



# Behaviour Policy September 2020

This policy is reviewed at least annually by the governing body and was

**Ratified by Governing Body on: .....**  
**Next review date: September 2021**

Signature..... (Chair of Governors)

Print Name.....

## Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built upon the British values of-

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The behaviour policy is in line with the DFE Behaviour and Discipline guidance, January 2016 and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The school has five school rules to promote good relationships, so that people can work and play together in a supportive manner

- ✓ **We follow instructions the first time of asking**
- ✓ **We work and play without hurting or disturbing others**
- ✓ **We listen without interruption, respecting others, their values and opinions**
- ✓ **We look after our school environment and everyone's property**
- ✓ **We move around school safely and stay in safe places**

These rules were developed by the whole school. Staff and pupils worked together to discuss helpful and hurtful behaviours and how we could avoid the latter. This policy supports the school community by aiming to allow everyone to work together in an effective and considerate way, to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We treat all pupils fairly and apply this behaviour policy in a consistent way, it is vital that pupils understand these rules and that we apply them consistently. Pupils must be given clear warnings and reminded that they need to be responsible for their own choices and actions.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## The Restorative Approach

At Hollymount School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and pupils know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two pupils, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

### **The Restorative Questions:**

- ✓ **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- ✓ **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- ✓ **Who has been affected and how?** Who has been harmed/affected and how? Older pupils are encouraged to think about the wider implications of who has been affected e.g. families.
- ✓ **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- ✓ **What do you think needs to happen next to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The pupils can refer to the zone boards to consider how they can make appropriate amends with the high-expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

### **Implementation of the Restorative Approach**

At Hollymount School, we recognise that all pupils are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Pupils identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

### **Rewards**

We praise and reward pupils for good behaviour in a variety of ways:

### **Housepoints**

Each child is assigned to a house when entering the school. Pupils receive house points for a variety of reasons related to our 5 school rules, these may include

- Excellent work in class or at home
- Exemplary behaviour

- Consistently smart uniform
- Supportive behaviour towards other pupils

Each week the current total of each house's house points are announced in assembly so the pupils can hear and see which house is winning. The winning house at the end of each term receives a small prize.

### **Super student tokens**

When pupils earn 10 house points they will automatically receive a Super Student token, these tokens can be spent in our reward shop. Pupils may choose to spend one token or to save their tokens to buy larger gifts.

### **Positive postcards**

All members of staff are able to send Positive Postcards home to all pupils. These may be sent home for outstanding effort or acts of kindness, civility or helpfulness within school and the local community.

### **Certificates**

Each week the school holds a Super Successful Learner assembly when pupils are given certificates for having an outstanding attitude towards learning. Winners of our weekly awards can be seen on the Super Successful Learner notice board. As a school we acknowledge the efforts and achievements of pupils out of school in our weekly assemblies.

### **Zone board**

The zone board contains 5 coloured sections. At the start of both morning and afternoon sessions pupil's names are returned to green, if a pupil's name remains on green for the entire session it indicates that their behaviour has been on task. Pupils move up the zone board for both good behaviour and good work. The two sections above green are silver and gold. Class teachers, in consultation with their class will decide on small rewards such as stickers for being in green or reaching silver or gold.

Pupils move down the zone board to yellow if their behaviour has been inappropriate and two verbal warnings have been given. The idea of this section is to indicate to pupils that they must change their inappropriate behaviour urgently in order to avoid a sanction. **If a pupil's behaviour improves they should be moved back up to green** – this is an important strategy in the use of the zone board; pupils should understand that they can change their behaviour pattern and still work up the zone board. Any sanctions incurred still stand but rewards can also be given when behaviour changes.

If inappropriate behaviour persists, they will be moved down to red and incur a detention, however, pupils do return into green after lunchtime.

On rare occasions when a child's behaviour is persistently poor the child should not be issued repeated red sanctions instead their behaviour should be reported immediately to the Head of Pastoral or a member of SLT to support in dealing with this matter.

### **Sanctions**

Good behaviour is an expectation at all times within our school. However, when required the school employs a number of sanctions to enforce the school rules and to ensure a safe and

positive learning environment. We employ each sanction appropriately to each individual situation.

All pupils will receive a verbal reminder before a sanction is given. At a time when a child is making a poor choice they will be reminded of the school rules (displayed in each classroom) and if appropriate, asked to reflect on their behaviour. Teachers should, when appropriate, provide time for the child to think about their actions and to respond responsibly.

If a child continues to display inappropriate behaviour a final reminder is given by the adult stating the consequences if their poor behaviour choices continue. Staff will use the following phrase.

Name this is your second warning, if you continue to (state unwanted behaviour) you will be moved down to yellow.

Where appropriate, through prior pastoral discussions this may be replaced or supported by a visual sign.

The school sanctions use the Zone board procedure. If after two warnings the child continues their poor choice of behaviour, the child will move into yellow on the zone board, resulting in a 5-minute detention at play or lunchtime.

All yellow and red sanctions are recorded on the school's MIS system (Scholar Pack). This enables both the class teachers and members of SLT to monitor the level and type of low-level disruption within the school ensuring the school can investigate and act on the causes of the child's behaviour thus maintaining high standards and a positive climate for learning. If a child receives three yellow sanctions within a half term, the child's parent will be notified.

Examples of yellow sanction behaviour are-

- ✓ Frequently calling out
- ✓ Answering back / poor attitude
- ✓ Low level disruptions
- ✓ Unkind words (unless racist or bullying – repeated and targeted)
- ✓ Deliberate running in school
- ✓ Inappropriate shouting
- ✓ Not following instructions first time
- ✓ Not staying in safe/appropriate place at break/lunchtimes.

For serious breaches of behaviour or if poor behaviour persists following a yellow sanction, pupils will be moved to red and will receive a 15-minute lunchtime detention. During the detention, the child will be asked to reflect on their poor behaviour choice, the consequences of their actions and what they and the school can do to help them make the right choices. If a child refuses to attend their detention, their parents are contacted and asked to escort the child to their detention at a mutually convenient time.

Examples of red sanction behaviour could be:

- ✓ Swearing
- ✓ Walking out of class/lesson
- ✓ Refusing to complete work
- ✓ Defiance (any)
- ✓ Throwing
- ✓ Physical violence (exclusion after investigation)
- ✓ Purposeful Vandalism
- ✓ Spitting
- ✓ Stealing

Following repeated disruptive behaviour or 3 red sanctions in a half term parents will be contacted and will be expected to work in partnership with the school through a reporting system. This will be implemented for a fortnight. If poor behaviour choices continue, the child will receive a Pastoral Support Plan which will be discussed and written with parents and pupils at a mutually convenient time. These plans will be reviewed regularly (usually fortnightly).

At this stage the school is likely to seek support from Behavioural specialists and other agencies within Children's Services.

The safety of the pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the adult in charge may stop the activity and exclude the child from taking part. If absolutely necessary, a member of staff may restrain a pupil to ensure the safety of that pupil or others. Some staff have been trained in Positive Handling Techniques and must follow the school Physical Restraining Policy.

If a child needs restraining frequently then in accordance with our Physical Restraining Policy we will, with parents, produce a positive handling plan for that child.

Physical Restraint should only be used as a last resort.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to try to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. (See School Anti Bullying Policy)

### **Training of staff**

At Hollymount School, we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying potentially at-risk pupils. Teachers and support staff will receive training on the behaviour policy as part of their new starter induction.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Use of reasonable force in schools (2013). Staff only intervene physically to restrain pupils or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.



Any pupils with disabilities that mean that they need frequent handling will have a positive handling plan written for them through liaison between LA advisors, parents and the school.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner **throughout the whole** of the school at all times.

Class teachers must have high expectations of the pupils in terms of behaviour and strive to ensure that all pupils work to the best of their ability at all times.

Class teachers are responsible for recording yellow and red sanctions onto Scholar Pack for the pupils in their class. This will be monitored by the Pastoral Team.

The class teacher must treat each child fairly and enforce the behaviour policy consistently. The teacher must treat all pupils in their class with respect and understanding.

The class teacher should discuss the needs of a child with the Pastoral Support Team and liaise and work with the SENCO, SLT and Behaviour Support Services. They must follow the advice provided to support and guide the progress of each child.

The class teacher should contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all pupils in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher, delegates to the pastoral team who keep records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour- see section below.

### **The role of parents**

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, it expects parents to support these. If parents have any concern about the way that their child has been treated they should follow the school complaints policy. Initially this means they need to contact the class teacher who may refer them to the head of pastoral care.



## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher, supported by the Pastoral Team, has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

The school follows the statutory guidance from the DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'. This guide relates to the following principal legislation:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England)

Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

In exceptional circumstances or where there is continuation of bad behaviour or lack of co-operation in improvement the school may exclude the pupil. Exclusions can be fixed term or permanent.

The DfE (2017) guidance states that: Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a fixed-period exclusion may in effect be 'extended' by issuing a further fixed-period exclusion to begin immediately after the first period ends; or 'converted' by issuing a permanent exclusion to begin immediately after the end of the fixed-period.

A 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 in the school.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The head teacher must, without delay, notify the governing body and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by
- a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more
- than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the pupil missing a public examination or
- national curriculum test.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

For further information fixed term and permanent exclusions please refer to the Trust's exclusions policy.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on its effectiveness.

The Pastoral team monitor and analyse all behaviour slips both rewards and sanctions.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## Appendix 1

This implementation in Hollymount School is in line with the Government's Guidance: **Coronavirus (COVID-19)- implementing protective measures in education and childcare settings.**

All pupils will be taught how to prevent the spread of COVID-19.

### Social distancing measures:

All pupils and adults will be assigned to a group and these will not change – there will be a distance of two meters between pupils and adults, where possible. Pupils will use the same classroom and toilets and adhere to marked zones in the outdoor environment – moving safely at all times.

### Washing of hands:

Pupils and adults will clean their hands regularly with soap and water for at least 20 seconds and dry thoroughly. This should be done on arrival at school, before and after eating and after coughing or sneezing. For younger pupils, physical support will be available.

### Wiping down tables and equipment:

Pupils and adults will wash down their tables and equipment on entering the classroom and leaving the classroom. This will include break and lunchtimes where playing equipment will be available. For younger pupils, physical support will be available.

## Appendix 2

### Sanctioning and praising pupils:

All adults will teach and implement the following rules:

**C**lean your hands regularly with soap and water

**O**ut of your mouth – keep your hands away from your nose, eyes and mouth

**M**ove safely around the school

**B**e alert, stay safe!

**A**lways stand 2 meters away from pupils and adults

**T**issues – keep them on you and dispose of them immediately after coughing or sneezing

### **Pupil sanctioning:**

It is the responsibility of the class teacher and support staff to ensure that the new rules are enforced in their class and that their class behaves in a responsible manner **throughout the whole of the school**, at all times. Praising and sanctioning pupils will be in line with the current Behaviour Policy. The class teacher will be responsible for holding detentions in their classrooms and discussing the sanction with the child's parents.

### **Bullying/Harrassment**

Any form of bullying or harassment towards pupils who have had, currently have or suspected to have coronavirus is not tolerated. This behaviour is addressed in line with this policy and the anti-bullying policy.

### **Manage behaviour of Remote Learning**

Pupils who are learning offsite are expected to adhere to this policy, the Remote Learning Policy and the Acceptable Use Agreement where possible.

The school expects pupils who are remote learning to uphold behaviour at all time and to:

- Attend remote classes or group sessions on time
- Complete the work that has been set and return on time to the best of their ability
- Keep all communication polite and appropriate and inline with the school's remote learning arrangements
- Not misuse or mistreat the resources of technology utilised for the delivery of remote learning.
- Report any issues including harassment or bullying from their peers to their teacher or appropriate adult

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments may need to be in place.

Where discipline must be deferred until the pupil returns to school the head teacher/head of school informs the pupils parents via letter and the pupil will be disciplined when it is safe to do so.

### **Support for pupils**

The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

The **SENDCO** works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.

The parents of pupils who require support to reengage with school are contacted before returning to set expectations, discuss concerns and build confidence in their child returning to school.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

### **Rewards and discipline**

Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out.

Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

### **Exclusions**

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

The headteacher/head of school retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the **Exclusions Policy**, where practicable.

Permanent exclusion is only be used as a last resort.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The **headteacher/head of school** liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the **governing board** meets to discuss reinstatement within 15 school days.

Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.

The timeframes set out in the **Exclusions Policy** remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.

Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the **governing board** decides whether any meetings should be delayed.

If it is decided, as per the criteria in the **Exclusions Policy**, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.

In the event that a remote access meeting is necessary, the **governing board** ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it.

The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.

Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.

Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.

Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:

- Clear instructions are provided about how to join the meeting
- A named person is indicated to whom participants can address questions beforehand
- The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run

The **governing board** takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

The school will make every reasonable effort to avoid excluding any looked-after child.

Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.

Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

### **Close contact behavioural management**

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the **Positive Handling Policy**.

The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

### **Monitoring and review**

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the **headteacher/head of school**.



Once the school resumes regular activity, and if deemed appropriate by the **headteacher/head of school**, all sections within this appendix will expire.