



Holbrook CofE Primary School

Behaviour Policy

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Vision and Values

We are a Church of England School, committed to putting Christian values at the centre of what we do. We take inspiration from John 10:10 'live life in all its fullness.' We want our children and staff to flourish in all aspects from life and our ethos of mutual respect, encouragement and Christian love drives our approach to supporting behaviour.

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values sit at the heart of our school community and underpin every aspect of school life:

Be kind: "Whatever you wish that others would do to you, do also to them" (*Matthew 7:13*)

Be respectful: "Acknowledge those who work hard among you, who care for you in the Lord" (*Thessalonians 5:12*)

Be resilient: "Give careful thought to the paths for your feet and be steadfast in all your ways". (*Proverbs 4:26*)

Be empathetic: "Be like-minded, be sympathetic, be compassionate, be humble, love one another". (*1 Peter 3:8*)

Be courageous: "When I am afraid, I put my trust in you". (*Psalms 56:3*)

Be reflective: "Examine yourselves, to see whether you are in the faith. Test yourselves". (*Corinthians 13:5*)

Principles of our school behaviour curriculum:

Positive Relationships: We want children to feel safe and secure, with positive, affirming relationships based in mutual respect

Emotional Regulation: Children are learning how to emotionally regulate. For some children, for example those who have experienced trauma, this can be hard. We want to provide the tools to help children with emotional regulation and resilience.

Social-Emotional Learning: We do not leave children's social and emotional development to chance. We have a progressive curriculum to support the development of these essential skills.

We start with relationships

'The healthier relationships a child has, the more likely he will be to recover from trauma and thrive, Relationships are the agents of change and the most powerful therapy is human love.'
(Dr. Bruce Perry)

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

When children feel safe, regulated and connected in relationships, we have our opportunity to teach and they have the best opportunity to learn. Therefore, strong relationships between staff and children are vital.

As adults, we have a powerful opportunity to model, not just by what we do, but who we are. This in turn becomes a way of being. Small things can – and do – make a difference in helping children to know that they are seen, heard and matter:

- Connecting through warm and open body language and genuine eye smiles
- Taking time to listen
- Being predictable in responses
- Being curious about what is going on for them
- Having empathy and being kind

Communication with families is of vital importance and the school is pro-active in forging strong home-school partnerships. We prioritise open and honest communication between teachers, staff, parents and children, underpinned by mutual respect. Regular meetings and updates are provided to parent/carers, allowing for collaboration and support.

Emotional Awareness and Recognition

We support children to learn about and name emotions so they can ‘name it to tame it.’ Through daily ‘mindful moments’ we teach children a range of calming techniques and space to reflect on feelings. A progressive understanding of emotions, how they present in our bodies and how we can manage them, is part of our PSHE curriculum.

Recognition and Appreciation

‘Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.’ (Paul Dix)

At Holbrook we want to make sure that all children are noticed, appreciated and celebrated. Through Class Dojo, children earn points towards individual or group rewards. We reward children for effort, for demonstrating our values and for helping our school to be a loving community through following our rules. Weekly certificate celebrations celebrate children who demonstrate our focus value in a half term. Where a child has gone ‘over and above’ with their learning or by their actions, they can be sent to see the headteacher. The child will receive a headteacher’s sticker and a message home. We offer warm, sincere and meaningful praise so that children know we value and appreciate them.

Clear boundaries, expectations and routines

‘The standard you walk past is the standard you accept.’ (Paul Dix)

Children and adults respond well to clear routines. Children feel safe and secure when there is predictability.

We have three school rules:

Be kind and respectful
Take care of each other and our school
Listen and work hard

To help children with these, we explicitly teach children our routines and expectations, and embed them through practice and positive reinforcement.

Our key routines and expectations:

Moving around school: Lovely Lines and Wonderful Walking

To support our school to be a calm place and to avoid sensory overload, we think about how children move around our shared spaces, how we come into school in the morning and how we go in and come out at playtimes. Staff come out to greet children in the morning before the bell signals that it is time to line up. At playtimes, staff take children out to the playground at back. All movement around school should be purposeful, with noise levels kept to a minimum.

Lovely Lines	Wonderful Walking Means No Talking
<ul style="list-style-type: none"> • Single file • Voices off • Eyes facing the front • Hands at your sides • Legs and feet still 	<ul style="list-style-type: none"> • Single file • Voices off • Eyes facing the front • Hands at your sides • Quiet footsteps

Lunchtime: Marvellous Mealtime Manners

We want children to have an enjoyable lunch so have routines and expectations.

SCHOOL DINNER ROUTINES		
Before your meal	During your meal	After your meal
<ul style="list-style-type: none"> • Come into the hall in a lovely line • Find a seat if you have sandwiches • Collect your tray and hold it with both hands if you have a school dinner • Say thank you to the servers • Collect your cutlery and take a seat • Put your hand up for a drink 	<ul style="list-style-type: none"> • Stay in your seat – put your hand up if you need anything • Use your quiet voice and talk to your friends on the same table • Use your cutlery to eat • Eat your dinner before your dessert • Chew and swallow your food carefully – finish your mouthful before you talk • Finish as much of your food as you can and all your drink 	<ul style="list-style-type: none"> • Put your hand up if you are ready to leave • Take your tray to the clearing area, scrape it and put your cutlery and cup away • Walk out to play
SANDWICHES ROUTINE		
Before your meal	During your meal	After your meal
<ul style="list-style-type: none"> • Walk into the hall and find a seat 	<ul style="list-style-type: none"> • Stay in your seat – put your hand up if you need anything • Use your quiet voice and talk to your friends on the same table • Chew and swallow your food carefully – finish your mouthful before you talk 	<ul style="list-style-type: none"> • Anything you haven't eaten, pack back into your lunchbox • Put your hand up when you are ready to leave • Put your lunchbox back in your class box

	<ul style="list-style-type: none"> • Finish as much of your food as you can and all your drink 	
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Learning in Class: Fabulous Focus

To help children become effective learners, we have some routines and expectations in class. As part of these routines, we talk to children about 'STAR' learning – Sitting smartly, Tracking the speaker, Asking and Answering questions and Respecting those around them. We understand that children's ability to show these learning behaviours will be linked to their developmental level, their previous experiences and SEND needs. We provide supports and adaptations for children to help them in their journey to become effective learners. For all learners, teachers will use flexibility for the times that children will be asked to be focussed on quiet learning, include sensory/mindful breaks through the day, chunk learning and structure activities so they are engaging and varied. Some children will have access to more specialised adaptations in their journey to develop their learning behaviours.

	Getting ready to learn	While you are learning	At the end of the lesson
<p>Infant Classes</p> <p>To show when it is time to listen, adults will say "One, two, three, eyes on me"</p>	<ul style="list-style-type: none"> • Sitting smartly with eyes forward • Voices off and ears switched on 	<p>Quiet learning:</p> <ul style="list-style-type: none"> • Voices off • Show busy learning with eyes and hands focused <p>Working together:</p> <ul style="list-style-type: none"> • Take turns to speak • Listen to each other's ideas • Keep voices quiet 	<ul style="list-style-type: none"> • Listen to instructions from the grown up • Tidy your table and the floor • Voices off ready to go
<p>Junior Classes</p> <p>To let you know it is time to listen, adults will hold up a hand and say:</p> <p>"Three, Two, One and ready"</p>	<ul style="list-style-type: none"> • Be ready when the lesson starts with the equipment you need • Eyes forward, ears tuned in • Check you know what to do when you are ready to start • Ask questions if you need to check your understanding 	<p>Quiet learning:</p> <ul style="list-style-type: none"> • Voices off • Get busy with the task • Refocus quickly after a distraction • Allow your friends to learn <p>Working together:</p> <ul style="list-style-type: none"> • Take turns to share ideas • Everybody contributes 	<ul style="list-style-type: none"> • Reflect on your learning and check you achieved what you needed to • Tidy your area and the floor, return all your resources • Sit quietly ready to leave

Responding to behaviour in a relational way

The following chart is a guide to help staff respond to behaviour incidents in school consistently. When looking at the chart, the age and stage of the child and the context of the behaviour incident are always important to consider.

	A (lacking thought)	B (lacking care)	C (lacking empathy)	D (lacking safety)	E (intentional harm)
	Low level unwanted behaviour		Serious unwanted behaviour		
	Mistake Ill-judged Careless Impulsive Low level disruption in class	Disruptive Rude Unkind Horseplay	Antagonistic Ignorant of others Prejudicial words or actions	Dangerous Aggressive	Violent Abusive Criminal Planned or malicious
Input from	Classroom teacher	Classroom teacher	Classroom teacher Senior teacher/SENCO Headteacher (for prejudicial words/actions)	Senior teacher Headteacher Other professionals	Headteacher LA/Trust
Log?	No	No	Yes	Yes	Yes
Parental Involvement?	No unless this is habitual then informal meeting	Yes - informal	Yes – class teacher	Yes – SENCO/HT leads meetings	Yes – HT leads meetings
Actions	Class based – targeted conversation and appropriate consequence		Pastoral input/Nurture IBP	Risk assessment/IBP	In-Year Fair Access protocol / Consideration for suspension/exclusion (last resort)
Steps on the graduated approach	1, 2, 3, 4	4, 5	4, 5, 6	6, 7	6, 7

The following table is a guide to help staff respond to behaviour incidents in school consistently. When looking at the table, the age and stage of the child and the context of the behaviour incident are always important to consider.

It is important that teachers manage as much of the behaviour in their class as is appropriate. Children should see their teachers as being responsible and managing the behaviour in the classroom. Teachers should be aware of the subtle message they are sending to children if they constantly refer behaviour incidents to other staff to deal with.

	Staff Action	Scripts
1	<p>Non-verbal/refocusing reminders given: Identify children who are demonstrating positive behaviours and praise</p> <p>Non-verbal reminders:</p> <ul style="list-style-type: none"> - The 'look' - Proximity <ul style="list-style-type: none"> – moving towards a child's space - Refocusing - Directions and encouragement <p>Use 'Signal, Pause, Insist' for every instruction.</p>	<p>Praise others: "Thank you to everyone who is remembering to..."</p> <p>Assume confusion: "I think you might not have heard me, but now we are all..."</p> <p>Pause and insist: "Just waiting now for one or two people to..." "I'm waiting until..."</p> <p>Encouragement: "Just do ... then we're all set. Thank you"</p>
2	<p>Verbal reminder 1: For direct verbal reminders, these are given positively and avoiding confrontation, reminding a child of the appropriate behaviour.</p>	<p>"I need you to face forward now and listen." "_____ I'm reminding you that I've asked you to..."</p>
3	<p>Verbal reminder 2: If a child requires a further reminder, this should be made one to one, explaining what the consequences will be if they do not modify their behaviour.</p> <p>We 'praise in public, correct in private'</p>	<p>"I've reminded you already about this. Is there anything that's making it difficult for you to do what I've asked? Can I help you by... (getting you started, giving you a minute...)"</p>
4	<p>Safe space to regulate: Following another reminder, a child may be asked to sit separate for peers to support good behaviour, to refocus or to regulate emotion.</p>	<p>"You're struggling a bit to _____. Let's try sitting you over here for a bit to help you get focused. We don't want to have to talk about this at playtime" "I can see you are feeling _____. Come and sit over here and take a minute to be calm." (Direct or offer a calming toy/tool) For stage 2 behaviour, "that's not following our rule of _____. Take a minute over here and we'll talk about this at the end of the lesson/in a minute."</p>
5	<p>Safe space to regulate Where children are still not refocusing or correcting their behaviours, they utilise a safe space to regulate outside the room. Where appropriate, they can take their work with them.</p> <p>Where children are dysregulated, it may be</p>	<p>"Let's pop outside of the classroom and you can choose something to help you" "I think a break will help you and then we can work this out together, I'll come and help you in 10 minutes" (direct to quiet zones in school – entrance hall, Y3 cloakroom, corridor)</p>

	appropriate to skip stage 4 and jump straight to supporting regulation outside the room.	“Remember, you are safe and I am here for you.”
6.	<p>Welfare support</p> <p>Where children need further support with behaviour, class teachers should speak to the SENCO and Headteacher. A discussion with the class teacher and parent should take place to discuss issues. Further support can include:</p> <ul style="list-style-type: none"> • Nurture provision • 1:1 coaching • IBP • Adaptations <p>Support is overseen by the SENCO</p>	“We’ve had to talk at playtime a few times now about what good learning looks like in the classroom. I think we need to have a chat with your parent/carers now and the headteacher to think about how we can support you with _____.”
7.	<p>Intensive support</p> <p>If there is still no improvement, HT will oversee provision and use outside agencies for support</p>	
<ul style="list-style-type: none"> • <i>Where behaviour poses a risk or hazard to the safety of an individual or a group (categorised as D and E), the incident must be immediately directed to a member of SLT and recorded. Examples being: assault on staff/peers; any form of bullying; possession of an offensive weapon; sexual violence/harassment; criminal activity; theft; possession of controlled substances; possession of any prohibited/restricted items (alcohol, tobacco, pornographic images, fireworks, psychoactive substances)</i> • <i>If behaviour results in physical or verbal abuse towards a teacher/adult an ‘assault’ form should be completed too.</i> • <i>If physical intervention of any kind is required then a ‘Physical Intervention Form’ record should be completed as soon as possible.</i> • <i>Any other incident resulting in injury should be recorded on an accident form</i> 		

Playtime and lunchtimes

It is important that staff supervising playtimes and lunchtimes model positive play. There are toys available for each playground which are brought out and tidied away by the play leaders. Staff should circulate the play areas encouraging children in positive play. Quiet Club runs in the library for children who would like to take part in mindful activities and a well-being clinic runs on a Friday lunchtime.

The graduated response applies at playtimes and lunchtimes too. For stage 4 and 5, the playground benches should be used, or children can stand with an adult. Staff also have the option to ask children to join the quiet club for a few minutes, using walkie talkies to let the supervising adult know. Lunchtime staff should complete a brief behaviour log of any instances of Stage 2 or 3 behaviours. Senior teacher/HT should be sent for to deal with any Stage 4 or 5 situations.

Consequences

Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child safe. This may include:

- increased staff ratio

- arrangements for access to outside space
- child escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child upon return).
- coregulation between adult and child

Educational consequences: We use these to teach, encourage, support and motivate the child to behave differently next time through a better understanding. Examples include:

- providing the child with an opportunity to 'put things right' through a restorative process e.g. writing an apology letter/drawing, tidying up if they have made a mess
- ensuring the child completes the task they have disrupted – use of playtime, lunchtime or homework can be used appropriate to age to support this
- rehearsing/modelling situations through social stories and providing educational opportunities for the child to learn about the impact of certain actions and behaviours

Following instances of low level behaviour where children have progressed through to level 4, teachers should take time to have a short, targeted conversation with children to go over boundaries and learning expectations and, where appropriate, set consequences which are linked to the behaviours. Consequences can be set for the child, or through suggestion by the child:

Suggested script	<p>"I had to remind you quite a few times what you needed to do today. Let's go through what good learning looks like because if you keep missing your work, we'll have to make some time for you to catch up and I don't want you to miss more playtime, or have some extra homework to do."</p> <p>"I think maybe that you were feeling _____ but when you did _____ that wasn't the right way to deal with that. Let's go through some of the things you can do when you are feeling _____ which would help you."</p> <p>"Is there anything we can do that might help you to _____? Shall we try _____? Next lesson I'm going to be looking to see if you can _____ to get you back on track."</p>
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Our graduated response can be applied consistently, with due regard to children's developmental stage, context and children's needs. Where behaviour incidents occur where children show aggression, dysregulation or anger, we use de-escalation techniques including:

- Providing time and space
- Validating feelings: 'That must be really difficult, I can see why you feel like that.'
- Providing reassurance that the child is safe
- Being present but not evasive or intrusive
- Humming or singing
- Encouraging self-movement e.g. wiggling toes
- Increasing individual support and reducing the audience
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

We know that where children have entered a ‘fight, flight or freeze response’ the priority is to provide ‘emotional first aid’ and support with co-regulation, before dealing with the issue. Emotion coaching is used during moments of heightened emotions and resulting behaviour to help guide and teach a child towards healthier responses during a difficult moment. Key Elements involved in Emotion Coaching are:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand

Step 1 Connect before correct	Recognise and empathise Emotional first aid is needed to create a safe haven. ‘Tune in ‘ to the situation. What is the child feeling and why?
Step 2 Name it to tame it	Validate and label Help the child to label the emotion
Step 3 PIP and RIP	Limit setting Set the boundaries for wanted behaviour to ensure safety of the child and those around them. Never ‘shame’
Step 4 Restore and repair	Problem solve Explore strategies to solve the problem at hand

EMOTION COACHING

scripts

helping children understand their feelings and manage their emotions by co-regulation

1 **Recognise and Empathise**

Emotional first aid is needed to create a safe haven, a place of trust and acceptance. Recognising that all emotions are natural and normal.

Connect before Correct

This first step does not require physical action, but it's the process of 'tuning in' to the situation, looking for physical and verbal signs of the emotion being felt. Bear witness to what is happening, gather your evidence. What is the child feeling and why?

2 **Validate and Label**

Helping the child to label the emotion, encourages the regulatory process to engage and reconnect the thinking brain with the limbic system.

Name it to Tame it!

You seem angry as you're clenching your fists and shouting *I can see that something's not quite right - can you tell me about it?* *I'm sorry that happened to you, you must feel very*

It's normal to feel angry about that, I would feel that way too *I can see that you get frustrated when that happens* *I can see that you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something*

3 **Limit Setting**

Setting the boundaries of acceptable behaviour ensures the safety of the child and those around them. It's important not to make the child feel shame. Be mindful of retaining the child's self-dignity.

PIP and RIP

... it's not OK to behave like that *... the rules are that we do not...* *... these are the rules that we all have to follow*

We don't deal with our emotions by hurting others *We don't throw things, it's not safe* *... It's OK to feel like that but it's not OK to behave like that*

4 **Problem solve**

Helping the child to believe they can overcome difficulties and manage feelings and behaviour is empowering.

Restore and repair

EXPLORING

How were you feeling when that happened?

What were you trying to achieve by ...

Have you felt that way before?

PROBLEMATISING

Let's think what you could have done instead.

Can you think of a different way to deal with your feelings?

I can help you think of a different way to cope

SOLUTIONS

Do you think that... would be more helpful?

Let's decide what you will do next time you feel like this

Try and do this next time you feel like this

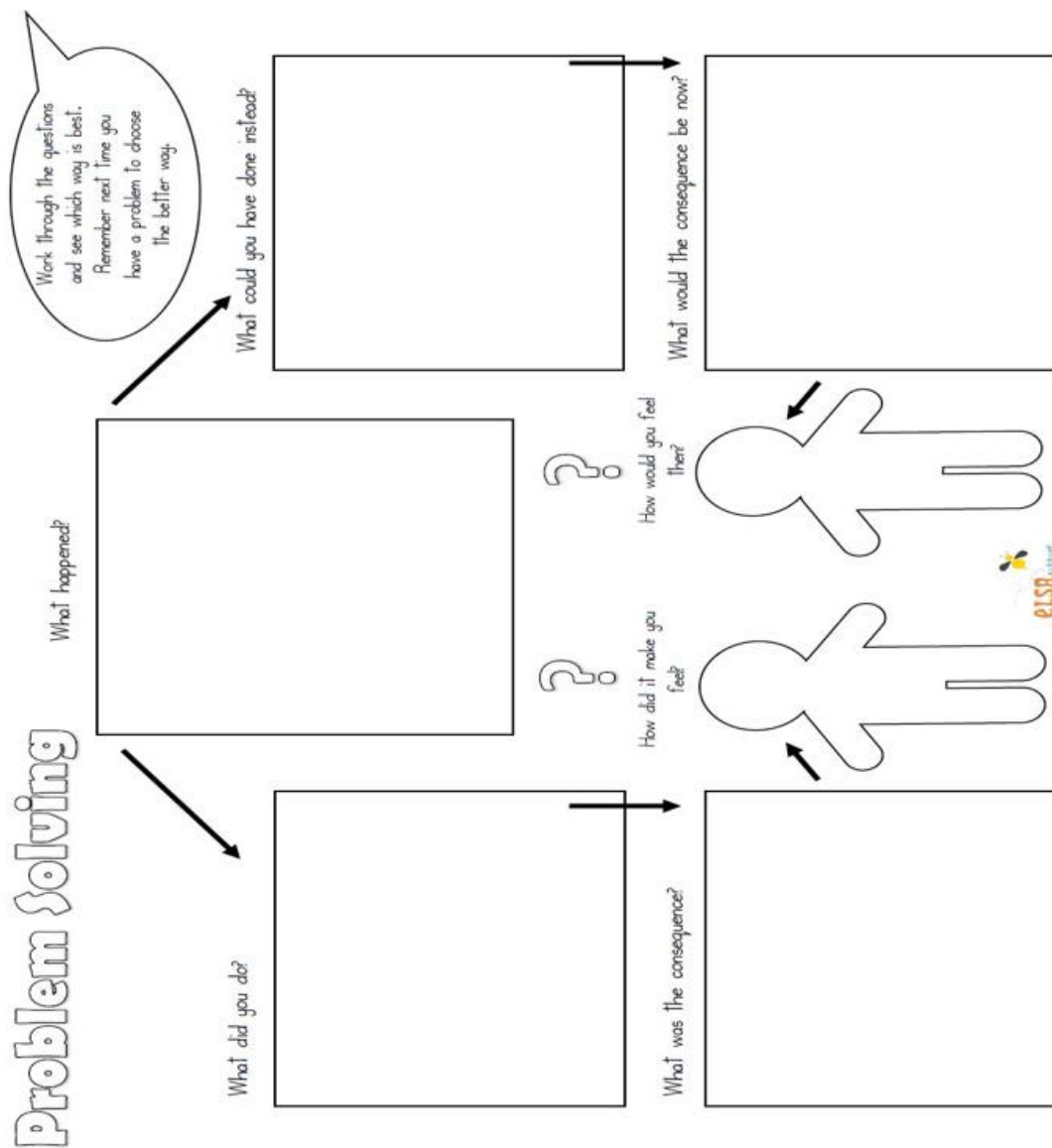
For incidents which are more serious in nature, we have a format to support staff and children through a restorative process. The first stage is always to ensure a child is regulated before any discussion:

- What does the child need to regulate? E.g. exit strategy, sensory breaks, nurture activities, time in with an adult
- How will you know the child is regulated? E.g. body language, temperature, ability to talk, facial expression, movements
- How long until the child is regulated (likely to be 20 minutes+)

Say:

- 'Let's take a breather at the regulation station then we can work this out together.'
- 'I can tell this has made you feel really upset/angry/scared; let me help you.'
- 'I'm here to help, let's take a break.'

Once a child is regulated, we use a format to help structure the restorative conversation. Through the conversation we support children to reflect on the causes of the incident, how they were feeling, the impact of their actions, how they will make things better and what better choices they could make next time. Consequences will be agreed on. In most cases this discussion will be led by the class teacher.



Referral to SENCO

Early intervention is imperative for addressing both active and passive behaviours and to ensure that low level difficulties are addressed early on. All staff are responsible for recording any behaviour concerns on MyConcern. MyConcern cases are reviewed daily by the DSL/DDSL and tagged into a behaviour subcategory e.g. hitting. When opening a new concern, the following information is important: what, when, where, with whom and why.

The earlier we can have collaborative discussion and work out what the behaviour is telling us to inform next steps the better. Any open cases on MyConcern are reviewed and discussed by the Headteacher and SENCO regularly and the SENCO will support teachers to put steps in place where required to address behaviour needs through a IBP. For this to be effective, an initial meeting will be held with parent/carers to consider the child's:

- Stage of development

- The state they function the most from (terror, fear, alarm, alert, calm)
- Recovery time
- Presenting needs
- Hidden needs
- Strengths and skills
- What is working well
- What is not working well

When an IBP is put in place, review meetings will then take place half termly, led by the SENCO. External resources and professionals may be involved to provide targeted support if necessary.

Supporting children with additional needs

As a school, we recognise each child as an individual and as such, there will be small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers, with support from the SENCO, will exercise their professional judgement in order to manage children's behaviour in line with their needs and stage of development. Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. We will aim to anticipate likely behaviour triggers and put in place support to prevent these, considering the specific circumstances and requirements of the child concerned. Reasonable adjustments and timetable adaptations will be implemented where appropriate, for example:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary actions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and children at least once a year.

- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour. The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.

The SENCO is responsible for:

- Collaborating with the governing board, Headteacher as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND.
- Supporting subject teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for their children with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - o SENCO.
 - o Headteacher.

Children are responsible for:

- Following the school's rules.
- Reporting any behaviour concerns to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.
- The behaviour of their child(ren) outside of school and in the wider community.

Physical intervention

In line with the DDAT Physical Intervention Policy, all members of staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the DDAT Suspension and Exclusion Policy. When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups. The headteacher must be immediately informed of any incidents requiring physical intervention and the school's physical restraint incident form must be completed and the incident recorded on MyConcern.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the DDAT Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other children are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Prohibited items, searching children and confiscation

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item that has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the child themselves; or
- To damage the property of any person, including the child themselves.

Suspension and exclusion

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. The DDAT Suspension and Exclusion policy

outlines the procedures that may be implemented if a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the child or others in the school.

We have specific rules being enforced on the grounds of health, welfare and safety

A. Food and drink

Children will obtain fruit through the National Fruit Scheme. Other than fruit or a plain biscuit, packed lunches and a water bottle, no food of any kind should be brought into school (unless on medical grounds) including sweets and fizzy drinks.

B. Jewellery

One small pair of stud earrings and items of religious significance are the only items of jewellery which may be worn at school and these must be removed at home by parents/carers on allocated P.E days. Teachers are not to assist children with the removal of jewellery. Where children are unable to remove earrings because they are still healing, tape can be used in the interim. Any articles removed in school should be stored safely by the teacher for the duration of the lesson. School will not take responsibility for any lost or damaged items of jewellery.

C. PE Kit

PE kits must be worn to school on children's allocated PE days, as outlined in the School Uniform policy.

D. School clothing

Parents are expected to send their child into school wearing the correct school uniform, as outlined in the School Uniform policy. To support with the looking after of school books, all parents/carers are to provide their child with a book bag. Parents are responsible for naming all items of school clothing.

E. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). We are mainly a cashless school, but if money is brought into school should be handed in as soon as possible and never left in trays, bags or coats. Parents are advised to bring school money in a sealed envelope with their child's full name and class written clearly on the front.

F. Mobile phones and Smart watches with cameras

Mobile phones and smart watches with cameras are not permitted in school.

Home and school links There will always be prompt communication between school and home on matters causing concern. The role of the parents/carers in positively supporting their child's behaviour is vital and is one of the strongest links that the school can make. We use a range of communications to parents/carers, including Class Dojo, letters, texts, school website, information booklets, newsletters, workshops and meetings. We work hard to involve parents/carers in the life of the school and in reinforcing a good home-school partnership. We rely on parents to set good

behaviour examples at home for children to follow at school. Our home/school agreement highlights the essential relationship between home and school in supporting a child's education, including their behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Behaviour outside of school premises

The school may act in relation to behaviour incidents outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

The school may also act in relation to behaviour incidents outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

In all cases of behaviour incidents outside of the school premises, the school will only act once the child has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the DDAT Complaints Policy.

Definitions

For the purpose of this policy, the school defines 'serious unwanted behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions

- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purpose of this school, the school defines 'low-level unwanted behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

'Low-level unwanted behaviour' may be escalated to 'serious unwanted behaviour', depending on the severity of the behaviour.

Monitoring and review

This policy will be reviewed by the headteacher on an annual basis. Any necessary changes will be communicated to all members of staff and relevant stakeholders

APPENDIX 1: BEHAVIOUR POLICY FOR CHILDREN

Behaviour for Learning



At Holbrook we have **core values** which we follow so that everyone can be happy and safe and learn together positively and successfully so we can be the best we can possibly be!

Our Core Values

- Be kind
- Be respectful
- Be reflective
- Be resilient
- Be courageous
- Be empathetic

These values help us to learn, help us to know right from wrong, and help us treat each other in the best way.

Our school rules are even simpler:

- Be kind and respectful
- Take care of each other and our school
- Listen and work hard

When we make good choices, follow our core values and school rules, this gets us noticed and we may see this:

✓ Praise through kind words and a smile



✓ Certificates in assembly



✓ A visit to Mrs Taylor



✓ A note or a phone call home







✓ Class Dojos towards an individual or class reward



As human beings, we have feelings and situations which may mean our feelings and emotions can get the better of us and we may want to choose to do or say something which is not respectful or a

responsible choice! When we are feeling calm and happy, we would know not to say such things or do such things!

Look at the Zones of Feelings we can experience using the characters from Inside Out as personifications of the range of feelings we can have:

Zones of Feelings			
Green Zone	Yellow Zone	Blue Zone	Red Zone
			
Calm Peaceful Relaxed Ready to learn	Happy Excited Positive Confident Energetic	Sad Lonely Upset Anxious Fearful Worried	Mad Angry Jealous Terrified Out of Control

It is important to make good choices with our behaviour to ourselves and others but we also know it is important to 'feel' your feelings and at school, the adults have lots of ways to help you with your feelings:






- Talk to an adult in the school if you are not feeling yourself or if someone is making you feel in the blue or red zone. They will help you think of ways to get back to the green zone!
- Take some calm time to think and reflect – find a bench or an area away from the situation or people who are making you 'fizz'
- Remove yourself from a situation that is making you go towards the blue or red zone

Supportive steps up to sanctions

In school, the adults in the classroom or at playtimes will support you in showing positive behaviours and attitudes for learning and towards each other. These are our basic expectations of behaviour we **do not** have in our school:

- ❖ Distracting others or yourself from doing your best effort and learning
- ❖ Using unkind or rude words towards others
- ❖ Hurting others or rough/play fighting
- ❖ Ignoring instructions on purpose
- ❖ Damaging things inside or outside of the classroom
- ❖ Bullying behaviours of any kind

KEY STAGE 2

	These are the steps the adults in school will follow:	
1	My teacher/adult might remind me or the class about good learning behaviours. They are helping everyone to learn.	
2	My teacher/adult will remind me what behaviour I need to show. I	
3	If my behaviour still hasn't changed, I will get another reminder.	
4	I'll have some time to refocus or on my own in the classroom, or maybe for a few minutes in a quiet zone. My teacher will talk to me to go over expected behaviours.	
5	I might have to see Mrs Wright or Mrs Taylor and look at how we can make things better. My grown ups at home will be involved in helping me to manage my behaviour.	



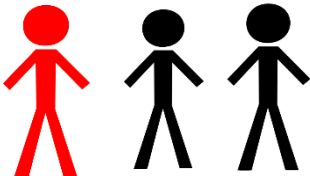


Consequences: we will talk about what to do to make the situation right. You might need to finish your work, say sorry, tidy up or do something else to fix things.

KEY STAGE 1

At school we follow the school rules:

- show kindness and respect
- take care of each other and our school
- listen and work hard

The adults at school help me do the right thing.

What happens when I don't do the right thing?		
1	My teacher or other grown up tells everyone the right thing to do	
2	My teacher reminds me to do the right thing	
3	I will get another reminder	
4	I will have some time on my own to help me be calm and ready to learn My teacher will speak to me to help me think about what behaviours I need to show.	
5	I will speak to Mrs Taylor or Mrs Wright Mrs Taylor will speak to the grown ups at home.	

What happens when I have not followed a rule: we will talk about what to do to make the situation right. You might need to finish your work, say sorry, tidy up or do something else to fix things.