Holmer Green First School and Pre-School
Behaviour Policy

---

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race)
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For more information, please see our Anti-Bullying policy.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the CPOMS behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

Pupils will be made aware of:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and to develop an understanding of the school's behaviour policy and wider culture.

5. School behaviour curriculum

Our school rules are devised by the children through a series of assemblies. They are:

- We are kind and helpful.
- We take care of everything and everyone.
- We have gentle hands and feet.
- We try our best and work hard.
- We listen to everyone.
- We tell the truth.
- We are polite and remember to use our manners.

These rules are posted in all rooms around the school using words and widgits, and are continually reinforced by teachers and through assemblies. They are used to recognise and praise good behaviour and address any incidents of poor behaviour by reminding children of expected behaviour.

6. Responding to behaviour

6.1 Classroom management

We believe that children thrive when they have clear behaviour boundaries and know exactly how following the school rules will be rewarded as well as what will happen if they do not follow the school rules.

At the beginning of the academic year, classes create a class charter display which includes a 'signature' from each child, agreeing to follow the class rules. Each class also has a class reward system e.g. stars in a jar.

Children and staff across the school are organised into four housepoint teams: blue, green, red and yellow.

Children who follow the school rules are awarded a housepoint. We have agreed as a team that only one housepoint will be given at a time. Children can receive housepoints for a number of different things, such as helping a friend, holding a door open, using their manners or trying their best.

Children and staff are awarded housepoints counters. These counters are collected in containers in the classroom. Once a half term, the counters will be counted and totals will be shared with the children. The winning house will ice biscuits with the adults from the winning team.

Every Friday we hold a whole school NED assembly. During this assembly, children share examples of how they have been 'just like NED'. We celebrate their achievements and sing our NED song. Certificates and work are displayed at the front of the school and are shared with parents on Tapestry.

Other incentives are also used such as stickers, verbal praise, smiley faces on the children's work and visiting the Headteacher for a special Headteacher's award!

We teach and practise positive behaviour through everyday interactions, routines and planned support. When a child needs extra help, staff may use approaches such as social stories, Catch Me cards, visual reminders, check-ins or an individual reward chart. We will choose these approaches according to the child's age and needs, work with parents where appropriate and review whether they are having a positive impact.

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our child protection and safeguarding policy for more information.

6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

6.4 Responding to misbehaviour

We give children two different coloured cards as a result of a consequence: yellow and red. Before issuing a card, staff will give a calm reminder of the expected behaviour, using clear, instructive language. Where appropriate, staff will model the behaviour and give the child an opportunity to try again. Staff will also consider whether the behaviour indicates that the child needs additional support or an adjustment.

<u>Yellow Card – Minor Poor Behaviour including:</u>

- Not listening, after an instruction has been repeated.
- Not being honest.
- Not taking care of property.
- Not being gentle with others.
- Distracting themselves or others in their learning.
- Being unkind with their words or actions.

Before this card is given, the child will be given one warning e.g. "I have asked you not to call out. This is a warning. If you call out again, I will give you a yellow card/you will lose your playtime".

Sanction – 15 minutes loss of lunchtime (depending on the time of day the card was issued).

Where a child receives, on average, more than one yellow card a week, or there is a noticeable change in their behaviour, the class teacher will meet with parents to explore possible causes and agree support.

Red Card – Serious Poor Behaviour including:

- Putting someone else in danger.
- Spitting.
- Fighting, kicking, biting or swearing.
- Repeatedly not following instructions.
- Abusing school property or the property of others.
- Receiving 3 yellow cards in one week.
- Showing open disrespect to an adult in the school.

Sanction – Loss of lunchtime play. The Class Teacher or Headteacher informs the child's parents either face-to-face or by a phone call. Particularly serious behaviour may result in suspensions or permanent exclusions (see section 7).

Where a child loses some lunchtime play, they will still have reasonable time to eat, drink and use the toilet.

Yellow and red cards are recorded on CPOMS.

After a behaviour incident, staff will support the child to reflect and repair relationships through an age-appropriate restorative conversation, once the child is ready. Widgit picture reflection sheets can help a child to point to what happened, how they and others felt and what they could do next when words are difficult. Staff will adapt the conversation to the child's communication and developmental needs.

6.5 Positive Handling

Norfolk Steps is an approach which places inclusion and equality of opportunity for children and young people at the heart of all it does. The core of the training messages are key principles which centre on the need for shared and understood strategies and approaches to maximise the likelihood for positive behaviour for both individual children and at a whole school level. Emphasis is placed on positive relationships, consistency and restorative practice which enable children to become self-regulating learners and thereby experience success in their settings and beyond.

School staff have been trained in Norfolk Step On. This is the first step in Steps training and includes behaviour analysis, planning, language, consistency and low level guiding. Step On is designed to minimise the likelihood of difficult/dangerous behaviour thereby reducing the need for more restrictive physical intervention techniques.

Staff will use preventative and de-escalation strategies wherever possible. Any use of reasonable force, restraint or seclusion will be recorded, reported to parents and reviewed in line with the school's 'Use of Restrictive Interventions' policy and current DfE guidance. A child choosing to use a regulation space is different from seclusion, where the child is prevented from leaving.

6.6 Off-site misbehaviour

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). This could result in the school requesting that a parent or family member accompanies the child on subsequent trips. Please see our Educational Visits policy for more information.

6.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7. Serious sanctions

7.1 Suspension and permanent exclusion

Behaviour that is dangerous either to the child, other children, staff or property may result in exclusion. The decision to suspend or permanently exclude a child can be made only by the Headteacher. The decision will be made in accordance with current statutory guidance and will take account of the individual circumstances of the case.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Buckinghamshire Council Guidance will be used alongside the DfE Suspension and Exclusion guidance - https://www.gov.uk/government/publications/school-exclusion

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
-

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Removing triggers may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (e.g. the sensory room or regulation den) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

The policy outlined above will ensure high standards of behaviour for the vast majority of children. However some children have, may develop, or join us with emotional difficulties that show themselves in particularly challenging behaviour. Sometimes red and yellow cards are inappropriate for particular children, in these cases alternative consequences will be used.

In discussion with parents, additional support will be needed from professionals with expertise in managing challenging behaviour and the school will seek advice and help by making referrals to outside agencies such as:

- Pupil Referral Unit
- CAMHs
- Family Support Service
- Specialist Teaching Service
- Mental Health Practitioner.

We will also create an individual behaviour plans for these children (Positive Intervention Plans - PIP) and individual risk assessments.

For any child who needs an individual approach, staff will consider their understanding, communication needs and agreed support plan when responding to an incident. The response, including whether the Headteacher should be involved, will be decided according to the circumstances rather than the child's diagnosis.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Inclusion Leader may evaluate 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 work with parents/carers to create the plan and review it on a regular basis.

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting pupils following a sanction

Following a suspension or exclusion, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school through a reintegration meeting.

10. Involving Our Parents

It is vital that home and school work together to promote high standards of behaviour. Parents are made aware of the school rules and the card system through information on the website, Home/School agreements, information in the school prospectus, information in newsletters, as well as the system being explained at induction sessions.

Teachers inform parents about the cards their child has received at parent/teacher confidential discussions. Parents are informed about red cards immediately.

If a child frequently receives red or yellow cards, then the Class Teacher or Headteacher will arrange to meet with the child's parents to discuss their child's behaviour and will create a plan for how to improve this behaviour. This may include such things as: sticker chart, weekly check up with parents, daily report card.

11. Children in our Pre-School

The children in our Pre-School are two, three and four years old. We help them learn to use kind hands and kind words, take care of others and understand what to do when something goes wrong. Adults respond in ways that take account of each child's age, development and individual needs.

If a child finds it difficult to meet an expectation, an adult will respond calmly, explain and model the expected behaviour, and help the child try again. If the behaviour continues, the child will speak with the Headteacher promptly so that what happened can be addressed at

the time. Once it has been dealt with, the child will be supported to return to Pre-School with a fresh start; the consequence will not be left hanging over them.

Where behaviour happens repeatedly or presents a safety concern, we will work with parents to understand what may be contributing to it and agree a plan of support. We will seek advice from other professionals where appropriate and make reasonable adjustments for children who need them.

Our Pre-School is provision run by the school's governing board under section 27 of the Education Act 2002. If an immediate safety concern cannot be managed within the setting, we may contact parents to arrange for their child to be collected early. We will review what happened and the support needed before the child's next session.

In exceptional circumstances, if a child's behaviour continues to present a significant risk to their own or others' safety despite individual support, reasonable adjustments and work with parents and relevant professionals, the Headteacher may decide that we can no longer safely offer the child a Pre-School place.

We recognise positive behaviour through praise and encouragement, stickers and visits to the Headteacher for a special Headteacher's sticker.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- The school's behaviour policy and management system

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance
- Permanent exclusions and suspensions
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents and governors (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The data will be analysed every term by the Headteacher and will be presented to the governing board in the Headteacher's Report.

Our record keeping system will be used to:

- Identify when to meet with a child's parents to discuss their behaviour.
- Inform the need for teaching of behaviour e.g. circle times/assemblies on a particular type of behaviour such as spitting.
- Decide to seek additional help e.g. advice from Pupil Referral Unit, Parenting Classes etc.
- Evaluate the on-going effectiveness of the card system.
- Ensure consistency in the use of the card system across all staff.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions guidance
- Child protection and safeguarding policy
- Use of Restrictive Interventions policy
- Anti-bullying policy
- Prejudice related incidents policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board annually.