



# *Holdbrook School and Nursery*

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## **Behaviour Policy**

**Signature:**  
Headteacher

**Date:**

**Signature:**  
Chair of Governors

**Date:**

**Review Date: July 2017**

## Holdbrook Behaviour Policy

At Holdbrook Primary School we believe that a community is most welcoming and cohesive when ALL of its members understand what is expected of them, and each person takes responsibility for their actions at all times. As children learn by example we expect all staff to model positive relationships and behaviour around our school. Our high expectations of behaviour apply both to our pupils and staff whilst in school or out on educational visits.

This is our Behaviour Policy. All staff have agreed it, and in addition children, parents and governors have been consulted. At our school we fully recognise the importance of providing support systems for ALL our pupils and particularly for those who are involved in incidents be they responsible for or victims of an incident. We believe that behaviours are learnt and therefore positive learning behaviours can be learnt through practice and reward.

We believe that all behaviour is communication and we aim to be reflective practitioners who seek to understand children's actions and support them in becoming global citizens who respect themselves and others.

We believe that low level disruption can impact on pupils learning we seek to act to minimise this low level disruption through our planning of lessons and consistent approach to behaviour management. Teachers have the legal power to intervene physically if necessary and we have a restraint policy, which details the expectations in such instances, but we envisage that the policy detailed below will minimise such actions.

### **Aims**

- To make our school a safe and happy place for all children so that each child can learn and achieve to the best of their ability.
- To help each child develop an understanding for the need to care for others, the importance of kindness, honesty and tolerance including perseverance where appropriate.
- To help each child respect others and form good relationships with them. In particular to appreciate the various cultural and social backgrounds within our school and wider community.
- To help each child respect their own and other's work or property both in and outside of school.

## **Acceptable behaviour**

We believe it is vital that children and staff respect each other and the environment in which we work. At Holdbrook we value the following qualities in each other:

- Courtesy
- Consideration for others
- Honesty
- The ability to listen to others
- Friendliness
- The ability to share and cooperate
- Respect and tolerance for each other
- The ability to take responsibility
- Perseverance

Both adults and children in the school are expected to exemplify these qualities.

## **Raising self-esteem**

Low levels of self-esteem contribute to negative behaviours being displayed. Therefore at Holdbrook we work hard to raise self-esteem of our pupils through praise, recognition and rewards when appropriate. We promote a caring culture where pupils are respected and listened too, they are seen as individuals with strengths and talents and we avoid stereotyping or generalising about a child. Adults use pupils first names and speak to them as they would expect to be spoken to themselves. By doing this we are modelling our expectations and recognising their individuality and needs.

Praising children raises their self-esteem. It should be specific and not general and be given to an individual for meeting high expectations.

NB Some children may not like public praise.

## **Rewards**

Rewards come in many forms and can be given for good behaviour, learning and achievement. Rewards used at Holdbrook include the following:

- Verbal praise to individuals and groups
- Sent to another adult for further praise and celebration of success
- Phone calls home
- Child of the day

### **Tangible rewards**

NB these must be given along with specific praise as they only act to reinforce such praise not replace it.

- Extra responsibilities
- Identified privileges
- Free time ... choice
- Stickers
- Certificates- for learning, effort and achievement
- Points systems working towards an agreed reward  
Group/table/individual
- Extra play (short periods)

All teachers will have a clear reward system in place in their classroom, which can be used by, supply and cover teachers to enhance their relationship with the class. This includes the use of a colour coded system for ensuring pupils maintain positive behaviour.

Support staff need to be aware of the range of rewards offered within each class they work so that they can reward pupils consistently as well.

### **Our school rules**

We are gentle

We don't hurt others

We listen well

We don't interrupt

We are honest

We don't cover up the truth

We enjoy learning

We don't waste our own or others time

We are kind and helpful

We don't hurt others feelings

We look after property

We don't waste or damage things

We walk around the school quietly and sensibly

We respect everything and everyone

### **Unacceptable behaviour includes**

- Running, climbing in undesignated areas, throwing things.
- Name calling bullying, mimicking, teasing, swearing, insulting another person or their family.
- Fighting or play fighting, deliberately hurting others or their feelings.
- Using racist, sexist or homophobic language or behaviour
- Wearing offensive badges or insignia
- Graffiti
- Bringing money or other valuables into school without permission
- Eating sweets or gum
- Telling offensive jokes or taunts
- Using offensive language

In cases of wilful or non-accidental damage to school property, parents / carers will be contacted and may be asked to contribute towards its replacement or repair.

NB If a child consistently fails to meet acceptable behaviour at lunchtime then they may be sent to the library to think. Staff will keep a record of incidents and will inform the class teacher of these on a daily basis.

### **Unacceptable behaviour is recorded by**

- Making a note in the class book.
- The book is for recording behaviour, which has necessitated the child being sent to another classroom or SLT.

- Each event dated and timed so a picture can be built up.
- Some children will require a behaviour book if negative behaviours are ongoing and frequent. This will be monitored by the SLT.

### **Reacting to undesirable behaviour**

Initially all staff will use low level strategies with clear rule reminders

These include:

Catch them being good	Praise them
Use positive cueing	Praise a child near by
Use physical proximity	Move nearer the child
Use questions to refocus	Do you know what you should be doing?
Private repeat directions	The whisper
Acknowledge and redirect	I know they are talking but I need you to...
Give a clear rule reminder	Remember we...refer to rule
Give a clear choice	If you choose to... I will have to...
Tactical ignoring	Always praise another child near by
"When you... Then I will..."	

Child refuses e.g. "You can't make me!" Reply "No I can't but I would like you to finish that work in 5 minutes or I will have to..."

### **Always allow compliance time before following up or applying sanction**

If an adult decides that a child must miss a portion of their playtime then they must supervise them in a classroom. The child should sit silently for the agreed time. No child should be placed outside the staffroom.

## **Following an incident**

Staff will take every opportunity to rebuild their positive relationship with the pupil and talk through the incident to help the child reflect on their actions and avoid acting in this way in the future.

Questions to ask:

- What rule did you break?
- What would have been a better choice?
- Can you remember a time when you acted in a different way?
- What can I do to help you... make this better choice?

## **All Staff are committed to**

- Take opportunities through the normal course of a school day to teach pupils positive behaviour. This will be more formally explored through personal social and citizenship education and Social Emotional Aspects of Learning lessons.
- Staff we teach children to be reflective and appreciate how their actions make others feel and enable them to be assertive when they feel unhappy about another's behaviour towards them.
- Plan to engage pupils in appropriate learning opportunities that are suitably differentiated to match their talents, disposition and abilities.
- Take every opportunity to praise positive behaviour verbally.
- Use low-level initial strategies to manage behaviour as detailed earlier.
- Follow up incidents and apply sanctions and rewards fairly and consistently.
- Keep parents informed of a child's behaviour, especially repeated low-level behaviour, which cumulatively will impact on learning and achievement.
- Will refer to and apply our agreed rules fairly and consistently. These will be shared with pupils at the beginning of term and displayed prominently in each classroom

- Staff will refer to the rules when they are reminding children of our community's expectations.
- Staff will record behaviours as agreed in this policy so that parents can be informed and leadership can track patterns of behaviour and support our pupils.

Some pupils may need a more detailed behaviour. This will include the keeping of a behaviour book, which all staff can contribute so that a fair assessment of pupils behaviour can be formed, both the positives as well as those areas causing concern.

### **Roles and Responsibilities**

#### **The Children in our school**

Children will be expected to keep to our agreed rules.

#### **The School Council**

The school council has a responsibility to discuss behaviour issues. Councillors will also be responsible for informing their classes of decisions relating to this policy and of any policy amendments. Teachers must allocate time after council meetings for Reps to bring items for discussion back into the classroom.

#### **The Governors**

Governors need to review this document on a yearly basis. All new Governors should receive a copy as soon as possible after appointment.

#### **Parents/Carers**

The policy will be available to parents or carers of the children in our school. Every parent will make it their responsibility to ensure the policy is upheld and have an expectation to be kept informed of their child's successes and behaviour in Holdbrook School.



## **The Staff**

Full commitment from all staff is vital to the successful implementation of this policy. All staff in school will have a copy of this document and class teachers will have it available in their classrooms. Situations during the school day such as playtime, assemblies and lunchtimes are all vital parts of the day when good behaviour must be reinforced.

Agreed by the Staff and Governors September 2015.

## Appendix 1 Behaviour and Sanctions Grid for Holdbrook School

Level	Behaviour	Sanctions	Comments
Level 1	Telling tales* Poking and pinching Commandeering / Interrupting teacher Not taking turns Withholding attention Chewing gum Setting own agenda, being contrary Silly noises Pushing in line Calling out Wandering about	Low level strategies as detailed in policy  Moving child (e.g. away from incident near to teacher).	If repeated (e.g. 3 times in one day) give warning that next occasion level 2 sanctions will apply.
Level 2	Play fighting where another could get hurts Lying Flouting rules Winding up other pupils Name calling Ignoring Accidental damage through carelessness Cheek, off-hand comments swearing Abuse of equipment.	Time away from others with timer 5 mins.  Up to 5 minutes loss of playtime; completing work which is unfinished because of time-wasting at playtime or at home.	If repeated (e.g. 3 times in one day) give warning that next occasion level 3 sanctions will apply.  Pupils who are in need of a time out... e.g. to avoid going down a negative behavioural path should be sent to another class.
Level 3	Continued or more serious aspects of level 1 or 2  Threatening others Tripping, slapping Deliberate breakage Walking out of class. Refusal to do work Disturbing the learning of others (SLT will send letter home) Refusing to carry out request. Abuse on the grounds of race (First offence)	Send to next class with work for 10 minutes up to loss of whole playtime.  Keep parents informed.  If persistently repeated send to next year group for remainder of session with work, inform SLT and follow up.	Recorded in behaviour book and sent out for a set time limit. If been to next year group 3 times.  Persistent, repeated occurrence will move to Level 4 (SLT to decide).  Talk and discuss racial abuse – log with SLT - if repeated or implications not understood move straight to level 4

<p><b>Level 4</b></p>	<p>Stealing; Attacking another child Punching Abuse on the grounds of race, gender, religion Intentional physical harm and fighting Verbal abuse to staff Throwing large dangerous objects Vandalism Bullying</p>	<p>Inform SLT. Inform Parents. Sent to SLT with work.</p>	<p>Contact parents by letter and phone Persistent, repeated occurrence will move to Level 5 at SLT's discretion.</p>
<p><b>Level 5</b></p>	<p>Deliberately harming an adult Extreme danger or violence Running out of school.</p>	<p>Meeting with SLT and Parents. Exclusion.</p>	<p>If this behaviour continues then advice will be sought from Rivers ESC – for advice and support in managing the behaviour. If more support is needed Andrews Lane Behaviour Support Base will be contacted.</p>

\*i.e. deliberately getting other children into trouble for something minor (does not include reporting incidents of bullying, fighting, abuse, deliberate damage etc.).