Holmer Green First School and Pre-School
Behaviour Policy

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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
- Use of reasonable force in schools
- 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 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!

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.

Yellow Card – Minor Poor Behaviour including:

- 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".

Sanction – 15 minutes loss of lunchtime play (depending on the time of day the card was issued). If a child receives three yellow cards in one week, they are also given a red card and sent straight to the Headteacher.

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).

Yellow and red cards are recorded on CPOMS. The consequence from a yellow or red card is never carried over to the next day.

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.

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 in order to keep the child and other children safe. 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 exclude a child is made by the Headteacher (or the Deputy Headteacher in her absence). The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

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. sensory dens) 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.

Children on the autistic spectrum will be brought straight to the Headteacher so that they can understand how the consequence links to their actions.

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. As a result, the way we deal with their behaviour will be different to the rest of the school.
The children in Pre-School are expected to use kind hands and kind words.

If a child makes a bad choice in Pre-School, they will be spoken to by an adult in the first instance. If their behaviour continues, they will be given time out in the setting.
If the child's behaviour is consistently poor, they will be brought to the Headteacher immediately. The Headteacher will speak to them and depending on the severity of the incident (e.g. snatched a toy or spat at another child), they will either return back to Pre-School straight away or have 2 minutes time out with the Headteacher.

For children with special needs and behavioural issues in Pre-School, we will follow section 8 of this policy. Due to the age of the children in Pre-School, they cannot be suspended or excluded if their behaviour is a serious breach or persistent breach of the school's behaviour policy or if 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. Instead, we may call the parents to collect their child early from pre-school.
Our Pre-School is a section 27 setting, this means that the Pre-School is run and managed by the school's governing board.

Rewards for the children in Pre-School include positive praise, stickers and going to visit 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
- Positive Handling 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.