



Behaviour Policy

Our ethos and values:

Hollingbourne School is 'a learning community developing hearts and minds'. This school focuses on the development of the whole child, including skills and values as well as knowledge. It is a friendly and caring school, where expectations of all are high. It has an ethos underpinned by the school's key values of: resilience, acceptance, aspiration, honesty, collaboration and respect.

Our aims are:

- To provide children with an inspirational and authentic learning experience, set in the context of real life.
- To provide children with secure foundations by teaching key skills for life.
- To ensure that everyone in the school community takes responsibility for their learning by understanding the value it has both now and in the future.
- To prioritise and promote the welfare and well being of children and their families.
- To ensure that the school values are promoted, underpinning behaviours and attitudes of all stakeholders both in school and in the wider community.
- To ensure that the strengths in all children are celebrated and nurtured.
- To have fun!

The management of behaviour set out in this policy is in line with the ethos and aims set out above as well as the school governors' guiding principles .

Expectations

The following expectations are held for ***all members of the school community*** (children, parents, staff and governors) at all times of the school day:

- Behave as a positive role model, acting respectfully and ensuring interactions are polite and well mannered
- Model the school and British values in words and actions
- Promote positive behaviour amongst others
- Ensure that lessons/ meetings/ events are attended on time
- Ensure reasonable deadlines are met
- Show respect for other members of the school community
- Show respect for the school environment
- Ensure that policies and procedures in school are followed
- Ensure you are prepared with necessary resources for the day

Whole school strategies to support behaviour

We aim to celebrate the positive behaviour of children meeting expectations through praise and rewards. The following strategies are rewards which are used in school:

- Specific and timely praise- can be given by any member of the school community
- Opportunities to show others achievements and successes in work- can be recommended by any member of the school community
- House points- up to 2 at a time can be given by any member of staff
- Hollingbourne Hero awards- can be nominated by staff
- Reader of the Week awards- can be nominated by staff
- Stickers- any member of staff can give these
- Work published on Twitter- selected by any member of the school community
- Achievements celebrated on newsletter- selected by any member of the school community
- Nominations posted on the values boards and celebrated in assembly- can be nominated by any member of the school community
- VIP system for Year 6- nominated by Year 6 staff team and headteacher

Other whole school strategies adopted to support behaviour include:

- Year 6 VIPS who model excellent behaviour and support others to do so too.
- Peer mediators who support any disagreements at break times and lunchtimes. These children are Year 6s who have been formally trained for the role.
- Year 5 play leaders who organise games and activities for all children during break times and lunchtimes

Class reward systems

Other reward systems will be unique to each individual class. However, these will be used in accordance to the whole community expectations.

Individual class strategies *could* include:

- Paperclip chain
- Marbles
- Lolly sticks
- Golden tickets

All classrooms will have a visual gauge to show whether children are meeting expectations set out in class. This will be unique to each class but will work like a traffic light system:

-Green- positive behaviour seen

-Amber- warning given and verbal reminder of expectations

-Red- behaviour below expectations set out in class (consequence given).

Our aim is to focus on the positive, wanted behaviours. This further promotes good behaviour and fosters positive conditions for learning within classrooms and around school.

Managing behaviour which does not meet expectations

Even with rewards in place, on occasion, behaviour will fall short of our expectations. The table below sets out all behaviours, including behaviours which are unacceptable at Hollingbourne Primary and the consequences which will be given.

Category	Visual traffic light	Behaviour	Rewards/ consequences
Behaviour falling within or above expectations	Green- all children start here at the beginning of each session	Good behaviour for learning. Respectful interaction with all others. Behaviour meeting school values and British values. Behaviour meeting school expectations set out above.	Any of the whole school rewards can be applied.
Minor incidents	Amber	Initial refusal to work. Disrupting, having a negative impact on environment/ others. Not following instructions after usual reminders. Insufficient work completed/ effort made within realistic time frame.	Initial verbal and visual reminders given of expectations. Verbal reprimand Small loss of break/ lunch to discuss issue or complete work. Communication will be made with parents where amber incidents occur regularly.
Serious incidents/ disruption	Red	Repeated minor incidents. Deliberate damage to property. Prejudice. Leaving the lesson without permission and not following adult requests/ instructions. Extreme rudeness directed at other people. Aggressive behaviour. Refusal to comply with other sanctions. Theft.	Removal from the lesson (to another class). Loss of playtime/ lunchtime to discuss issue or complete work. Refer to SLT Discuss behaviour with parents and ensure a brief written record is shared with parents (see appendix 1) Log behaviour

A PSP (personal support plan) will be put in place to support a child who is consistently involved in serious incidents and disruption. This is aimed to ensure that behaviour improves and falls in line with school expectations. These plans will be written in collaboration with the child and the child's parents- see Appendix 3

Serious incidents will be logged on ABC forms- see Appendix 2

Lunchtime/ play times

At Hollingbourne Primary we expect children to behave well throughout the school day, despite changes in routine and adults. Children can be rewarded at break times and lunchtimes by using verbal praise, stickers and also distribution of house points. When behaviour falls short of our expectations at break times and lunchtimes, it will be dealt with in the following ways:

Category	Visual traffic light	Behaviour	Rewards/ consequences
Behaviour falling within or above expectations	Green- all children start here at the beginning of each session	Good behaviour, including: respectful interaction with all others, behaviour meeting school values and British values. Positive support of peers and younger/ older children. Constructive play. Behaviour meeting school expectations set out above.	Any of the whole school rewards can be applied.
Minor incidents	Amber – coloured card issued for child to take into class teacher at the end of lunch	Disrupting other's play, having a negative impact on environment/ others. Unkind words are used towards other children. Exclusion of others from games being played. Not following instructions after usual reminders.	Initial verbal and visual reminders given of expectations. Verbal reprimand. Small loss of break/ lunch to discuss issue. Class teacher will be informed by the member of staff on duty. Child will be given an amber card to hand to teacher on return to classroom. Communication will be made with parents where amber incidents occur regularly.
Serious incidents/ disruption	Red coloured card issued for child to take into class teacher at the end of lunch	Repeated minor incidents. Deliberate damage to property. Prejudice. Leaving the playground without permission and not following adult requests/ instructions. Extreme rudeness directed at other people. Aggressive behaviour. Peer on peer abuse Refusal to comply with other sanctions. Theft.	Removal from the playground. Loss of playtime/ lunchtime to discuss issue. Refer to SLT. Class teacher informed by member of staff on duty. Child will be given a red card to hand to teacher on return to classroom Discuss behaviour with parents and ensure a brief written record is shared with parents (see appendix 1) Log behaviour

Bullying

Please see related anti bullying policy

Managing allegations of peer on peer abuse

- The following steps may be taken when dealing with all incidents of peer on peer abuse reported to the school:
 - If peer on peer abuse is suspected or reported, the incident will be dealt with as quickly as possible by the member of staff who has been approached or witnessed the concern.
 - The school will provide appropriate support for the victim – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.

- The headteacher/ designated safeguarding lead or our deputy head will interview all parties involved.
- The designated safeguarding lead will be informed of all peer on peer abuse issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the abuse takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions (as set out above).

A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken

Appendices

1. Communication sheet for parents where child has been on red/ frequently on amber
2. ABC sheet
3. PSP form
4. Bullying record form

Appendix 1- Communication sheet for parents where child has been on frequent amber/ red

Behaviour Communication Sheet

<u>Child's name</u>		<u>Date</u>		<u>Class</u>	
This is to inform you that your child has been : (please circle)					
Frequently on 'Amber' today			On 'Red' today		
<u>For the following reasons:</u>					
<u>The following consequence/ action was taken as a result:</u>					
<u>Signed (class teacher):</u>					

A copy of this record will kept in school.

Appendix 2- ABC sheet

ABC of Behaviour

Date & Time	A What happened before? What were the circumstances?		B What did the child do? (Problem behaviour)	C What were the consequences? (What happened as a result?)
	Settings Who, when, where etc	Triggers What set it off?		

D Discussion What were the views of the child?

Appendix 3- PSP form

PASTORAL SUPPORT PROGRAMME

NAME	GENDER	ETHNIC ORIGIN	DOB	SAT/SAT LECT / STATEMENT	UPN	PSP TIME LIMIT and REVIEW DATES
SCHOOL	CLASS / TEACHER		DATE OF PSP	CO-ORDINATED BY		

PUPIL PROFILE	
STRENGTHS	DIFFICULTIES TO BE ADDRESSED BY THIS PSP

PUPIL COMMITMENT	PARENTAL COMMITMENT
Signed.....	
	Signed.....

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Signed.....	
	Signed.....

PUPIL TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE

Agreed REWARDS	Agreed SANCTIONS: GETTING BACK ON TRACK

Appendix 4 Bullying record

BULLYING INCIDENTS IN SCHOOL

GENERAL INFORMATION		VICTIM			PERPETRATOR			ACTION TAKEN (see codes)
Type of incident (see codes)	Date of incident	Was the victim:		Year group of victim	Was the perpetrator:		Year group of perpetrator	
		A pupil at the school? (add initials)	A pupil from another school?		A pupil at school? (add initials)	A pupil from another school?		

Codes for type of incident	Codes for action taken
1. Physical 2. Verbal 3. Cyber 4. Homophobic 5. Other	A- Warning to the perpetrator B- Discussion with victim's parent (s), guardian C- Discussion with the perpetrator D- Discussion with the perpetrator's parent (s), guardian E- Mediation F- Counselling G- Mentoring H- Exclusion I- Referral to the police J- Referral to another body K- Restorative justice L- Other sanction/ action (please specify) M- No action

Please add any other information about any incidents for this term (if required)