to understand what is commonly agreed as acceptable behaviour, to develop into trustworthy, reliable and honest individuals who show consideration and respect for others. Any school rules should be clearly understood and ownership of them given to all concerned via consultation and positive implementation and attitudes.

Aims:

1. To enable teaching and learning to take place in a calm, orderly atmosphere and promote good relationships between all.
2. To create an ethos in which individuals feel valued; where personal endeavour is encouraged and to ensure the promotion of high levels of morale.
3. To stress the importance of being positive in our attitudes, to reward rather than chastise, to praise rather than reprimand.
4. To ensure that all pupils and staff are clearly aware of what we, as a school, consider to be acceptable behaviour in any given situation.
5. To state and promote the strategies necessary for ensuring a high standard of behaviour: to adopt a 'prevention rather than cure' approach whilst being aware of more formally recognised channels for dealing with discipline problems.
6. To involve parents in recognising and celebrating positive behaviour as well as keeping them informed of inappropriate behaviour.
7. To help and encourage all pupils, staff, parents and governors in their development of personal awareness and attitude to school life in general.

NB For some children the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be discussed between the SENDCo, class teacher and parents. In some cases, the SENDCo may seek support from Behaviour Support Services and the pupil will be placed on the SEND Register at 'Below age-related expectations' or at 'School Support' as a result. They will then have a Personal Learning Plan written for them, outlining their personal behaviour targets.

Holybrook recognises the importance of supporting children with their mental health and wellbeing as this directly impacts on their behaviour and their ability to access their learning. As a result, children may access a range of interventions in school with our pastoral team in order to help them to regulate their behaviour and encourage better mental health. These include social skills groups and sessions to help them to manage their difficult emotions. We offer these in both a 1:1 or group situation.

Holybrook Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school anti-bullying policy
- Child Protection/Safeguarding Policy
- Care and control policy

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](#)

Equality statement

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.

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.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude including defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Repeated defiance
- Any form of bullying
- 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
- Interfering with others' 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Derogatory and / or slanderous comments with regards to peers or staff
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal or medicinal drugs
 - Stolen items
 - Tobacco, vapes, cigarette lighters 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)

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.

For pupils with special educational needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Personal learning and positive handling plans will be updated as a result.

Foundation Stage Rewards and Consequences

Nursery Rewards:

1. Praise
2. Dojo points awarded for good behaviour, which can be exchanged for prizes.
3. Stickers

Nursery Consequences:

1. Verbal warning.
2. Sit quietly on a chair.
3. Remove to Reception class.
4. Meet with parents.

Reception Rewards:

1. Praise.
2. Superstar of the week certificate.
3. Dojo points awarded for good behaviour, which can be exchanged for prizes.

Reception Consequences:

1. Child talked to about inappropriate behaviour and reminded of school rules.
2. Removed to sit in another area for five minutes.
3. Sent to Nursery.
4. Sent to a member of senior leadership team.
5. Meet with parents.

Severely negative behaviour in the Foundation Stage:

At staff's discretion:

- Miss playtime
- See member of the senior leadership team.

Parents will be seen for a child's persistent bad behaviour and a behaviour letter is sent home.

Key Stage 1 and 2 Rewards and Consequences

Children will be awarded **Dojo points** for **good conduct** and **positive attitudes to learning**.

A daily tally of these can be kept on the 'happy side' of the Rewards/Consequences boards in the classrooms but they can also be recorded straight away on Class Dojo when not in the classroom i.e. during assemblies where a member of staff has an I Pad or laptop linked to the Dojo system.

Staff are expected to take some means of recording dojos with them to assemblies etc. so that children can see points being awarded at those times.

Each time a name appears on the happy side that will be worth 1 Dojo point.

Multiple points should **not** be awarded for one example of positive behaviour e.g. 5 points for cooperating well.

Pupils can only be awarded a **maximum of 15 dojo points in a day** in order that the rewards are meaningful. This means that a child could earn up to 75 points in a week.

For every multiple of 25 cumulative Dojo Points up to the first 100, children will receive a prize, then every 50 thereafter. Teachers will record the names of children who have achieved 25, 50, 75 and 100 points and multiples of 50 thereafter, and inform the Learning Mentor who will hand out prizes to each class.

A list of prizes available at each stage i.e. 50, 100, 150 points etc. will displayed for the children.

Dojo of the week will be awarded to the child who has achieved the highest number of Dojo points in **each class** that week which can be calculated by running a report on Class Dojo. Teachers are responsible for passing these names/certificates to the member of staff leading Celebration Assembly. Dojo of the Week winners should be logged on to the Positive Behaviour section of CPOMS.

Class Dojo will keep a cumulative record of the number of points each child has. This record **must not** be erased so that children can 'save up' for their prizes over a longer term including from year to year when in Key Stage 2.

Other rewards:

1. Praise.
2. Superstar of the week certificate.
3. Dojo points awarded for good behaviour, which can be exchanged for prizes.

Key Stages 1 and 2 Consequences

1. Name on the board
2. Name on the board with rule number that has been broken and 'time out' at the front of the classroom
3. Name on the board x3 = 10 mins in the next class
4. Name on the board x4 = senior leadership team

If anyone is sent to the senior leadership team, a behaviour letter is sent home.

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. For a definition of serious misbehaviour, please see page 3-4.

Outside Rules:

1. Listen to adults in school the first time.
2. Keep your hands, feet and objects to yourself.
3. Be polite and respectful at all times.
4. Play in the front or back play areas.
5. Always stay inside the school grounds.

Consequences:

1. Sit on the bench for 5 minutes.
2. Remain inside with senior leadership.

Negative incidents of behaviour at lunchtime.

Negative incidents at lunchtime will be reported to class teachers. Serious incidents (equivalent to X4) will be followed up by a member of senior leadership team, and if necessary, time out will be offered immediately to allow the child to successfully regulate.

If the child is sent to the senior leadership team during the lunch break, calming activities will be offered in order to support this and the child will have chance to reflect on the incident once regulated.

If there is persistent negative behaviour on the playground at lunchtime which is putting the safety of others at risk, a child will be assigned a place at the lunchtime nurture club for a length of time determined by senior leaders. At the club, children will have the chance to develop cooperative play and regulation skills.

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.

Bullying

Bullying is deliberately hurtful behaviour. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves. Bullying can be carried out by an individual or a group of people towards an individual or group.

The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Excluding from a group, tormenting, ridiculing, humiliating
Physical	Hitting, kicking, pushing, pinching, taking another's belongings, any use of violence
Verbal	Name-calling, insulting, Indirect bullying, through spreading stories about someone, threats, making fun of someone
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

CPOMS

All incidents of behaviour will be logged onto CPOMS by the member of staff who has dealt with the incident first-hand. Members of the senior leadership team and the appropriate staff members will be notified about the behaviour, and actions will be followed up by the designated member of staff. If required, the senior leadership team will send home a Behaviour Letter 1 to notify parents of the children's behaviour. Behaviour Letter 2 will be sent to parents if poor behaviour persists and the letter will invite parents to come in to school for a meeting.

In the same way, positive behaviour will be logged on CPOMS where children's behaviour has shown a marked improvement or the child has achieved Star of the Week.

Whole School Rewards

Weekly Rewards

Each week we hold a celebration assembly where we promote **Holybrook Values (Courtesy, Kindness and Respect) Award**, and celebrate **Class Dojo of the Week, Star of the Week, Zones of Regulation Award, and Attendees of the Week**. Chosen children receive a certificate and/or a prize.

Awards will be logged on to CPOMS under Positive Behaviour.

Class Rewards

As part of Holybrook's work towards the Investors in Pupils award, teachers will agree a whole-class target each term. If the whole class keep the rules, adults may reward the class with a class reward.

10 class rewards = a class treat

A class treat can consist of extra play time, extra P.E or Computing time, etc (approximately for 15 mins)

Courtesy, Kindness and Respect Award

Where a child demonstrates courtesy, kindness and respect around school which require a special mention e.g. demonstrating excellent manners, helping a friend or adult, looking after visitors well, being good ambassadors for our school etc. These children will receive the 'Courtesy, Kindness and Respect' Award. Certificates will be awarded in the whole school assembly on Friday.

Zones of Regulation Award

Children at Holybrook learn how to recognise and regulate their emotions through PHSE and Zones of Regulation lessons. The Zones are reinforced throughout school and are used in conversations when children must reflect on their behaviour. Each week, class teachers will reward a child in their class who has successfully regulated their behaviour and moved themselves from the blue, yellow or red zone back into the green zone. Children will choose a prize which might further help them to regulate.

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (see Care and Control Policy). In these rare cases, staff will - wherever possible - use the techniques taught as part of the Team Teach training.

Searching, Screening and Confiscation

Again, 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.

Prohibited items include:

- Cigarettes, lighters and cigarette papers
- Vapes
- Alcohol
- Controlled drugs or other substances which could be harmful
- Fireworks
- Stolen items
- Pornographic images
- Items which could be used to commit a crime
- Items which could cause personal injury

This property will be retained and returned to parents, pupils or the police as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of abuse

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including exclusion.

Exclusions

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. These extreme behaviours might include (although not exhaustive):

- *Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- *Physical abuse of children and adults
- *Persistent racist or homophobic remarks or behaviour
- *Persistent and deliberate hurting of other children
- *Persistent defiance to adults, both verbally and non-verbally
- *Persistent disregard for other people's/school property
- * Continued disruptive behaviour

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Damages

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

Date: October 2023

Approved by: GB

Date of review: October 2025