

Behaviour and Anti-Bullying and Harassment Policy

This policy must be read alongside the following documents:

- DfE Behaviour in Schools guidance
- DfE School Suspensions and Permanent Exclusions guidance
- Safeguarding and Child Protection Policy
- E-Safety Policy
- SEND Policy
- Attendance Policy

Reviewed : November 2024

Rationale

Our behaviour management policy is simple, consistent and creates an atmosphere where children and adults feel safe, valued and are able to learn. It is based on the shared vision of our school which are embodied in our behaviour expectations.

Principles

- All members of the school community will be clear about the expected standard of pupils' behaviour
- Staff will model the behaviour they expect to see from children
- The school vision- BEST will be displayed clearly in classrooms and around school. Staff and children will know this well and work to it's philosophy.
- School rules will be displayed clearly in classrooms. Staff and children will know them well and adhere to them.
- Sanctions and rewards will be displayed clearly in each classroom and children will know them well.
- All staff have a responsibility to make sure that sanctions and rewards are applied consistently and fairly.
- All staff will follow the principles and practice of Assertive Discipline (outlined below)
- Outside providers e.g. music teachers should also be aware of our behaviour system and follow the principles and practice of this. This is so that all pupils have a consistent approach to the school's behaviour management.

Responsibilities

Senior Leadership Team

- Be around at the beginning and end of day and lunchtime
- Check movement around the school and coming in from playground
- Note behaviour outside school – educational visits and out of school hours
- Ensure building and classroom organisation contributes to good behaviour
- Praise good performance of staff and support staff to implement behaviour policy
- Take action to deal with staff who fail to follow behaviour policy
- Praise children for good behaviour and celebrate success and reward if appropriate with BEST points
- Monitor behaviour around school regularly, checking that praise, rewards and punishments are used effectively in line with Assertive Discipline and BEST
- Support staff to develop individual behaviour plans for pupils likely to misbehave and ensure that there is suitable support
- Build positive relationships with all parents

Teachers Behaviour Checklist

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the school vision- BEST in the class
- Have a system in place to follow through with all sanctions.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.
- Display the Behaviour Triangle and ensure all understand and follow

Pupils

- Know the names of children.
- Have a plan for children who have more difficulty on concentrating and therefore following the school's vision and rules
- Ensure other adults in the class know the plan.
- Understand pupils' individual needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing rather than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Outside providers

- Inform any outside providers about the school behaviour management system.
- Ensure providers know about pupils with special needs to enable pupils to achieve in lessons.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Success Criteria


The following are indicators that our behaviour policy is effective.

- Calm and orderly atmosphere
- Children are engaged in their lessons
- Children speak with good manners and respect for all
- All listen to each other
- All look after the school environment and have pride in their place of learning.
- Children showing their BEST
- Children achieving well
- Children managing and self-regulating their behaviour independently.

Rewards

BEST Points

Children are rewarded using a system called BEST. BEST points are given to recognise both achievements and positive attitudes to learning along with appropriate behaviour in and around school, showing that they are following the rules, respecting the school vision and making a positive contribution to the school / community / environment. The BEST system aims to motivate, achieve, reward and celebrate BEST throughout the academic year.













Working Together to be the BEST

- **Believe** in yourself
- **Be Enthusiastic** and **Engaged** in your learning
- **Stick** at it!
- **Targets:** know and achieve them, aspire to be the **BEST!**

Systematic Rewards

- Children are awarded BEST points; any member of staff can give a BEST point at any point in the day via Class DOJO for the following:

-  Believe in yourself
-  BEST Learning Behaviour
-  BEST Presentation
-  Brunch Munch BEST
-  Enthusiasm
-  Kindness
-  Stickability
-  Target achieved
-  Teamwork
-  Lunchtime BEST

- Children collect points via Class Dojo
- Once a BEST level has been achieved, children will be awarded a BEST badge and celebrated in BEST Assembly.

- Children are awarded badges when they reach the following number of points:
 - 50 - Bronze
 - 100 - Silver
 - 150 - Gold
 - 200 - Platinum
- Each BEST level should be recorded on the MIS system so parents can see this via the parent app.
- At the end of the half term those children who have achieved the highest scoring BEST level will visit the BEST Emporium to choose a reward and spend their points.
- The number of points gained will be part of the Headteacher's half termly review to ensure that rewards are achievable and are taking place.

BEST Assembly

Awards assembly will be held every week, alternating each week between the odd and the even year groups. In this assembly, children will be recognised for their hard work and determination to succeed through BEST certificates, (two per class).

Parents of children receiving BEST certificates in recognition of sustained contribution to doing their BEST will be invited to celebrate their child's achievement at the awards assembly. An invitation letter will be sent out to parents prior to the assembly. If parents are unable to make the assembly, they will be able to see their child's name and photo in that week's newsletter. The child will also have their BEST achievement recorded on the school's MIS system.

Assertive Discipline

At Holbrook Primary we follow Assertive Discipline. This is a structured, systematic approach to discipline in the classroom. It allows teachers to run an organised learning environment in the classroom. It is a system that rewards good behaviour and gives sanctions for poor behaviour.

Holbrook has a set of school rules that are taught at the start of each academic year.

Holbrook School Rules	
Follow instructions straight away	
Show good manners at all times	
Keep hands and feet to yourself	
Respect everyone's property	
Always stay in the correct teaching area	

Every day a pupil starts on a green card.

Should the school rules be broken, the following stages are followed

Stage 1 - Warning

If a child is behaving in an inappropriate manner, the following procedure occurs:

- They are reminded of the school rules.
- The child is asked which school rule they have broken.
- The child is reminded how they should behave
- The pupil is given a warning.

Stage 2 - Orange

If the child continues to behave in an inappropriate manner and another school rule is broken, they are reminded of the school rules for the 2nd time, the procedure outlined in stage 1 is followed. The pupil is given their second warning. They change their card from green to orange. This will be recorded on MIS behaviour package by the class teacher or supporting adult in the classroom.

Stage 3 – Red

If another school rule is broken they are reminded of the school rules for the 3rd time, the procedure outlined in stage 1 is followed. The pupil changes their card from orange to red

- If a red card is given before playtime, 10 minutes of the start of playtime is missed, the child can then go out for the last 5 minutes'
- If a red card is issued after playtime, before lunch, 10 minutes of lunchtime is missed.
- If a red card is issued after lunch before home time, 10 minutes of the following playtime is missed the next day.

This will be recorded on the MIS behaviour package by the class teacher or supporting adult in the classroom.

Stage 4 – Red Plus

If another school rule is broken they are reminded of the school rules for the 4th time, the procedure outlined in stage 1 is followed. Their card remains red and they go to their partner class for 15 minutes “time out.”

Nursery	Reception
1F	2F
1DR	2F
1L	2J
3P	4MC
3R	4FC
3H	4T
5D	6G
5E	6R
5H	6S

Parents should be informed that their child has reached this stage by speaking to the parent face to face or phone call by the class teacher, the teacher sanctioning, the Learning Mentor or the Deputy Head Teacher. This should then be recorded on MIS system.

Stage 5 – Red Plus Plus

If another school rule is broken, they are reminded of the school rules for the 5th time. The procedure outlined in stage 1 is followed.

Their card remains red and the pupil should go to the Deputy Head for appropriate “time out” minimum 15 minutes. This will be recorded on the MIS behaviour package by the class teacher or supporting adult in the classroom. Parents will be informed that their child has reached this stage.

Stage 6 – Internal Exclusion.

If another school rule is broken, pupils go to the Deputy Head teacher who can escalate to the Head teacher if appropriate. The pupil should remain with the senior member of staff for what is deemed an appropriate amount of time dependent on the persistent disruptive behaviour and is classed as an internal exclusion. If appropriate, this may be extended to the following day or part of. This will be recorded on the MIS behaviour package and if the child is on the vulnerable list, the incident must also be recorded on C-POMs. Parents must be informed. Possible behaviour intervention may be implemented.

If a child persistently displays low level disruptive behaviour and is consistently receiving orange or red cards, parents should be made aware by either the class teacher, Learning Mentor or Deputy Head Teacher.

Individual Behaviour Chart

In some circumstances a behaviour chart should be put in place to support and reinforce expected behaviour at Holbrook if it is deemed necessary. This should be shared with parents, monitored closely and continued until improvements are made.

This will be recorded on the MIS behaviour package by the class teacher or teacher sanctioning action or a member of the year group team. The behaviour chart at the end of each week given to the learning mentor to record on safeguarding platform.

An inclusive approach

In order to support all children, including those with SEND or who are otherwise vulnerable, staff will make reasonable adjustments to the approaches and procedures set out in this policy.

All staff will always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.

We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:

- an assessment to establish a clear analysis of the pupil's needs
- a plan setting out how the pupil will be supported
- the required action to provide the support
- regular reviews to assess the effectiveness of the provision and identify any necessary changes

We consider a pupil's special educational needs when responding to behaviour and the need for multi-agency assessments will be considered where necessary.

Recording

- Staff will record orange cards upwards on the Behaviour Log located in the MIS system.
- SLT with the learning mentors, will review the Behaviour Log weekly and where concerns arise, parents will be asked to visit the school and discuss ways of improving the behaviour of the pupil.
- The number of card changes will be part of the Headteacher's half termly review to consider behaviour and movement towards independence from all pupils and therefore outstanding discipline across the school.
- All incidents of bullying, including online, prejudiced and/or discriminatory behaviour (including online) and sexual violence/sexual harassment (including online) are recorded in a separate incident log as well as on CPOMS – the school's safeguarding platform. This log is reviewed weekly by SLT and learning mentors, and support is provided for both victims and perpetrators on a case-by-case basis.

Extreme Behaviour

- Any incidents of extreme behaviour, including extreme violence, defiance, bullying, cyber bullying, prejudice-based and discriminatory behaviour, should be treated on an individual basis.
- Children who have individual needs such as ADHD or ASD will have their own behaviour plan if necessary.
- It may be appropriate to call for help from LMs or SLT using walkie talkies provided.
- Children who need positive handling or restraint must be supported using the Team Teach approach.

Bullying - Procedures

- The incident is recorded in the Incident Log along with action taken in line with school policy to support both victim and perpetrator. This includes regular check-ins with all parties over an extended period of time.
- For the first incident of this nature, the pupil is given a warning.

- If a second incident occurs, it is recorded and parents / carers of all parties are informed.
- If a third incident occurs, parents of all parties are informed and invited into school to discuss next steps.
- Continued serious misbehaviour at this level may result in suspension from school, including lunchtime suspensions if deemed appropriate.
- If a child is suspended from school, they will be set work which should be completed during the period of suspension. On return to school, a re-integration meeting will be held with pupil and parents where clear expectations of behaviour are set.
- Support is provided from learning mentors to support both victim(s) and perpetrator(s).

Use of Suspension and Exclusion

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The decision to suspend or exclude a pupil is a serious one and will only be taken in response to serious or persistent breaches of the behaviour policy, and if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or exclusion were provoked
- allow the pupil to give their version of events
- consider if the pupil has special educational needs or disability (SEND).

Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

To ensure that a child receives the correct support and protection during a suspension or permanent exclusion, it is important that those responsible for their care are promptly informed when exclusions occur or there is a risk of them occurring. As well as communicating with the child where relevant throughout the exclusion process, school must inform parents, social workers, VSH, local authorities, and governing boards without delay.

Please refer to [Dfe guidance](#) for further information.