

## Behaviour Policy at Holland Haven Primary School

### Policy Rationale

Our behaviour policy has been designed to ensure that all pupils can succeed in their learning through accessing the curriculum in a positive, safe learning environment. Our approach is based upon consideration, care and respect for other people, property and the school. We understand that a well-behaved school with high-quality teaching and learning, a caring, nurturing atmosphere and the support of parents/carers, is vital for children to have the opportunity to achieve their potential. We believe that effective communication and relationships between teacher, pupil and home are of great importance in influencing pupil behaviour. Our policy reflects our positive, consistent approach, high expectations and the importance we attach to developing values such as a sense of worth, tolerance, responsibility, honesty, politeness and independence.

### Aims and beliefs

We aim to foster a positive and consistent approach to the management of behaviour in order for pupils to become secure, responsible and increasingly independent members of the school community. The primary aim of this policy is not to simply provide a system to enforce rules, but to promote healthy relationships, teach self-regulation and create a calm and purposeful environment where successful learning can take place.

Our core beliefs at Holland Haven Primary School are:

- All pupils can achieve appropriate, positive behaviour if systems are consistently and effectively deployed (where needed, holistic and personalised, for example, the intervention of a Behaviour Plan, One Plan /Provision Plan (SEND) and/or pastoral support).
- A firm and fair, clear, positive system of rewards and consequences celebrates success and promotes children's self-esteem enabling pupils to achieve in all aspects of school-life.

### Principles

Holland Haven Primary School is committed to creating a positive, safe learning environment in which all members of the school community work together effectively to enable *all* pupils to learn.

- ❖ Positive relationships and teamwork are promoted.
- ❖ All staff model effective social skills and mutual respect to one another at all times, teaching children how to build positive relationships and to understand appropriate behaviour and responsibility within the school community.
- ❖ Partnership with parents/carers is essential and valued.
- ❖ Values and attitudes are developed through the curriculum in order to promote responsible behaviour, self-discipline, and respect (for oneself, others and the world around us).
- ❖ All staff focus on pupils' behaviour and reinforce the school rules in a consistent, positive way.
- ❖ Social and emotional development of all pupils is promoted:
- ❖ Pupil self-esteem and creativity is nurtured, each pupil valued and helped to develop their self confidence.
- ❖ Pupils are helped to develop problem-solving strategies such as negotiation and compromise that develop empathy and the necessary skills to resolve and repair differences or conflict.

## A Positive Whole-School Approach

Holland Haven Primary School has adopted the key principles of the Golden Time approach to behaviour management. We follow a system of **Golden Rules and Core Values** which are displayed in every classroom. All the pupils who demonstrate positive behaviour - making the right choices in-line with school expectations, pro-social behaviour, learning attributes - are represented on the Golden Sun/Star in each classroom. To reinforce positive behaviours, those pupils who have followed the rules all week participate in a twenty minute session of '**Golden Time**' and receive a **gold star** at the end of the week. This is a simple strategy to communicate effectively with parents/carers in order to influence behaviour and praise the majority. If a rule is broken, reminders are given. If the pupil continues to display this behaviour 'Golden Time' can be lost. An additional staggered consequences and reward system is also in place to reinforce behaviour. If five (or more) minutes of Golden Time are lost, a '**note home**' is sent out and details of the behaviours shared with parents/carers. There are three notes homes in total with staggered consequences. If the 'note home' does not positively affect the pupil's behaviour and therefore the following week another note-home is required, a behaviour plan is considered. Behaviour Plans are introduced and signed by parents/carers and pupil. (In KS2 there is also a specific system for **name-calling**; pupils are added to a list and spoken to by the Deputy/Headteacher. If this occurs three times in a term, pupils miss a lunchtime and receive a name-calling note-home to parents). A **visual reward system** operates alongside the 'minutes off' system in every classroom. The pupils are part of a themed team (for example different Roman Emperors all compete to earn 'gold' for their team). Pupils can earn '**crystals**' to add to their class tube from any adult in the school for any positive behaviour; for example, effort in their learning, attitude, high quality of work. Thinking skills are also used to promote learning behaviours. The team with the most crystals each term, participate in an extracurricular activity such as gardening, musical theatre or cooking. Every pupil who has maintained consistently high behaviour - lost less than 5 minutes across a term, or if on a behaviour plan, hasn't triggered any 'wipe-outs' across a term - also participates in an additional fun activity at the end of the term and/or receives a certificate (e.g. beach schools session, or a picnic on Hadley Hills). (See Implementation and Appendices for details and resources). In addition, motivational incentives are in place for areas of the curriculum such as homework (homework stars), reading (AR word-count) and Maths (My Maths).

<b>Golden Rules</b>	<b>Core Values</b>	<b>Thinking Skills</b>
<i>Be gentle</i>	<b>Respect</b> <b>Effort</b> <b>Attitude</b> <b>Co-operation</b> <b>Honesty</b>	Perseverance (Percy Spider)
<i>Be kind and helpful</i>		Creativity (Creation Unicorn)
<i>Work hard</i>		Planning (Planner Giraffe)
<i>Look after property</i>		Reasoning (Wisdom Owl)
<i>Listen to people</i>		Memory (Memo Elephant)
<i>Be honest</i>		+ Learning Bug and Yeti
		(active participation and not there yet!)

### **Behaviour Management Strategies**

A de-escalation approach is adopted in pupil-adult and pupil-pupil interaction. Pupils are given time to reflect. Timers are used to set time-limits for expectations. A range of positive behaviour management strategies are deployed: positive whole-class praise (such as proximal praise and showing exemplars) remembering 5 positives to 1 negative. Quiet, specific reminders to individual pupils regarding behaviour, and assumed compliance (thank you rather than please, walk away and without looking back). Start each lesson/day afresh. Give pupils choices to make with clear expectations for each, then see through the consequences consistently. See Behaviour Tips in the appendices for more practical ideas.

## **Teaching Pupils to Self-Regulate**

### **Learning Culture**

A culture for learning is created using the golden rules, core value and thinking skills; this promotes a '*growth mindset*' - 'not there yet' instead of 'I can't do it' and develops *pupils' metacognition*: awareness and understanding of one's own thought processes. There are regular opportunities for pupils to take ownership of their learning: classroom monitor roles, self/peer assessment and mentoring, evaluation techniques, and *collaborative learning structures* such as Rally Coach.

### **Emotional Intelligence**

In each class there is a 'zones of regulation' visual display to support pupils' understanding of how they are feeling and their ability to express it; emotional intelligence. In all classes there are worry boxes - or substitutes, such as 'worry muncher' cuddly toys - for pupils to use when they have a concern that they would like to express confidentially. Staff check the worry boxes regularly and address the issues.

### **Playground Friends and Play-leaders**

Children in each phase are given the opportunity to undertake 'Playground Friend' training. This enables them to solve low level disputes, befriend children experiencing difficulties in the playground and facilitating the friendships of other children. Pupils will also oversee the Lower School Toy Shed. Each day there are two members of staff leading playground activities. This provides alternative structured, focused activities to free-play, and teachers can select pupils they feel would benefit from this time of activity as a supportive intervention to help behaviour at play and lunch-times. Play facilitators are based in Hadley Hills at lunchtime to develop pupils' skills in creative, physical play and interaction, and risk-benefit management.

### **Learning Outside the Classroom**

Holland Haven Primary School has an on-site area that comprises of Hadley Woods and Hadley Hills. Each class participates in 'Forest Schools' sessions regularly at Holland Haven - at least once a month; this is an educational approach to outdoor developmental play and learning. The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences. By participating in engaging, motivating and achievable tasks and activities in a woodland environment each participant has an opportunity to develop intrinsic motivation, sound emotional and social skills. These, through self awareness, can be developed to reach personal potential. This practice develops understanding of the world, the environment and everything within it through the use of emotions, imagination and senses.

Forest Schools aims to develop and facilitate:

- Self awareness
- Self regulation
- Intrinsic motivation
- Empathy
- Communication skills
- Independence
- Thinking Skills

Hadley Hills is used daily at lunchtime and involves many loose parts; loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. Loose parts can be used alone or combined with other materials.

### Why Loose Parts?

Child-play experts and playscape designers use loose parts because there are many reasons why learning spaces should include them:

- Loose parts encourage creativity, problem-solving and imagination
- Loose parts develop skill and competence
- Loose parts encourage open-ended, child-led learning and can bring the curriculum to life

In addition to individual Forest Schools sessions or Hadley Hills play, learning outside the classroom is encouraged to facilitate learning throughout the curriculum - academically, physically or emotionally. It is recognised that there are learning opportunities throughout the school day, as well as in discrete lessons.

### Learning Mentor and Family Liaison Worker

The learning mentor and family liaison worker liaise with teaching staff and families to identify pupils - and the wider family - who would benefit from additional pastoral support. This provision includes mentoring to build self-esteem, confidence and assertiveness, therapy: art/drama/music or play, exploring effective parenting strategies and skills, smart thinking to help pupils learn to regulate their emotions and referring pupils to the appropriate professionals. The learning mentor and family liaison worker are based in the school's 'Rainbow Room'. This room includes a soft-cushioned area where pupils can take time-out when needed. (The learning mentor also works closely with NHS nurses and an attendance company in order to minimise barriers to learning).

### Praise/feedback

When praise is given, by any member of staff, it is Meaningful, related to Effort, Specific, involve a Strategy, have a clear reason: Y (Why)? This develops an intrinsic motivation for success.

### School Pets

The school has two guinea pigs and a nurture dog; pupils take responsibility for caring for these animals; feeding, walking, playing and cleaning the cage/kennel. All animals visit classes to support the relevant aspects of the curriculum, for example, PSHE, science or a literacy non-fiction information unit. They are also used one-one with pupils as part of the de-escalation process or as a pastoral intervention to support pupils to build emotional resilience, confidence or reduce anxiety.

## **Challenging or Concerning Behaviour**

### Cause for Concern

If a pupil's well-being declines, or a pupil makes a disclosure, all staff follow the school procedure of recording the concern and then passing it onto one of the designated safeguarding team: the Headteacher (Designated Safeguarding Lead) and the Deputy Headteacher (Deputy Designated Safeguarding Lead) are supported by the SENCo and in-house Learning Mentor.

Each class has a '**red triangle**' which an adult sends with a reliable pupil to the offices if they are in a dangerous situation and need another member of staff; the adult may be ill, an accident may have occurred or a pupil's behaviour could be endangering others. The 'red triangle' alerts other members of staff - preferably senior member of staff if available - to the situation so they can come immediately to the classroom and take appropriate actions.

### **Persistent and Serious Behaviour**

If the staggered consequences - notes home - are needed consecutively for the same pupil within a half-term, an **individualised behaviour plan** could be required for this pupil. **Within these pupils**, those who have experienced trauma or have a specific neurological disorder such as autism, may need **complex emotional wellbeing and mental health support**. They may require specific targets, pastoral interventions and an adapted timetable, with support, to enable them to cope and access the school day in mainstream education. In this case, the class-teacher, pupil, parents and SENCo develop this plan in partnership with the child and relevant external professionals. Where appropriate, adults keep a walkie-talkie with them in order to communicate with the learning mentor, SENCo, Deputy and Headteacher. (Also see the school's **Anti-Bullying policy** and **Exclusion Policy**).

### **Use of reasonable force for physical restraint**

It is hoped that most situations can be anticipated and the use of restraint avoided through clear choices being given or the use of strategies outlined in a child's Risk Management Plan / Provision Plan / One Plan. It is generally preferable to isolate the child by removing the other children from the situation, where possible. In such situations the class teacher should use the red triangle emergency card to summon support from another nearby adult. All members of staff may use reasonable force to remove/restrain a child if the situation is an emergency and the safety of the child their self or other children or adults is in jeopardy. All such incidents are recorded on Behaviour Analysis sheets and there is a legal requirement the physical intervention is documented. Parents are informed of the incident. A follow-up risk assessment is then carried out, in partnership with parents/carers to determine if the pupil requires an Individual Handling Plan, For further details see the school's **Physical Intervention Policy** and **Statement on the use of Physical Interventions** - includes guidelines on touch).

### **Additional strategies to promote positive learning behaviours**

#### **Safeguarding throughout the curriculum**

Pupils are taught to stay safe through anti-bullying awareness workshops and roadshows, a risk-benefit culture which includes equipping pupils to take reasonable risks online when accessing age-appropriate material (E-Safety training linked to CEOP), Personal Social Citizenship Health Education (PSCHE) lessons, Philosophy for Children (P4C) and Social, Moral, Spiritual and Cultural (SMSC) themed-assemblies and links throughout school-life which value the British Core Values and prepare pupils for life in Modern Britain.

#### **Golden Assembly and Achievement Pages on the school website**

Each week ends with a whole school assembly which celebrates pupils' achievements. Children may be nominated for an award by their teacher or by other members of the school community, including the children themselves. This celebration includes extra-curricular achievements such as sports competitions and musical accomplishments, and recognises learning attributes such as effort as well as academic outcomes. The Golden Award winners' photos are added to the Achievement Display in the school reception area and displayed on the Achievement Page on the school website. Sports Pages reflect the success of school teams.

#### **Olly and Holly - Attendance and Punctuality Bears**

Each week, in assembly, the class with the best punctuality (8.50am) and the class with the highest attendance, is recognised and celebrated! The winning class has bears Olly or Holly join them for the week! This encourages pupils to be punctual and attend school daily, as much as possible.

#### **Health and Wellbeing Group**

HH Health and Wellbeing Group consists of a member of the SLT, a governor, Senior MDA or Learning Mentor, and the chair and vice of the school council. This group works within the Healthy Schools Enhanced Model framework on initiatives and issues.

### **School Council and Prefects**

The School Council and Prefects meet regularly with a lead member of staff. Two representatives from each class - excluding Reception classes - form the school council, and twelve Yr 6 pupils are chosen as prefects. The school council members are chosen by class peers and the prefects by staff. The aim of the School Council is to teach pupils about the system of democracy and citizenship and to involve children in the ethos of the school linked to the British Core Values. Each class has regular Class Council meetings so that all children have an opportunity to voice their views, not only to contribute to the school agenda - including pupil-voice on learning - but also to address class issues. Each month the pupils are involved in a pupil perception question, a fund-raiser and a school project/issue. The councillors and prefects are there to role-model to the other pupils. The prefects undertake specific jobs such as running the KS2 toy shed, reading out the Golden Awards in Golden Assemblies, settling Reception pupils in the Autumn Term and sorting the post-box at Christmas. Members of staff and governors are invited to attend both school council and prefect meetings as appropriate.

### **Learning Warriors**

Pupils who display qualities in each of the core values: respect, effort, attitude, co-operation and honesty achieve learning warrior status from smiley-platinum; this is progressive and age-appropriate.

### **Beach Hut Houses**

Each class is part of a cross-phase Beach Hut House: green, blue or red. The houses are run by phase leaders and each house meets weekly for either an assembly to share learning, or peer-reading. A Beach Hut display of each class photo is in the school reception.

### **Multi-Cultural Links and Best of British Week**

Every year, pupils participate in a Language and Culture Week or a Best of British Week. Both events allow our pupils new experiences with best of British Week particularly celebrating British values, history, music and culture. Holland Haven Primary School had a formal global-link with a school in Kumasi, Ghana, facilitated by the British Council; staff completed exchange visits and a global curriculum was established. Although the partnership has no current funding, the school aim to sustain the link through assemblies, SMSC and Geography curriculum links.

Global Learning aims to develop pupils who:

- Are aware of the wider world and have a sense of their own role as a world citizen;
- Respects and value diversity;
- Are willing to act to make the world a more equitable and sustainable place;
- Takes responsibility for their actions.

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