Holywell Primary and Nursery School

Behaviour Policy

Including

Supporting Children with Additional Needs

Anti- Bullying

Cyberbullying

Exclusion Policy

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Behaviour Overview

The vision for behaviour

At Holywell Primary and Nursery School, our school vision is:

Every child known, happy and learning.
Every adult positive, nurturing and skilled.
Every lesson inclusive, purposeful and engaging.

The behaviour policy plays a big part in achieving this vision as it facilitates a school environment that is calm and consistent. In this environment, we know, children can thrive and learn.

The behaviour policy also has a clear role in ensuring children are '**known**.' Known in that if they behave consistently well they will receive recognition for this and their parents will be informed.

Knowing each child as a unique individual is also an important part of this policy as maintaining effective relationships is a cornerstone of effective behaviour management. Knowing each child well allows for reasonable adjustments to this policy based on a pupil's unique needs. **Where a child's needs require it, an individual behaviour plan will be written - which will supersede this policy. See separate section on 'Individual Behaviour Plans'.**

At Holywell Primary and Nursery School, we expect our children to behave well at all times, in class, on the playground, when out of school on trips or when making their way to and from school.

To ensure this happens, our policy is designed to ensure that children:

- Know and can articulate our school rules
- Understand the difference between acceptable and unacceptable behaviour
- Know and understand the consequences of their behaviour, both positive and negative

School rules

We have three simple school rules. This is a conscious decision to ensure they are memorable for all children from Nursery upwards.

Our school rules are:

- **Be ready**
- **Be respectful**
- **Be safe**

Although simple to follow, the rules cover a range of behaviours that could be seen across a school day. For example, 'be safe' could be used to remind a pupil not to run in a school corridor, whilst also being used to remind a pupil to use playground equipment carefully.

Children are regularly reminded of the school rules and our expectations in class, in assemblies, in corridors, in the dining hall and on the playground.

Consistency

In implementing this behaviour policy, we acknowledge the need for consistency across the school.

Consistency lies in the behaviour of adults and not simply just in the application of a procedure. A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.
Paul Dix- Behaviour Specialist and Author

In the spirit of this – all staff will:

- Greet their children as they arrive in the morning
- Refer to 'ready, respectful, safe' as the behaviours they expect to see
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Remain calm and give 'take-up' time when working through the consequence steps
- Never ignore or walk past learners who are not meeting the 'ready, respectful, safe' expectations
- Praise publicly and remind privately

In addition, the following visible consistencies ensure that all staff and pupils are aware of set routines across the school:

Welcoming children	Children are welcomed into school and into the classroom by members of staff. Senior Leaders are visible in the playground or at key entrances.
Playtimes and lunchtimes	Teachers escort their classes out of school and onto the playground at the beginning of break and lunch. Teachers are out promptly at the end of break and lunch to ensure their children are 'learning ready'. They escort them back into school.
In the corridor	Children are expected to walk calmly in the corridors, staying on the left-hand side, using 'whisper' voices if they need to talk. They are escorted by at least one member of staff who is positioned strategically in order to gain a full view of the class. Staff stop at corners to ensure the children are staying together and demonstrating the expected behaviour.
On the playground	Adults on duty are directed to supervise and work in specific zones. Children are expected to be mindful of boundaries between the zones and remain in allocated spaces. Children are expected to follow the school rules; Be ready, Be respectful and Be Safe, and any breach of these rules will result in intervention or sanction, as detailed in this policy. CCTV in place for external areas of the school in line with CCTV policy – CCTV can be used as evidence in behaviour matters.
Dining hall	Children are expected to be calm and respectful of others in the Dining Hall. Although it is a social time, we expect them to speak with others respectfully using a reasonable 'indoor voice'. They should queue up calmly and patiently.
Before and after school	Children are expected to enter and leave our school grounds safely. This includes walking with bikes and scooters. Children should not be playing on school equipment or playing ball games before or after school, even in the presence of a parent. ***If a child is seen breaking these rules by a member of school staff, this may not be challenged in front of the parents (so as not to undermine their authority) however a sanction may be issued the following school day.***

Uniform

Wearing the correct uniform is an important part of setting the tone of a school. We expect the uniform expectations to be followed. We will make decisions regarding sanctions for deliberate or repeated breaches of the uniform expectations as necessary and appropriate.

Dangerous items

In the unlikely event of a child bringing a dangerous item into school, any member of school staff may confiscate the item - in line with the confiscation policy (see Appendix 2).

In these circumstances, parents will be informed, but the item will not be returned to the child. It will also be considered whether the item constitutes a safeguarding concern - in which case, usual safeguarding actions will be taken, such as submitting a referral to Children's Services.

Behavioural issues outside of school

If a child is wearing Holywell school uniform (or is otherwise recognisable as being a pupil of the school) and is reported that they have behaved in a way that constitutes a breach of the school behaviour policy or is likely to bring the reputation of the school into disrepute, then sanctions may be used. **In these cases, the school would always look to collate evidence - usually asking the person reporting to write and sign a statement of what has been seen. The most likely sanction would be to inform parents. Where parents are present, the school would not usually get involved.**

Respect statement

Holywell believes strongly that all pupils should treat others with respect.

Children should treat others with respect—whether in person or online. If a child is experiencing problems online, we strongly recommend that parents report these issues to appropriate online agencies. Where we judge that these issues are serious and/or impacting on school life, then we will investigate in line with this policy and sanctions may be used.

Communication with parents

We will always seek to keep parents well informed as to how well their child is behaving in school. There are lots of ways that good behaviour is shared and celebrated from school to home: e-praise points, stickers, certificates, postcards home, messages and rewards.

When things are not going so well, we know that you will want to know. We will endeavour to talk to you if we see a decline in standards of behaviour or if we see a worrying pattern of behaviour emerging. We recognise that by working with parents early enough, and by children seeing that home and school have the same expectations, this will often put things back on track.

However, it is also recognised that it would be impractical to relay to parents every conversation held by every member of staff about behaviour (this might include reminders to line up quickly at the end of playtime, or a prompt to stop talking during assembly, and so on…). Teachers need to be able to efficiently manage the behaviour of the children in their class, so that learning time is prioritised. **It is therefore understood that there is a level of trust that exists between home and school: that school will communicate with parents as soon as we judge it necessary.**

Who?	We will tell you	We will not tell you	How we will tell you
Teachers	If your child's behaviour is affecting the learning of others – or their own learning. If your child has regularly been issued with an in-class sanction for the same reason – ie- there is a pattern of behaviour that needs addressing. If your child's behaviour is showing a decline.	If we have had to employ class-based de-escalation strategies to encourage focus and engagement on isolated occasions. Why your child has been moved down a zone on the behaviour zone board - on isolated occasions Why your child has had an e-praise point removed - on isolated occasions If your child has had time out (age +2 minutes) on isolated occasions.	We will speak to you either in person or on the phone. We may contact you by e-mail/Dojo to arrange a chat. We will always endeavour to speak with you in a way that is not public or overheard by other parents.
Senior Leaders	If there has been a serious incident, or repeated breaches of this policy, that has led to **formal reflection** with a senior leader (this means a period of time away from the class, completing work with a senior leader - not more than 1 school day) When your child is subject to **formal behaviour report** If there has been an investigation into possible **bullying** If we deem it necessary to implement an **individual behaviour plan** for your child If a serious incident, or repeated breaches of this policy, has led to a **suspension**	If a senior leader has spoken to your child about their behaviour - e.g. about their conduct at playtime or in assembly If a senior leader has talked to your child, for example, while attempting to establish the facts of an incident If a senior leader has been called to support your child because of dysregulation - but no sanction was issued If a senior leader has been called to support your child because of dysregulation and has issued a lesser sanction, such as a missed lunchtime or removal of e-praise points When your child is subject to informal behaviour report.	**Formal reflection** will be shared with you either by e-mail/Dojo or by phone call **Formal behaviour report** will be shared via e-mail/dojo/teachers to parents daily The outcome of a **bullying** investigation will be shared with you in person or by phone call An **individual behaviour plan** will be shared with you in person A **suspension** will be explained to you in person and in writing

Holywell Primary and Nursery School

Behaviour Policy

Praise and Sanctions

Praise and Sanctions at Holywell Primary and Nursery School.

Principles

As a school, we want children to understand that **good behaviour is the expected standard**. We believe that children should want to behave well for their own personal pride and to get recognition from respected adults not solely for rewards. We want children to be self-motivated to behave well and learn well.

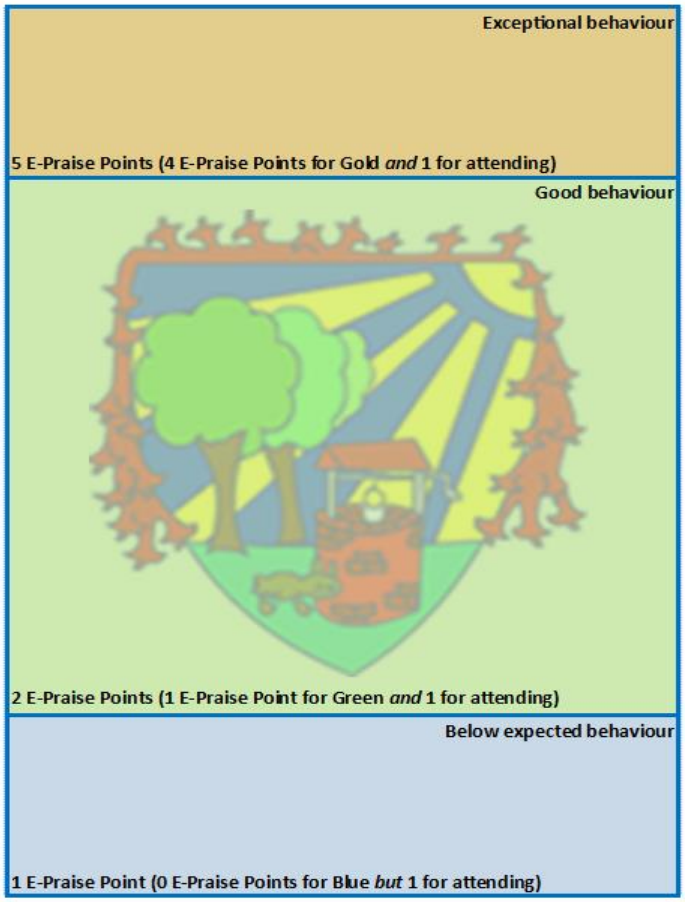
Praise and Recognition

The first strategy that all adults default to for recognition of positive behaviour is verbal praise. This shows the pupil that the adult likes what they are seeing and reinforces to the pupil to repeat the behaviour. This can take many forms, such as an adult saying: thank you, wow, well done, etc. Praise and recognition work best when it is specific - telling the child what it is we like and what we want to see more of.

Rewards

Rewards have their place and we feel they should exist for consistently good behaviour. We focus on rewarding children who are consistently well behaved. We are actively trying to avoid the scenario where a pupil behaves poorly for two days and then behaves at the expected standard on the third day and gets a reward for this. Children that behave consistently well need to know how vital they are in helping to achieve the school vision.

The default mechanism we use to ensure that consistently good behaviour is recognised is through the in-class zone board.



All children start each day with their names in the green zone and as a result, are on track for 2 praise points at the end of the day. ***This ensures consistently good behaviour is rewarded.***

For exceptional behaviour, children are moved to the gold zone and can achieve 5 praise points at the end of the day if they stay there - they will wear a gold sticker home to let you know this has happened.

If behaviour dips below the expected standard, **an adult** may move children to the blue zone. If they stay there, they are in effect missing out on 1 praise point and they are at risk of further sanctions (see sanctions section of the policy).

Other methods of praise and recognition used at Holywell are:

- Certificates and stickers
- Postcards home
- Sharing good work with a member of the Senior Leadership Team
- Recognition on the school newsletter

E-praise points

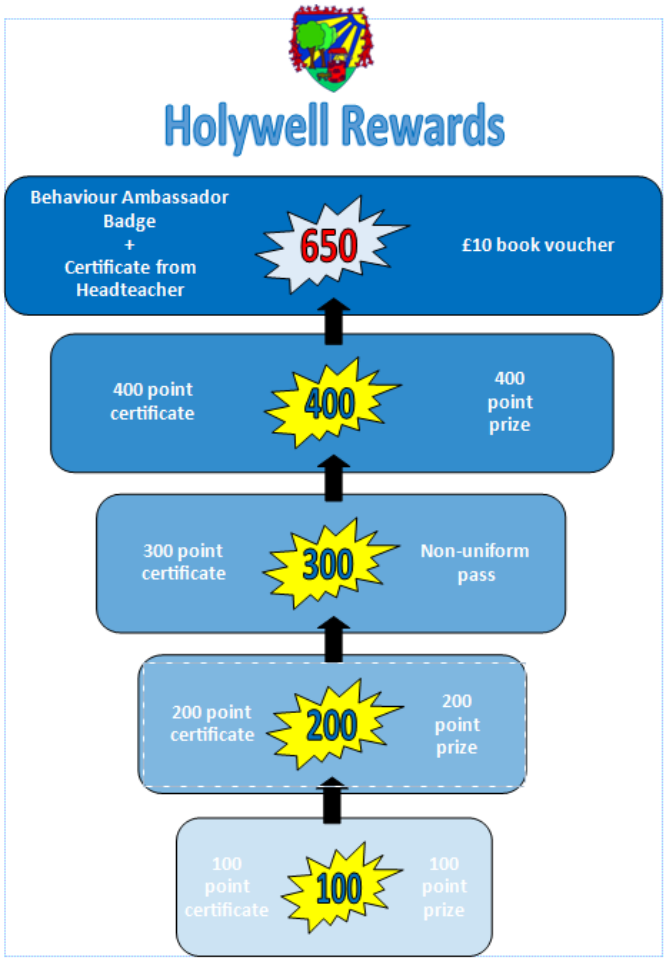
Points are awarded by teachers and Learning Support Assistants in class using the e-praise system.

In addition to the zone board, children can earn points for showing good behaviour and going 'above and beyond' anywhere in school.

Around school all staff can award e-praise points by giving the pupil a raffle ticket which they can then exchange in class for an e-praise point.

E-praise points are also automatically awarded for attendance; 1 point per day attended.

What do points make?



How it works

- Points are reset to zero each year.
- Children move up the reward scales as they accrue Praise Points.
- Children earn rewards as they reach set milestones.

Recognition

- Parents can regularly track the achievements of their child via the e-praise system

Rewards

- At every 100-point milestone, pupils will receive a reward.

Behaviour Ambassador

Children who achieve 650 Praise Points, in one academic year, will proudly wear a 'Behaviour Ambassador' badge. The badge signifies that they behave consistency well around school and are a role model to other pupils.

Supporting children with their behaviour choices

Although we put a strong emphasis on acknowledging and rewarding positive behaviours, there will, on occasion, be some students who may struggle to follow our school rules.

De-escalation

We believe that the basis for good behaviour management is to foster effective relationships with pupils. The default strategy is to ensure pupils are praised regularly and rewarded for consistently good behaviour. This reinforces positive behaviour choices and ensures that these become embedded. When a pupil's behaviour is not at the expected standard, it is important that adults employ de-escalation strategies before moving to sanctions. This is often all that is needed to defuse a situation. The following are just some of the de-escalation strategies that are used at Holywell:

- A quiet word
- Praising other children for doing the right thing
- Encouragement to change behaviour
- Setting a short-term achievable target with calm, consequential language ("if...then...")
- Arrange time for the pupil to chat with a Learning Support Assistant
- Applying strategies from an individual behaviour plan
- Moving seats within class
- Distraction
- Moving to a different playground zone

This is not an exhaustive list by any means and often what works for one pupil could be wholly ineffective as a strategy for another pupil.

Missed Learning

If behaviour has resulted in work not being completed, or not completed to a suitable standard, the child will be required to complete that work either in the classroom or in a designated space at break or lunch time. The maximum time allocation for this is a maximum of age+ 2 minutes.

Sanctions

When a pupil is not following the school rules or is in clear breach of a school policy and de-escalation strategies have not had the desired impact, it is likely to be necessary to implement a 'sanction' to attempt to correct the unwanted behaviour or to ensure the pupil learns not to display the unwanted behaviour again. Adults can use the choices in line with their professional judgement to best bring about the change in behaviour. These are outlined below:

Y1-Y6 Class Teacher

- **Verbal warning** ***(tone and volume appropriate to the situation)***
- **Move down** on the behaviour zone board

If in the blue zone, the following sanctions can be used:

- **Removal of e-praise point** - up to a maximum of 5 per day
- **Move pupil** to work by themselves for the lesson
- **Conversation** with parents at end of the day
- **Missed break time:**
  - with an adult outside - for an appropriately-judged period of time
  - stay in class for up to age+2 minutes to complete unfinished work
- **Set work missed** for children to complete at home (in liaison with parents)

EYFS Class Teacher

- **Verbal warning** ***(tone and volume appropriate to the situation)***
- **Move down** on the behaviour zone board
- **Time out** - for up to age+2 minutes
- **Removal of praise point** - up to a maximum of 5 per day
- **Restricted access** to certain areas (for example, a restriction on access to the outdoor area for a period of time)

Learning Support Assistant

- **Verbal warning** ***(tone and volume appropriate to the situation)***
- **Move down** on the behaviour zone board (ensuring the teacher is asked)

At specific times…

In class:

- It is expected that the LSA will report to the class teacher if behaviour does not improve

During intervention/while leading a group:

- **Move pupil** to work by themselves

While on playground duty:

- **Time out** - up to age+2 minutes, standing next to adult

When transporting children around the school:

- **Record names** on post-it note and pass on to teacher for deferred sanction

PE Staff

♦ **Verbal warning** ***(tone and volume appropriate to the situation)***
♦ **Move down** on the behaviour zone board (ensuring the teacher is asked)

At specific times…

♦ **Time out** - up to age+2 minutes (can be repeated more than once)
♦ **Removal of e-praise point** - up to a maximum of 3 per lesson

Lunchtime Staff

♦ **Verbal warning**
♦ **Time out** during the session - sitting next to or standing with an adult for up to age+2 minutes
♦ **Move pupil** to sit on a different table for an appropriately judged period of time

Sanctions are just that. They are not, ever, to be regarded or referred to as punishments. They are a consequence of the child's behaviour.

Escalation

On rare occasions, sanctions do not have the desired impact on reducing the unwanted behaviour(s). When this is the case, there may be a need to escalate the behaviour episode to a member of the Senior Leadership Team (SLT). Escalation can take the following forms in school:

1. **For concerns where behaviour is preventing the learning of others**
2. **For severe or immediate concerns**

These are explained below:

Escalation		
	1	**2**
	For ongoing concerns where behaviour is preventing the learning of others	**For severe or immediate concerns**
	Notes: • *It is expected that unwanted behaviours have been challenged by the teacher but that there is little or no improvement*	*Notes:* • *It is expected that this is a rare occurrence* • *If in class, requests for support should be from the class teacher* • *If class teacher is not present (e.g. at lunchtime) any other staff can request SLT support*
For children **with no EHCP**	Teacher to report to Behaviour Lead during a *drop-in slot: • An adaptation to the teacher's approach may be needed • Formal behaviour monitoring may be needed ('on report')	• Radio for a member of SLT • **Teacher to seek out SLT member for de-brief** • Formal behaviour monitoring may be needed ('on report')
For children with an **Individual Behaviour Plan**	Teacher to report to Behaviour Lead during a drop-in slot: • A sanction may be needed • A review/adaptation to the plan may be needed	• Radio for a member of SLT - or staff identified on plan
For children **with an EHCP**	Teacher to report to **Inclusion** Lead during a drop-in-slot: • A change to provision may be needed	• Radio directly for Inclusion Lead • It is perfectly acceptable to call for any member of SLT if it is felt that the situation calls for it

**Drop in slot: A weekly drop-in slot is available for staff to meet the Behaviour Lead in order to discuss ongoing concerns.*

Severe or immediate concerns

If a senior leader is called to attend a severe or immediate behaviour concern, then they will always look to de-escalate the situation, if possible. Then, the level of seriousness can be assessed and an appropriate sanction employed (or not, if so judged).

De-Escalation	
The attending senior leader will use their professional experience to de-escalate the situation using any of the strategies below, based on their knowledge and experience of the pupil they have been called to.	
Quiet word	Quiet reassuring conversation to remind the pupil of the expected behaviour
10 in 10 out	Approximately 10 minutes sitting with the pupil in class, then 10 minutes out of class to de-brief the episode and plan for a better day
10 out 10 in	Approximately 10 minutes with the pupil out of class, then 10 minutes supporting the pupil to reintegrate into class
Individualised	For a pupil with an Individual Behaviour Plan (IBP) and/or EHCP, the senior leader may employ specific de-escalation strategies

Sanction - no IBP/EHCP	
Once any necessary de-escalation is complete, the Senior Leader will investigate and decide on one of the following responses and calculate the number of points to be added onto the school behaviour tracker.	
De-escalation sufficient	Warning given or no further action required
Trigger 'on report'	Behaviour Lead to begin informal/formal behaviour report
Refocus time with SLT	Pupil to spend a period of time with the senior leader (not more than half a school day)
Missed lunch	Pupil to spend lunchtime(s) with a member of staff
Escalation	More serious sanctions to be considered by Senior Leaders (Refer to anti-bullying policy if necessary)

Sanction - child with IBP/EHCP	
Once any necessary de-escalation is complete, the senior leader will refer to individual plan to decide on appropriate sanction.	
Individual	The senior leader will decide on appropriate sanction in line with individual plan/knowledge of child
Escalation	More serious sanctions to be considered by Senior Leaders

Escalation	
Escalation is where a potentially serious breach of the behaviour policy has occurred or where the pupil fails to comply with previous sanctions. Escalation sanctions can only be used by SLT.	
Formal reflection	Planned time away from own class completing work with a Senior/middle Leader (not more than 1 school day) - **Parents informed**
Suspension	1/2-day units of time **- Parents informed**
Permanent exclusion	In line with exclusion policy - see section in this document

Response to escalation

Following escalation from a member of staff or from a member of SLT, the Behaviour Lead will decide whether to begin a period of behaviour monitoring.

This can be via **informal behaviour report** or **formal behaviour report**.

Informal behaviour monitoring (On report)

Process:

1. Behaviour Lead informs the child that 5 days of monitoring will begin and what they need to improve
2. Behaviour Lead to decide on the most appropriate template (see appendix 1a for examples)
3. Class teacher to complete report each day
4. If a day is reported as being below expected standards (in line with the template guidance), the Behaviour Lead will sanction a missed lunchtime time for the pupil - this means that they will spend their next lunchtime inside with a member of staff.
5. Behaviour Lead will inform teacher, lunchtime lead and the pupil of the sanction
6. At the end of the 5-day monitoring period, Behaviour Lead will carry out a review and decide upon one of the following options, which will be broadly based on:
   - **Remove report** - *5 good days (can remain if pupil is benefitting from the increased focus)*
   - **Report stays** (5 more days) – *3 or 4 good days*
   - **Trigger formal report** - *2 good days or fewer/behaviour not showing sufficient improvement (see below)*

Formal behaviour monitoring (on report)

Process:

1. Behaviour Lead informs the child that 5 days of monitoring will begin and what they need to improve.
2. Template to share with parents (see appendix 1b) will be used.
3. Class teacher to complete report each day.
4. **REPORT TO BE SHARED VIA electronic communication WITH PARENTS DAILY**
5. If a day is reported as being below expected standards (in line with the template guidance), the Behaviour Lead will sanction a missed lunchtime time for the pupil - this means that they will spend their next lunchtime inside with a member of staff.
6. Behaviour Lead will inform teacher, lunchtime lead and the pupil of the sanction.
7. At the end of the 5-day monitoring period, Behaviour Lead will carry out a review and decide upon one of the following options, which will be broadly based on:
   - **Step back to informal report** - *5 good days (can remain if pupil is benefitting from the increased focus/parental awareness)*
   - **Report stays** (5 more days) – *3 or 4 good days*
   - **Meeting with parents** - *2 good days or fewer/behaviour not showing sufficient improvement – discussion re. potential of suspension for persistent breaches of policy and/or introduction of individual behaviour plan (see below)*

In addition

In addition to the above, the behaviour lead will take all reasonable steps to modify the pupil's behaviour and support them to do this. These may include:

- Additional sanction
- Observation of child by Behaviour Lead
- Coaching for the member of staff
- Referral to Inclusion Lead for a suspected additional need
- Initiate Individual Behaviour Plan.

Individual behaviour plans (IBP)

If it is judged that an individual behaviour plan is needed in order to best manage behaviour, parents will be informed and a copy of the plan will be discussed.

This is likely to be for children who:

- have an EHCP that includes targets for Social, Emotional and Mental Health, or
- have identified issues with self-regulation, or
- are identified as being at risk of exclusion.

At this point, a bespoke approach will be implemented, including targets, rewards, sanctions, communication with parents and review date. **The IBP takes priority over the behaviour policy.**

Positive Coping Plans (PCP) and Behaviour Response Plans (BRPS)

Positive Coping Plans:

Where low level disruption is becoming more prevalent, a positive coping plan may be implemented. This involves identifying 'Green behaviours' which are observed when the child is settled and complying with learning. This is then replicated for 'Yellow Behaviours' (when a child is beginning to display a reticence to learning, physically or verbally becoming off task) 'Red Behaviours' (when a child has become dyregulated) and 'Blue behaviours' when a child is beginning to re-regulate.

This is likely to be for children who:

- have an EHCP that includes targets for Social, Emotional and Mental Health, or
- have identified issues with self-regulation, or
- are identified as being at risk of exclusion.

A positive coping plan may be used in conjunction with other behaviour plans and strategies.

Behaviour response plans:

These may be put in place to support staff to support a child who displays dysregulation which may involve danger to themselves or others. These documents may include bespoke scripts, rewards and sanctions (sometimes separate to the behaviour policy) depending on the behaviours shown and the needs of the individual child. These will be used in conjunction with IBP's in most cases.

Child-on-Child abuse

At Holywell, there is a zero-tolerance approach to abuse, and it should never be passed off, for example, as "banter", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We recognise that child-on-child abuse can take many forms, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.

At Holywell we have the following in place to minimise the risk child-on-child abuse:

- Annual training for all staff on recognising the signs of child-on-child abuse and how to take action
- Refresher training throughout the academic year in the form of face-to-face training and school bulletins
- Pupil training through PSHE lessons on relationships education to understand acceptable and unacceptable behaviour.
- CCTV in place for external areas of the school in line with CCTV policy – CCTV can be used as evidence in behaviour matters.

At Holywell, allegations of child-on-child abuse will be recorded, investigated and dealt with.

How is child-on-child abuse investigated at Holywell?

When a concern regarding child-on-child abuse is raised, a DSL will be made aware.
The DSL team will meet to discuss who will investigate.
An investigation will take place and this will be fed-back to the DSL team. This will be recorded on CPOMS, if necessary.

What will happen following the investigation?

The DSL team will decide if further action is required
The DSL team will decide if the behaviour policy or anti-bullying policy needs to be utilised for the behaviours seen.
After-care will be put in place using the school's pastoral systems for the victim(s) and, if necessary, for the perpetrator(s).

Important note for staff:

If any adult has a concern regarding child-on-child abuse they must act by making a DSL aware immediately.

Appendix 1a: On *informal* Report (not shared with parents)

_____'s Daily Report
Week Commencing: _____

Report Number:

DAY	Tutorial/ Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Lesson 4	Lesson 5	Comments
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Key	Rule	Focus
Expected / Not Expected	3 or more sad faces in a day = missed lunchtime the following day	

_____'s Daily Tracker
Week Commencing: _____

Tracker Number:

Monday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Total 1	Lunch	Lesson 5	Lesson 6	Total 2
Score										
Comment if needed										
Tuesday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Total 1	Lunch	Lesson 5	Lesson 6	Total 2
Score										
Comment if Needed										
Wednesday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Total 1	Lunch	Lesson 5	Lesson 6	Total 2
Score										
Comment if Needed										
Thursday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Total 1	Lunch	Lesson 5	Lesson 6	Total 2
Score										
Comment if Needed										
Friday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Total 1	Lunch	Lesson 5	Lesson 6	Total 2
Score										
Comment if needed										

SCORES

0 = Moved to blue/SLT call

1 = Reminders needed

2 = At the expected standard

3 = Gold behaviour

Total 1:

Rewards: If xxx scores 9+ points, they will get 2 E-**Praise Points**

Total 2:

Rewards: If xxx scores 5+ points, they will get 2 E-**Praise Points**

Appendix 1b: On *formal* Report (shared with parents)

Xxx's Daily Tracker - Week Commencing: xx/xx/xx

Tracker 1

Monday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Total
Score									
Comment if needed									
Tuesday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Total
Score									
Comment if Needed									
Wednesday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Total
Score									
Comment if Needed									
Thursday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Total
Score									
Comment if Needed									
Friday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Total
Score									
Comment if needed									

Score Key

0 = Moved to blue/SLT call	2 = At the expected standard
1 = Reminders needed	3 = Gold behaviour

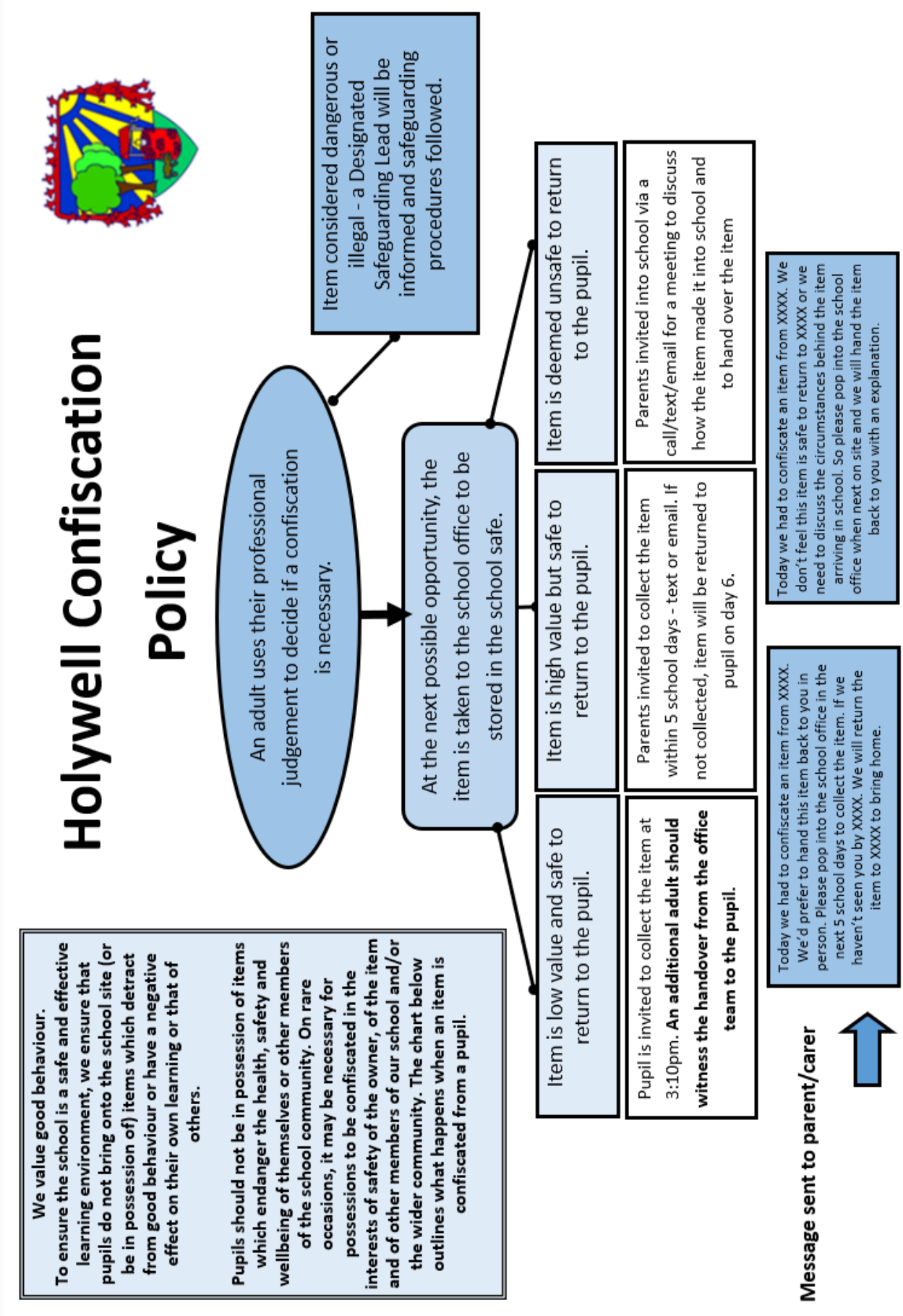
Total:

Reward: If xxx scores 16+ points, they will get 3 E-**Praise Points**

A score below 10 = Missed Lunchtime the following day!

A scanned copy must be e-mailed to parents at the end of each day!

Appendix 2: Confiscation Procedure



Holywell Primary and Nursery School

Behaviour Policy Supporting Children with Additional Needs

Supporting pupils with additional needs

At Holywell, our approach is built on the principle that behaviour is communication, and that a child's behaviour may be a sign that they are upset or that something is not right. We will always seek to understand. Feeling safe, secure and heard are vital prerequisites to learning.

All pupils have access to Nurture Support available at Holywell. The first avenue of Nurture Support is from a member of staff, usually the Learning Support Assistant, that works with the child. This is an informal level of support. If this support is not successful, or the concern requires more intensive support, then the child will access the formal Nurture Pathways.

Our Approach to Nurture is tiered:

- Nurture - Pathway 1 - In class time with known LSA
- Nurture - Pathway 2 - Intervention with Pastoral Lead
- Nurture - Pathway 3 - Tailored Thrive Intervention
- Nurture - Pathway 4 - External Support

Nurture Support

Nurture support is offered to children experiencing difficulties with engaging in everyday school routines. The relationships established between children and their key adults are used to help remove barriers to learning and promote pupil's sense of safety and belonging in school. To support our Nurture Provision, the school has a dedicated space known as The Rainbow Room which is accessed by children requiring additional support at all times of the day, including before school. We also have an EYFS sensory space to help regulate children through sensory stimulation.

Thrive Support

Thrive is a holistic approach to support the social and emotional development of children and young people. At the heart of Thrive, is the knowledge and understanding that behaviour represents a form of communication and an expression of underlying needs. The Thrive approach is preventative and reparative, supporting individual needs through connection and positive relational reinforcement.

Pupils needing a little extra targeted help are identified in the screening process and are supported by our Licensed Thrive Practitioner. Thrive intervention support is delivered through tailored and action planned 1:1 or small group sessions. At this stage a letter is sent home to obtain parent/carer consent.

External Professional Support

Some children require professional intervention. In these circumstances, we help to source and facilitate external practitioners specific to the needs of the child. Such interventions include Living Well Consortium, Reach for Wellbeing, Melo, bereavement and other forms of counselling and the School Nurse.

Pastoral Support

All families face challenges from time to time and may require support to help overcome these difficulties. Sometimes, family challenges can impact upon the behaviour or the emotional well-being of the child and, sometimes, this can be reflected in school attendance.
We help families access a range of support measures such as cost of living, food banks, holiday clubs, Family Hubs and targeted support for specific identified needs (including mental health).
We work with families referring them into Early Help services and supporting them with Early help assessments and the review process.

Holywell Primary and Nursery School

Behaviour Policy

Anti-Bullying

Anti-Bullying at Holywell

School vision

Every child known, happy and learning.
Every adult positive, nurturing and skilled.
Every lesson inclusive, purposeful and engaging.

Statement of intent

At Holywell Primary and Nursery School, we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. We know that it can happen here. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell any member of staff.

Context

Over time, there have been very few reported incidences of bullying in our school and we are proud of this. We are committed to keeping the incidents of bullying to as close to zero as possible by working proactively, through the delivery of our curriculum and in the relationships that we build with children - but we must acknowledge that bullying does exist and, if it does occur at our school, then we act to deal with it.

The aim of this policy

The aim of this policy is to ensure that all staff, governors, parents and children know what bullying is and the measures in place in our school to eradicate any instances of bullying that may arise and the role that has to play in eradicating instances of bullying from our school.

A working definition

Often there is confusion as to what bullying is. Some people make the mistake of thinking that a one-off incident of name calling, for example, constitutes bullying.

Holywell Primary School & Nursery considers that bullying is deliberate behaviour, repeated over a period of time, which makes another person feel threatened, intimidated, distressed, hurt or upset and there is an imbalance of power present (e.g. 2 on 1, older on younger…)

Types of bullying

Bullying does not always have to be physical violence. It can take many forms, for example:

⇒ **Emotional:** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

⇒ **Physical**: Pushing, kicking, hitting, punching or any use of violence ⇒ Racist: Racial taunts, graffiti, gestures

⇒ **Sexual**: Unwanted physical contact or sexually abusive comments Homophobic: Because of, or focussing on the issue of sexuality

⇒ **Verbal**: Name-calling, sarcasm, spreading rumours, teasing, intimidation

⇒ **Cyber**: All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities Indirect: Excluding from groups, spreading rumours

⇒ **Indirect**: Excluding from groups, spreading rumours

Possible signs of bullying

School will always take parental concerns of possible bullying seriously.

Parents can help the school by familiarising themselves with the possible signs of bullying. Isolated incidents do not constitute bullying

If an incident does not form part of an ongoing issue, then the normal behavioural response will be followed. If there is evidence of several incidents over time, then an investigation will be carried out by a member of the senior leadership team.

School and parents should be aware of these possible signs of bullying:

- is frightened of walking to or from school changes their usual routine is unwilling to go to school (school phobic)
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has dinner or other foods which “go missing”
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- work becomes erratic and standards fall
- becomes isolated on the playground

It is important to recognise that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be reported to school - either to the class teacher, or to a member of the senior leadership team.

Anti-bullying measures

This is a summary of the school's measures to counteract bullying, in terms of prevention and response:

Anti-bullying measures at Holywell	
Pro-active	**Reactive**
Relationships and supervision	**Reporting**
Curriculum	**Investigation**
Assemblies	**Care for the victim**
Regular reminders of the school rules and behaviour expectations.	**Sanction for the perpetrator**

Pro-active Measures

Relationships

The staff in our school, must, at all times be vigilant in observing what is going on around them. If they see anything which they believe to be concerning - including bullying - then they have a duty to act in accordance with the school's policy and procedures. All concerns are logged using the CPOMS system.

All members of staff nurture positive relationships with pupils and between pupils. This ethos permeates all we do. Learning is made fun and engaging. Mutual respect is cultivated and reinforced, and where treatment of each other is not appropriate, this is challenged quickly and children are given chance to reflect and learn.

In addition to developing and nurturing relationships with children, our staff aim to build and maintain strong relationships with parents and families. Teachers communicate with parents at the classroom door, or, in some cases, via communication books.

Curriculum

Concepts and themes of kindness, care, respect, empathy, understanding and tolerance are woven throughout our curriculum. Below are just some examples:

- PSHE Education/RE: healthy relationships, emotional literacy and inclusion
- English: empathy, character and voice
- RE: belief systems, reflection and identity
- PE: teamwork, perseverance and wellbeing
- History: equality, justice and change
- Computing: online safety and digital citizenship

Assemblies

Our assemblies address a range of themes throughout the year which relate to our school rules and expectations. We look at the work and achievements of significant people, address concepts such as discrimination and prejudice and explore British Values.

Regular Reminders

Our school rules are simple and memorable:

- **Be ready**
- **Be respectful**
- **Be safe**

Our children are reminded of these rules and our expectations regularly; in assemblies, in classrooms, the in the corridors, out on the playground and when out on visits.

Bullying is not respectful and is not tolerated.

Reactive measure 1: Reporting

If you are concerned, then do not hesitate to speak to a member of staff who will pass on your concerns to Senior Leaders. This can be done by phone to the school office or you can speak directly to a member of staff at drop off or collection time. The Senior Leader will consider the initial evidence and decide on the best course of action. This might mean a follow-up conversation with parents. The Senior Leader will decide on who is best placed to investigate the concern.

Reactive measure 2: Investigation

The Senior Leader will oversee an investigation. The designated person (usually a member of the senior leadership team) will first talk to the child who feels they are being bullied. Witnesses and the alleged perpetrator will be spoken to so that a clear picture can be ascertained. All information will be considered carefully.

Reactive measure 3: Care for the victim

If it is clear that the victim has been treated unkindly - whether it is judged to be bullying, or a single incident - has taken place, the first priority is ensuring that the victim is reassured that they are safe in school. This is done by:

- Talking to the child and making sure they know who they can talk to if they are worried in school
- Talking to the friends of the child and asking that they take care of them on the playground and report any incidents they see
- Making all staff aware of the situation using the CPOMS system, so that they can monitor the child when on the playground
- Offering a daily slot where the child is withdrawn from their class by a trusted adult, near to the end of the day to discuss how the day has been for them and to maintain a daily log together of their day at school. At Holywell, we call this a ‘check-in’.

Reactive measure 4: Sanction for the perpetrator

Firstly, it will be decided by the Head of School - after receiving a report from the designated person - if they believe there are repeated incidents that constitute bullying.

If there is uncertainty, the school can put in place a period of more intense monitoring to gather further evidence that might help make a decision.

If this is **NOT** proven to be the case, then the school will use usual behaviour sanctions (see Behaviour Policy) to deal with the matter. The perpetrators will, however, be warned as to how their actions have made the 'victim' feel and the risk they are taking in terms of being treated as 'bullies' in the next instance.

If evidence suggests that bullying has occurred, the following sanctions will be put in place.

First offence:

If it is believed that bullying has occurred after a full investigation, then the bullies will be isolated (formal reflection) within school for a period of up to 3 days in another class/office space, their parents will be informed in a meeting and the incident will be kept on file for future reference.

Second offence:

If it is believed that bullying has occurred after a full investigation, then the bullies will be suspended from school for a fixed term of 1 day. Their parents will be informed in a meeting and the incident will be kept on their file for future reference.

Further offences:

If it is believed that bullying has occurred after a full investigation, then the bullies will be suspended from school for a fixed term of 3 days. Their parents will be informed in a meeting and the incident will be kept on their file for future reference.

Repeat offenders:

If it is believed that bullying has occurred after a full investigation, then the bullies will be excluded from school permanently in line with the school's exclusions policy. (For further details, see school's exclusion policy).

Record keeping

When a bullying investigation has taken place, a record will be made on CPOMS, giving a summary of the concerns, the actions taken and the outcome of the investigation. This is to ensure that any future incidents can be dealt with appropriately, with the correct level of sanction.

This policy adheres to the principles under data protection law. For further information please review the school's Data Protection policy, published on the school's website

Holywell Primary and Nursery School

Cyberbullying Policy

At Holywell, we educate our children in the safe and appropriate use of technology and social media. This is carried out through our On-line Safety curriculum, assemblies, events such as Safer Internet Day and our PSHE /SRE curriculum.

We do know, however, that cyberbullying can and does happen.

What is cyberbullying?

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time.

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. (DFE)

However, the Senior Leadership Team may decide to apply behaviour consequences for off-site, online behaviour that involves other members of the school community. For example if a Holywell child has sent an inappropriate or unkind text message to another Holywell child, the SLT may work with parents to apply consequences when the pupil returns to school. Decisions regarding this will be made on a case-by-case basis.

In serious cases, for example those which involve a safeguarding concern, senior leaders may decide to inform the police. Parents will be informed if this is the case.

Where cyberbullying issues have been raised in school, the reactive measures and record keeping detailed in our **Anti-Bullying Policy** will be put in place.

This policy adheres to the principles under data protection law. For further information please review the school's Data Protection policy, published on the school's website.

Holywell Primary and Nursery School

Exclusions Policy

Holywell Exclusion Policy

This section of the policy is written in accordance with the DFE guidance entitled - 'Exclusion from maintained schools, academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion'

Key point:

This policy recognises that head teachers have the power to exclude violent or very disruptive pupils who prevent others learning, or who threaten the health and safety of themselves or others in the school.

Incident:

· Any adult witnessing- or being made aware of- a serious behaviour incident assesses the severity of the incident and, if necessary, escalates to the Executive Head, Head of School or the Deputy Headteacher. At this point, the decision to escalate should err on the side of caution.
· In the event of the Executive Head, Head of School or the Deputy Headteacher not being available, the next most senior teacher assumes responsibility for overseeing the investigation and any resultant suspension or exclusion.

Investigation:

· The Head of School designates a senior leader to carry out an investigation.
· All parties, both staff and pupils should be formally interviewed, establishing key facts.
· A record of what is said and the time and date of each formal interview should be made and uploaded on to the CPOMS system. Interviewees should not be coerced.
· Interviewees should be informed that their names might be used in statements of Evidence.

Evidence:

· All parties will be interviewed or asked to write down an account of the incident, whilst it is fresh in their minds.
· If parents appeal against the suspension/exclusion, the Head of School must provide them evidence on which the decision to exclude was made.

Decision

When establishing the facts in relation to an exclusion decision, the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Based on all the evidence, there are four courses of action that the Headteacher, (or Deputy Headteacher/Assistant Headteacher/Senior member of staff assuming responsibility for the decision) can take:

1. In-school sanctions
2. A suspension from lunchtimes
3. A suspension of less than 15 days
4. Permanent exclusion

Action 1: in-school sanctions

In this case, usual sanctions from the 'rewards and sanctions' section of this policy come into effect.

Action 2: a suspension from lunchtimes

Parents should be notified in person or by telephone explaining:

1. The reason for the suspension.
2. The steps that have been taken to avoid the suspension (e.g. protective measures taken)
3. When the child should be collected for the suspension to start, the length of the suspension and the date and the time that the pupil should return to school.

Without delay, a letter will be sent to the parents explaining:

1. the reason(s) for the suspension;

2. the period of a suspension;
3. parents' right to make representations about the suspension to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
4. how any representations should be made; and
5. where there is a legal requirement for the governing board to consider the suspension, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

If a child is suspended at lunchtime for less than five days, parents can make a representation in writing to the disciplinary committee. However, the disciplinary committee cannot reinstate the child in this instance. Parents do not have any right of appeal, but can make representation.

Action 3: suspension

Parents should be notified in person or by telephone explaining:

1. The reason for the suspension
2. The steps that have been taken to avoid the suspension (e.g. protective measures taken)
3. When the child should be collected for the suspension to start, the length of the suspension and the

date and the time that the pupil should return to school.

Without delay, a letter will be sent to the parents explaining:

1. the reason(s) for the suspension;
2. the period of a suspension;
3. parents' right to make representations about the exclusion to the governing board (in line with the

requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
4. how any representations should be made; and
5. where there is a legal requirement for the governing board to consider the suspension, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

If a child is suspended for less than five days parents can make a representation in writing to the disciplinary committee. However, the disciplinary committee cannot reinstate the child in this instance. Parents do not have any right of appeal, but can make representation.

Arrangements will be made with parents for how the child will be successfully re-integrated back into school. In most cases, this will include the provision of an Individual Behaviour Plan, in order to reduce the risk of further suspensions.

Action 4: permanent exclusion

A decision to exclude a pupil permanently will 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.

Please note:

It is our practice to ensure the Chair of Governors is informed of all suspensions and exclusions and these are recorded on the school data management console and CPOMS system.

This policy adheres to the principles under data protection law. For further information please review the school's Data Protection policy, published on the school's website.