

Hollin Primary School



Behaviour Support Policy

Introduction

At Hollin Primary School we aim to provide a safe and secure environment for everybody at our school

We aim to meet the needs and celebrate the achievements of all pupils.

We offer equal opportunities to all in the belief that Hollin children will take their places as valued, tolerant members of society.

The policy was originally developed through discussions with staff and children.

We have a policy because we need to guarantee:

- i) That all children will be safe while they are in our care.
- ii) That effective teaching and learning is taking place within school.

Staff identified three important elements to successful management of behaviour.

- 1) The need for clearly defined rules which are known accepted and acted upon by children, staff and parents.
- 2) The need for positive aspects of behaviour to be emphasised and celebrated.
- 3) The importance of working in partnership with parents.

Date: July 2023

Review: September 2024

AIMS OF THE BEHAVIOUR POLICY

At Hollin Primary School, everything we do is aimed at achieving a safe and secure environment.

We recognise behaviour is a manifestation of inner feelings. Our aim is to support children when they display challenging behaviours or make wrong choices. We remind our children that certain behaviours are not ok and in some cases non-negotiable.

If Incidents of challenging behaviour are recurrent we explore circumstantial or any underlying reasons that may be triggering this behaviour at home or at school.

For some children this means putting a behaviour support plan in place where proactive and reactive strategies are employed to help regulate children and encourage positive behaviour. They are bespoke to each individual child. Behaviour support plans are reviewed termly and children are discussed regularly by the Behaviour support team at caseload reviews.

All children are praised and rewarded for displaying positive behaviours and there is a culture of kindness and respect at our school.

Children are given reminders if they make the wrong choices whereas more persistent challenging behaviour results in consequences being served. This is reflection during what is usually social time. At this time restorative conversations occur.

Non-negotiable behaviours such as hurting others, persistent disruption of learning or damaging property results in a more serious consequence, where parents/ carers are informed and children have a more bespoke consequence which may result in time spent in another class or breakout area (supervised by SLT).

In extreme circumstances a fixed term suspension may be served. But this is only in the most severe of cases where chances and reminders have been ignored or a serious incident has occurred.

Permanent exclusion is the last resort for any school when all other efforts have been exhausted.

Most staff members at Hollin have engaged in emotion coach training. When children display big emotions staff must employ the following steps.

*See appendix A Guide to Emotion Coaching.

- 1) Be aware of the child's emotions (Do they need time to regulate?)
- 2) Connect with your child (this may not be immediate)
- 3) Listen to the child (They need to feel understood before they accept correction)
- 4) Empathise (Name feelings out loud)
- 5) Problem solve (When calm) Fix what went wrong where possible

We remind the children:

- 1) It is never ok to hurt others
- 2) Take 3 deep breaths or count to 10
- 3) Use my words to say how I feel and what I wish would happen
- 4) Ask for help to solve the problem
- 5) Take time to calm down

We recognise that children with special educational needs may need additional support to make the right choices.

We reach out to professionals when Children have SEMH needs and they can access services like Wellbeing Warriors, Mental Health Support Teams, CAMHS and the Fair Access Team.

In every case, each day, the children at Hollin are treated with an unconditional positive regard. Every day is a new one filled with new choices and chances to succeed.

Our policy has the following aims which can be set out as follows:

- 1) To keep children safe by ensuring that they follow instructions quickly and keep rules aimed at promoting safety.
- 2) To create the conditions whereby teachers can teach and children can learn. This will lead to higher standards.
- 3) To establish parents, and professionals, as our partners in promoting good behaviour, hard work and respect for other people.
- 4) To develop an environment where children engage in learning without disruption.
- 5) To promote a happy and safe environment with a culture of kindness.
- 6) To provide a structure which makes it clear to all parties that all children are treated equally.
- 7) To promote positive wellbeing and cultivate resilience which impacts directly on school attendance, academic outcomes, reduced suspensions and exclusions and longer term positive outcomes for children and young people.

RULES OF HOLLIN PRIMARY SCHOOL

Pupils and staff were all asked for their views of what should be included in our school rules.

To be a Hollin learner....

Always try your best (be ready to learn).
Respect everyone and everything (use kind words and kind hands and feet).
Be honest (always tell the truth).
Listen well to learn and have success.
Walk around school sensibly, safely and quietly.
Share and work together.

These rules are displayed in each classroom and around school.

Each class look at the rules in detail and decide which ones they need to focus on most within their class to improve behaviour.

In most cases where rules have been breached the child will be reminded of the fact by a teacher or teaching assistant.

It was also considered a good idea to have rules for assembly.

These are as follows.....

Good looking
Good listening
Quiet hands
Quiet feet
No talking

SYSTEM OF REWARDS AT HOLLIN PRIMARY SCHOOL

1. PRAISE

Hollin staff provide instant and positive verbal feedback (praise).

2. INDIVIDUAL STICKERS AND STAMPS

All staff teachers, teaching assistants and lunchtime staff have a variety of stickers for: good work, behaviour, manners etc... these are distributed regularly to those children who deserve them.

3. VISITS TO THE SENIOR MEMBER OF STAFF

All staff are encouraged to bring children, with their work, to the Headteacher, or any member of the leadership team. Children are rewarded with verbal praise and are rewarded with a "Special" sticker.

4. GOOD NEWS POSTCARDS

All staff have access to Good News Postcards. Staff can send these home for any purpose. They are to inform parents/carers of the good things that children have done.

5. SPECIAL CERTIFICATES

All staff have access to Star Reader, Well Done and Spelling Superstar certificates. They are to inform parents/carers of the good things that children have done.

6. HOUSE POINTS

This system is aimed at building a team spirit on a larger scale. Any member of staff within the school can award housepoints.

Hollin Primary School has four houses, Red, Green, Yellow and Blue.

Every child is allocated to one of them. House points are awarded for a variety of different reasons:

e.g. good behaviour, good work, good contribution to school life, being a good role model etc.

- The house with the most points each week is awarded the house point trophy in assembly on a Friday.
- The winner is displayed in school and on the school website.

7. GRADUATE ASSEMBLY

This is an award presented in Friday assembly to the children (one per class).

It is awarded by class staff for a variety of reasons (good work, good effort, good behaviour or a special contribution).

It is a special opportunity to reward the children who have worked hard that week.

8. CLASS REWARDS

A table or collective reward. Sometimes praise and rewards may be given for completing homework or reading activities.

SYSTEM OF CONSEQUENCES AND STRATEGIES AT HOLLIN PRIMARY SCHOOL

Our rewards are very important but it is vital that the school has a clearly understood system of consequences which are known and understood by all members of the school community.

In Early Years

Minutes lost or "time out" during getting busy/choosing time or specific work/activity given to the child instead of choosing activity.

In Key Stage 1

It is important that the consequence is given on the same day.

Minutes can be "lost" at morning play, lunchtime play or afternoon play.

The class teacher or teaching assistant would administer the loss of the minutes.

In Key Stage 2

Minutes can be "lost" at morning play or lunchtime play.

If minutes are given in the afternoon session, although not desirable, there may need to be a consequence the following day.

The class teacher or teaching assistant would administer the loss of the minutes.

1. Low Level Disruption

- Eye contact, a quiet reminder.
- Verbal reminder.
- The child's name is written on the board.
- Any repeat of this behaviour or something else unacceptable, a further cross would be added.
- The process would continue with each cross resulting in a minute of playtime/lunchtime lost.

Strategies

- Name on the board and crosses for additional reminders.
- Work in a different area of the classroom.
- Restorative conversation.
- Minutes of playtime/lunchtime lost.

2. An incident in the classroom or around school (there is no exhaustive list)

Strategies

- Finishing any incomplete work.
- Restorative conversation.
- Apology.
- Putting right any wrongs.

3. A more serious incident in the classroom or around school (there is no exhaustive list)

Strategies

- Restorative conversation.
- Apology.
- Putting right any wrongs.
- De-escalation strategies (Emotion Coaching)
- Class team/SLT would inform the parent about the incident (either by phone or by informing them at the end of the day)
- The child's parents would be informed in writing about the incident and may also be invited into school.
- At this stage, after school clubs and trips/visits could be withdrawn.

4. Ongoing Challenging Behaviours/Critical Incident

Strategies

- Restorative conversation.
- De-escalation strategies (Emotion Coaching)
- Positive Behaviour Support Plan
- At this stage, children could work in a set place in school.

This is the final stage before a fixed term suspension would be considered.

A child could be excluded from school for a set period because of;

- Physical assault against a pupil (PP)
- Physical assault against an adult (PA)
- Verbal abuse/threatening behaviour against a pupil (VP)
- Verbal abuse/threatening behaviour against an adult (VA)
- Bullying (BU)
- Racist abuse (RA)
- Sexual misconduct (SM)
- Drug and alcohol related (DA)
- Damage (DM)
- Theft (TH)
- Persistent disruptive behaviour (DB)
- Use or threat of use of an offensive weapon or prohibited item (OW)
- Abuse against sexual orientation and gender identity (LG)
- Abuse relating to disability (DS)
- Inappropriate use of social media or online technology (MT)
- Wilful and repeated transgression of protective measures in place to protect public health (PH)