

Hollyfast Primary School



Hollyfast Primary School Behaviour Policy

Updated: July 2025

Review date: July 2028

AIM high, GROW within and REACH beyond the stars

Version	Date	Author	Changes
1.0	01/07/25	SLT	

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This policy has been reviewed and amended in light of the DfE Document: Behaviour in schools (Advice for head teachers and school staff) September 2022

School Vision and Values

In our school our vision shapes all we do:

VISION

Our vision is to be an excellent school that empowers children to ***dream big, aim high*** and ***push limits***, in order to achieve and attain their very best, all of the time. Every child at Hollyfast will be ***valued and nurtured***, feeling a strong sense of ***belonging***- within their class, year group, school and wider community. Rooted in ***kindness*** and ***respect***, this sense of belonging will nurture the children into confident, outward- facing citizens, who ***value personal growth as much as academic achievement***, enabling them to ***flourish***, both today and in the future.

OUR MISSION

Our mission as a school is to provide an ***excellent*** education to ***every*** child, in ***every*** classroom, ***every*** day, whilst maintaining high quality pastoral care. ***Excellent teaching and leadership*** will be a part of ***every day life*** at Hollyfast, underpinned by ***collaborative, respectful*** working and learning relationships by all. As a result, all children will leave our school happy and driven to become the very best version of themselves.

PUPIL MOTTO

'Aim high, grow within and reach beyond the stars'

To fulfil our mission as a whole school community, we strive to live out the vision through our child friendly motto intertwined with our school values of:

- Excellence
- Kindness
- Courage
- Respect
- Collaboration
- Perseverance

Which are linked to our 'Golden Rules'

- Be kind (value of kindness)
- Show respect (value of respect)
- Make brave choices (value of courage)
- Be positive (value of courage)
- Be positive (value of excellence)

- Take responsibility (value of perseverance)
- Support others (value of collaboration)

1. Rationale

- 1.1 At Hollyfast Primary School, we strive to provide the best opportunity for children to be healthy, stay safe, enjoy and achieve and make a positive contribution both in and out of school. Learning how to manage their own feelings and behaviour is integral to this and we use restorative practice to enable this.
- 1.2 We believe that the standard of an individual's behaviour is a personal choice.
- 1.3 Good behaviour is expected as the norm at Hollyfast because it allows learning to take place in a safe and harmonious environment. Unacceptable behaviour is seen primarily as the responsibility of the individual, although we acknowledge that some pupils will need extra support to behave acceptably.
- 1.4 Poor behaviour has an adverse effect on the individual and those around them. Through teaching and modelling of social skills, positive contact with parents, clearly understood rewards and sanctions, as well as actively listening to those connected with the school, the Hollyfast community is committed to promoting excellent behaviour.
- 1.5 At Hollyfast Primary School we use a **Restorative Approach** to behaviour and learning. Restorative Approaches are based on the following
- Respect** – for everyone by listening to other opinions
 - Responsibility** – taking responsibility for your own actions
 - Repair** – develop skills so children and adults have the resources to identify solutions that repair wrong doings and make sure behaviours are not repeated
 - Re-integration** – working through a structured, supportive process that aims to solve the problem

1. Aims

- 1.6 Good behaviour in schools is central to a good education. Good behaviour supports a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive.
- 1.7 Being taught how to behave well and appropriately is vital for all pupils to succeed personally. Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time.
- 1.8 Similarly, continually dealing with misbehaviour negatively affects the wellbeing of both staff and children. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

- 1.9 When pupils do misbehave, prompt response, with confidence is ensured to maintain a calm, safe learning environment, and then consideration as to how such behaviour can be prevented from recurring.
- 1.10 We aspire for Hollyfast Primary School to be an exceptional and inspirational community where children and adults respect and care about each other - laugh, learn, have fun and achieve. We believe in a place where every adult member of the school community (staff, governors, parents and visitors) have uncompromising aspirations for every child in our school, so that they are successful - academically, socially and personally from whatever their starting point.
- 1.11 Our policy aims to:
- Promote good behaviour, self-discipline and respect
 - Ensure the happiness, safety and well-being of all members of the school community
 - Prevent bullying
 - Secure the commitment of every child to the success of their own learning
 - Secure a high-quality teaching and learning environment - Ensure that pupils complete assigned work
 - Regulate the conduct of pupils.

2. Our whole school approach

2.1 The DfE guidance '**Behaviour in schools (Advice for head teachers and school staff) September 2022**' states that; *Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.*

2.2 This policy is based on the principles of restorative justice and has restorative approaches underpinning its aims where good conduct is encouraged through positive reinforcement and modelling as well as rewards. As often as possible, we recognise and acknowledge achievements either in the classroom area or whole school. However, we also recognise that negative actions will receive a consequence and these are layered accordingly.

3. Restorative Approach

3.1 The core values underpin the school's vision and values and the ethos of restorative practice of building, maintaining and repairing relationships help develop emotionally literate children. This enables them to have an awareness of their own and others needs and develops behaviour and intrinsic motivation to learn within our school values.

3.2 It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to the Restorative Approach philosophy.

3.3 The shared expectations are:

- ✓ Jointly negotiated, owned and implemented by all members of the school community
- ✓ Clear and specific
- ✓ Focused on positive and pro-social behaviours

- ✓ Focused on prevention and early intervention
- ✓ Supported by relevant procedures
- ✓ Consistent, fair and reasonable
- ✓ Linked to appropriate actions and consequences

3.4 Parents can help by:

- ✓ Having high expectations of their child's behaviour
- ✓ Supporting school policy and working with school to support strategies aimed at improving behaviour

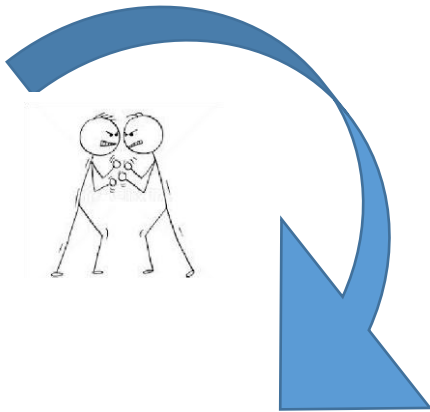
3.5 Children should:

- ✓ Understand that good behaviour is an expectation
- ✓ Have high expectations of their own behaviour
- ✓ Know that they will be treated fairly and consistently

Restorative conversation structure



Moment
Incident/Harm



School Involvement/Behaviour for learning

The school invites pupils/adults to learn about restorative values and to participate in developing restorative practices through:

- Assemblies
- Circle time
- Parent meeting
- Referrals to peer mediators
- Behaviour support.

Applies a flexible behaviour management strategy that accommodates the needs of the whole school community.

Meeting
Reflection/Discussion

Adult as facilitator brings parties together to discuss – using the Restorative questions

Responding to all needs maintaining dignity and moving on from the moment

Restorative Questions to Address Harm

- * What happened?
- * What were you thinking of at the time?
- * What have you thought about it since?
- * Who has been affected and in what way?
- * How could things have been done differently?
- * What do you think needs to happen next?

Reintegration



Staff to follow consequences flow chart as appropriate

Person to acknowledge harm, share ideas to repair and share ways to move forward and change future behaviour.



Amends
Adult acts as facilitator

4, Strong school leadership

4.1 The policy is based on the following principles:

4.2 The most effective way to achieve positive behaviour is to adopt a positive approach.

- Creating an ethos of respect and moral values is our starting point.
- Respect must be shown to everyone in our school community
- Good relationships are essential to good behaviour & successful learning.

4.3 Good behaviour is positively valued by most people.

- The majority of pupils behave well because they are motivated to do so. ➤ Everyone can do something right and this is where we build from.

4.4 A whole school approach is essential.

- All staff have a duty of pastoral care within their 'in loco parentis' role.
- Staff have a collective responsibility for school conduct.
- All adults in school act as powerful role models.
- Teamwork that pulls together all of our staff groups is essential. ➤ Parents are partners in their children's education.

4.5 Good behaviour is essential to an effective learning environment.

4.6 Good behaviour is learned – we can teach it and model it but it takes time.

- Just like other topics, good behaviour is learnt in many different ways.

4.7 Problems will occur as children learn to behave

- It is the way we respond to problems that is important
- The Special Needs Code of Practice includes behavioural need.
- Everyone has the right to be here.
- Often in our class or group we have one who needs more of our time (or care or love) . . . at Hollyfast we endeavour to give this.
- External factors sometimes undermine children's self-esteem, demeanour, behaviour and achievement.

4.8 - Poor behaviour must be addressed effectively & assertively by all members of our staff team

4.9 - Very often poor behaviour has logical causes that are not in the child's control

4.10 - Early intervention can prevent escalating patterns of misconduct.

4.11 - Agreed strategies and consequences must be applied consistently

4.12 - Consequences must be known, understood and seen to be appropriate.

4.13 - Fairness is crucial.

4.14 - Solutions will often be individually tailored but this must not be at the expense of making a child stand out as special in a positive way unless their good behaviour warrants it.

School Values and Code of Conduct

4.15 - All members of the school community (staff children, parents and visitors) are expected to follow our school values and code of conduct:

5. Classroom management

Golden Rules

5.1 At Hollyfast all children follow the school values, and these are closely linked to our 'Golden Rules'

These are:

- Be kind (value of kindness)
- Show respect (value of respect)
- Make brave choices (value of courage)
- Be positive (value of excellence)
- Take responsibility (value of perseverance)
- Support others (value of collaboration)

The 'Golden rules' will be displayed at the front of the classroom.

Show me your hand to show me you are listening

Purpose:

To promote active listening and maintain student focus during instruction or important communication, the teacher will use a consistent visual cue: **raising one open hand in the air, palm facing the students**. This non-verbal signal prompts students to stop what they are doing, look at the teacher, and listen attentively. The teacher will wait until the full attention of the class has been gained before continuing. To help redirect students who have not yet responded, the teacher will use **positive reinforcement** by praising those who are following the instructions promptly and respectfully.

When the teacher stands at the front and puts her/his hand in the air, the students will:

- Raise one open hand (palm facing the teacher).
- Stop talking and turn their body towards the teacher.
- Make eye contact (if appropriate and comfortable).
- Stay still and quiet, showing they are ready to listen.

Transition: Carpet to table and table to carpet

Purpose:

Smooth, calm transitions are essential for maintaining a focused and respectful classroom environment. This policy outlines the routine for moving between the carpet and tables using a simple and effective "1, 2, 3" approach.

Procedure:

When transitioning from tables to the carpet, teachers will use the "**1, 2, 3**" cue as follows:

1. "**1**" – **Stand up:**
Students stop working and stand up quietly.
2. "**2**" – **Push your chair in:**
Students gently and quietly push their chairs all the way in under the table.

3. **“3” – Walk quietly and sensibly to the carpet:**

Students walk directly to the carpet area using calm bodies and quiet feet, and sit in their assigned or designated spot, ready to listen.

When transitioning from carpet to the tables, teachers will use the **“1, 2, 3” cue** as follows:

1. **“1” – Stand up:**

Students stand up quietly.

2. **“2” – Walk quietly to your chair:**

Students walk quietly and sensibly to their tables and stand behind their chairs. They will wait for the teacher’s next instruction.

3. **“3” – Sit on your chairs and start your learning:**

Students gently pull out their chairs and sit down to start their learning.

Daily routines and expectations

Teachers will adhere to the established routines and expectations outlined in the ‘Routines and expectations’ to ensure a consistent, orderly, and effective learning environment."

Rewards and Sanctions at Hollyfast

Our Rewards

House Points

Given for being a role model of our school values.

Star Stamps

Each child has a Star Stamp booklet, called the ***My Values Passport***. These booklets are kept on classroom tables for easy access. All children begin at the Bronze level and progress through Silver, Gold, Platinum, and finally Diamond. Each level consists of a card with 30 stamps. Stamps are awarded to individual children in recognition of their learning and effort. When a card is completed, the child receives a certificate from the Headteacher during assembly.

Shooting stars

A Shooting Star is awarded to a class for demonstrating exemplary behaviour and living out our school values. These stars can be given by any member of staff—including visitors—for positive actions such as walking quietly through the corridors, sitting respectfully in assembly, behaving well on school trips, or lining up calmly after break and lunchtime. Once a class earns 24 Shooting Stars, they receive a 30-minute reward session of their choice (e.g., trim trail time, a games session, etc.). After enjoying their reward, the class starts collecting stars again, continuing to build a culture of excellence and respect.

Star learners/Notes home

Each class (including after and before school club) will have a star learner board.

At the start of the year, the class discusses our school values and explores what they look like in action. Each day, the teacher selects **two** children who have gone above and beyond in demonstrating these values and completed amazing learning. These children receive a 'Just a Little Note'—a special message from the teacher to take home and share with their families. Their photos are also displayed on the Star Learner board; alongside the value they exemplified.

If a child needs recognising more than once – then staff will recognise this and verbally praise that they have been recognised a further time.

Star of the week

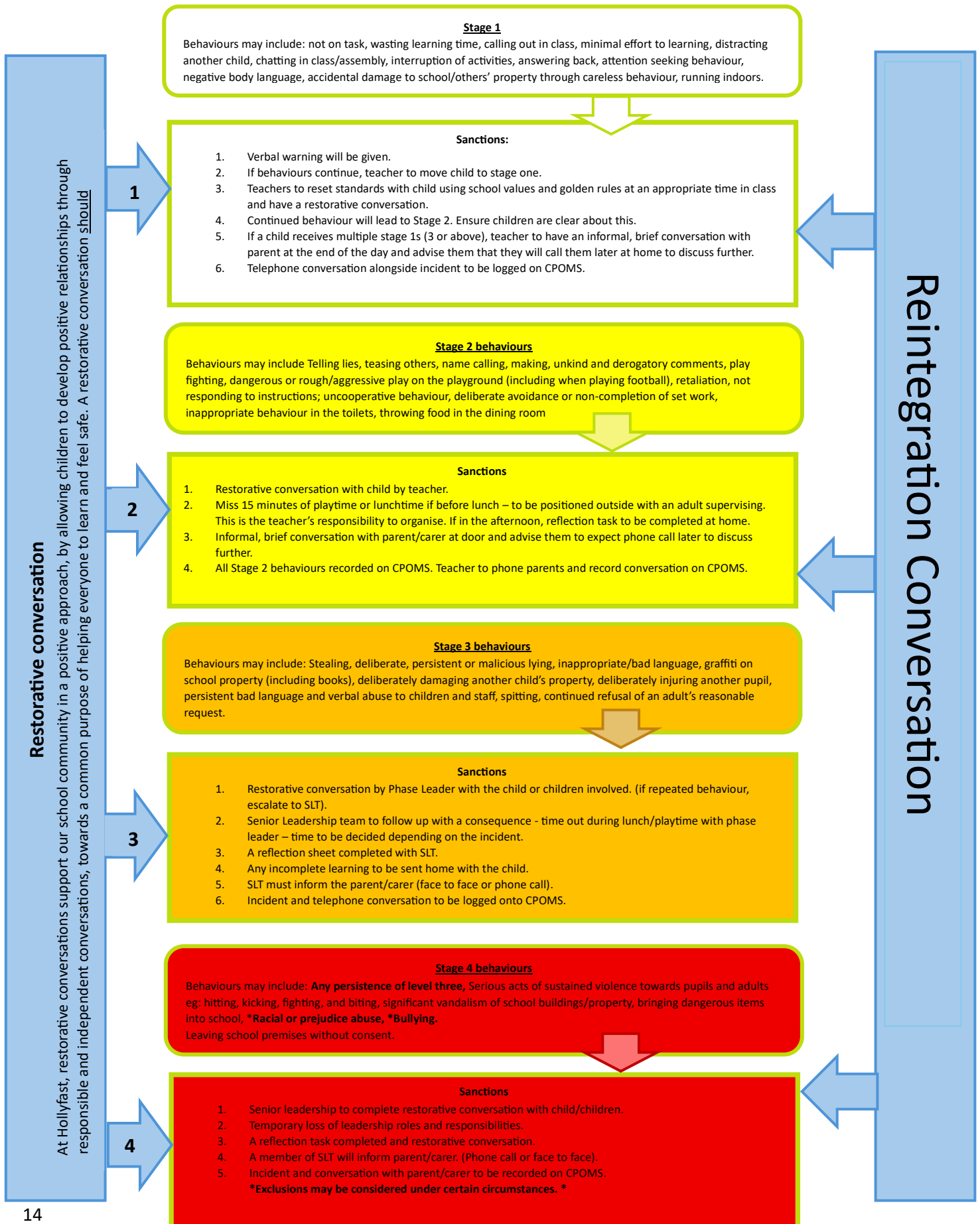
Each week, every class will select two students to receive a 'Star of the Week' certificate in recognition of their learning achievements and demonstration of the school's core values. These certificates will be presented by the Headteacher during the weekly celebration assembly. **Years 4–6** will attend their assembly in the **morning**, while **Years 1–3** will attend in the **afternoon**. Parents and carers of the children receiving an award are invited to come along and celebrate their child's achievement with us.

Our Sanctions

<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>	<u>Stage 4</u>
<p>Verbal warning before stage one given. If behaviour continues – give stage one</p> <p>Not on task</p> <p>Wasting learning time</p> <p>Calling out in class</p> <p>Minimal effort to learning</p> <p>Distracting another child, chatting in class/assembly.</p> <p>Interruption of activities</p> <p>Answering back.</p> <p>Attention seeking behaviour.</p> <p>Negative body language.</p> <p>Accidental damage to school/others' property through careless behaviour.</p> <p>Running indoors.</p>	<p>Any persistence of stage one.</p> <p>Telling lies.</p> <p>Teasing others, name calling, making, unkind and derogatory comments.</p> <p>Play fighting, dangerous or rough/aggressive play on the playground (including when playing football).</p> <p>Retaliation</p> <p>Not responding to instructions; uncooperative behaviour.</p> <p>Deliberate avoidance or non-completion of set work</p> <p>Inappropriate behaviour in the toilets</p> <p>Throwing food in the dining room</p>	<p>Any persistence of level two.</p> <p>Stealing.</p> <p>Deliberate, persistent or malicious lying.</p> <p>Inappropriate/bad language.</p> <p>Graffiti on school property (including books).</p> <p>Deliberately damaging another child's property.</p> <p>Deliberately injuring another pupil</p> <p>Persistent bad language and verbal abuse to children and staff.</p> <p>Spitting</p> <p>Continued refusal of an adult's reasonable request.</p>	<p>Any Persistence of Level three.</p> <p>Serious acts of sustained violence towards pupils and adults eg: hitting, kicking, fighting, and biting.</p> <p>Significant vandalism of school buildings/property.</p> <p>Bringing dangerous items into school.</p> <p>*Racial or prejudice abuse.</p> <p>*Bullying.</p> <p>Leaving school premises without consent.</p>

Sanctions at Hollyfast

This is an overview of the layered behaviours and sanctions approach at Hollyfast. Please note that children with additional needs may need an individualised approach including behaviour plans which may include a rapid response process.



7. Behaviour Logs

- 7.1 When pupils exhibit a negative behaviour, the adult involved will resolve the incident.
- 7.2 When an adult has been involved in an incident (Stage 2 and repeated Stage 1s), a note is made on CPOMS. All staff with access to this log straight to CPOMS. Staff without access will use a cause for concern record form' which the class teacher will then transfer to CPOMS.
- 7.3 When logging incidents, staff will log all facts considering the ABC (Antecedent, Behaviour and Consequence). Following investigation into the incident and once incident has been resolved, the adult will log onto CPOMS.
- 7.4 These incidents are logged so that we can track patterns in behaviours (for example incidents after break) and we can also share these with parents when we feel children need a united parent / teacher approach.
- 7.5 Senior leaders can track classes daily or cohorts with specific issues and make changes to the school day accordingly.
- 7.6 The logs are used as a means to communicate to parents any repeated behaviour concerns.
- 7.7 They also allow senior leaders to have a sense of how much support a child or class needs.
- 7.8 If the child has many incidents around the same inappropriate behaviour, we can work to support the child away from those choices.
- 7.9 The log creates dialogue about behaviour and discussion about the importance of not wasting learning time, this allows children to take some control and then strive to improve behaviours with support.
- *All staff must ensure that parents are informed of what lead to the incident, behaviours involved, consequence, and conversation is logged onto CPOMS to close the incident. *

8. Banned Items

- 8.1 On the rare occasion that a member of staff may need to confiscate any banned item from a child then staff follow advice from '*Behaviour in Schools July 2022*' which states that;
- 8.2 School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

9. Exclusions

9.1 In some circumstances the behaviour may be deemed to be so significant that it warrants a fixed term or even permanent exclusion.

9.2 At Hollyfast a fixed term exclusion will apply if there is:

- Repeated lack of positive modification of behaviour.
- High level of aggression/violence.
- Repeated high level of disrespect / defiance towards adults
- Individual incident of an extreme level of disrespect / defiance towards adults
- Verbal abuse of or hitting a member of staff.
- Repeated refusal to accept authority of the school to manage behaviour.
- Unmodified bullying.
- Other actions deemed inappropriate by the Head teacher / Governing Body.

9.3 Following fixed term exclusion, a personalised reintegration meeting will take place where the senior leadership of the school will initiate a Pastoral Support Plan. The aim of this meeting is to reintegrate the child back into the school community as successfully as possible. Ideally, parents, the teacher and other people affected by the situation leading up to the fixed term exclusion will be included in this meeting. The focus will be on moving forward, not going over the situation that led to the fixed term exclusion.

9.4 Typically a permanent exclusion is the outcome of a number of fixed term exclusions however on occasions, should the behaviour be so extreme then a permanent exclusion can be a consequence. In the case of exclusions, DfE and local authority guidance always underpins the decision making process.


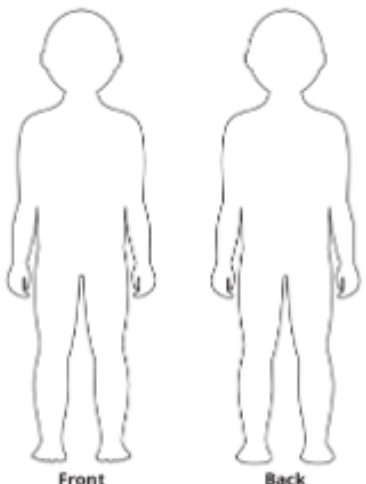
10. Bullying, Racist, homophobic, sexist and discriminatory behaviour

10.1 Bullying, racist, homophobic, sexist and discriminatory comments are not tolerated and will be recorded on the school's behaviour log system. The child will be fully involved in the process and guidance will be given to show him/her why these remarks/actions are so damaging.

10.2 See anti-bullying policy.

11. Definitions

- **Discrimination** – not giving equal respect to an individual on the basis of disability, gender, race, religion, age and sexuality
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves criticism, personal abuse or **persistent actions** which humiliate, intimidate, frighten or demean the individual (in line with the schools Anti bullying policy)
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

 Cause for concern record			
Setting Name:	Hollyfast Primary	Job Title:	
Staff Name:		Date Noted:	
Child's Name:		Time Noted:	
<p>Please use the body map and use the additional comments box if necessary.</p>			
Details of concern			
Be sure to use the facts and note the exact words used by the child and/or other persons present.			
Details of incident	Time incident occurred:	Who was present:	Where incident occurred:
	Actions taken		
Use the body map to document and illustrate signs of harm or physical injury. These should be completed at the time of observation.	First Aid Provided? (please tick)		
 <p style="margin-top: 10px;">Front Back</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	Who did you inform? What actions were taken?		
	Please write all adults who were informed including staff and parents. Any next steps required?		
Signed:	Print Name:		

 Just a little note to let you know that.....

Red stars in the corners.

Handwriting lines.

Icons: Hands, Courage, Progress, Respect, Perseverance, Growth.



My Values Passport

AIM high, GROW within and REACH beyond the stars

Icons: Hands, Courage, Progress, Respect, Perseverance, Growth, School Logo, Airplane, Map, Stars.

Reach for the stars!

Star learners

Icons: Courage, Excellence, Progress, Respect, Perseverance, School Logo.

A large rainbow-colored shooting star graphic pointing towards the top right. The text "Reach for the stars!" is written in a cursive font. Below it, "Star learners" is written. The graphic is framed by a decorative border of small blue and orange diamonds.



Reflection sheet KS2



Name: _____
Date: _____

1) Which school value do I need to reflect on most?

2) What was the impact of this? (continue on the back if needed)

3) What could I have done instead? (continue on the back if needed)

Do I need to apologise to anyone?..

- Yes
- No

Who? _____

Did I apologise?

- Yes
- No

Completed at: school home

Completed with (adult's name) | _____



Reflection sheet EVFS/KS1



Name: _____
Date: _____

I feel

- Sad
- Alone
- Angry
- Embarrassed
- Silly

I chose to

- Be loud
- Be rude
- Be silly
- Ignore an adult
- Argue

I could have

- Shown more respect
- Been kinder
- Collaborated better
- Persevered more
- Show greater excellence

Do I need to say sorry?..

- Yes
- No

Completed at: school home

Completed with (adult's name) | _____

