



# Behaviour Policy

<b>Date Ratified</b>	<b>January 2020</b>	<b>Next Review</b>	<b>January 2021</b>
<b>Governor Link</b>	<b>Mrs Kirstie Stroud</b>		
<b>Staff Link</b>	<b><u>Assistant Headteacher: Inclusion Lead: SLT</u></b> <b>Ms Skeve Constantinou</b> <a href="mailto:pconstantinou@hollickwood.barnet.sch.uk">pconstantinou@hollickwood.barnet.sch.uk</a> TEL: 020 8883 6880		

## **Introduction**

Hollickwood School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We believe that a happy, engaged learner demonstrates positive behaviours, where they are responsible and self-reflective.

## **Ethos and Vision**

Our ethos and vision is of a school where all succeed. Where all feel included and welcome. Where high expectations are shared and communicated. Where inquiry, innovation, independent thought and risk taking are valued. Where diversity is celebrated. Where respect for self, others and the environment are central to life in school. Where all have a voice and a share in the success of all.

## **Hollickwood Core Values**

Our approach to behaviour is based on developing the following attributes in all members of our community

- Respect
- Responsibility for self and others
- Positive self-esteem
- A problem solving approach
- Self-discipline

## **Aims**

We are committed to:

- Promoting desired behaviour that facilitates learning
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Providing an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community
- Praising and rewarding good behaviour
- Taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour
- Challenging discriminatory language and behaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment for all members of the school community
- Encouraging positive relationships with parents/carers/guardians
- Developing relationships with our children to enable early intervention
- A shared approach which involves children in the implementation of the Hollickwood's policy and associated procedures
- Providing clarity and guidance on approaches to supporting children's behaviour
- Promoting a culture of praise and encouragement in which all children can achieve

## **Hollickwood School Rules-The Hollickwood Code**

We have three very simple rules that guide behaviour. These easy to remember rules were put together by the school council and are collectively known as the 'RTT'

**Respect-** yourself, other and the environment

**Take Care-** of yourself and others

**Try your best-**at everything

The RTT is discussed regularly in assemblies and in classes.

### **Rights and responsibilities**

All children have the right to work and play in a safe, non-threatening environment where they can achieve their full potential. Teachers and other staff members have the right to teach and work in a safe and secure environment and focus on children achieving high standards of attainment. Parents have the right to expect both their children and themselves to be treated with respect and to be kept informed of significant incidents of behaviour, appropriate and/or inappropriate.

All children, parents and staff are responsible for creating a school community in which everyone is treated with respect and individual's self-esteem can flourish. All adults have a responsibility towards the emotional and social development of all children. All children have a responsibility for their own behaviour to each other and adults, showing their willingness to behave in an appropriate manner.

### **Promoting positive behaviour**

It is recognised that children learn best when they feel secure and valued. The school therefore aims to promote classroom environments which give the children the greatest opportunity to learn. This is achieved through;

- Modelling respectful behaviour in the classroom
- Ensuring teaching includes activities designed to promote children's social and emotional development
- Structuring lessons to be interesting and appropriately challenging
- Helping children to identify their own and others' strengths and to value the diversity within their class
- Ensuring there are clear classroom routines to reduce uncertainty and promote an appropriate learning environment
- The RTT which are displayed in all classrooms and discussed frequently with children
- Recognising appropriate behaviour quickly and celebrating this
- Ensuring there are clear systems, understood by all, for dealing with inappropriate behaviour

We have high expectations of behaviour at Hollickwood and aim to teach children to take responsibility for their actions and to recognise that they have choices. Children must inform adults about any behaviour that is making them feel worried, unhappy or unsafe. This is a key message and is restated in our *Anti-Bullying Policy*.

### **Promoting children's social, emotional and mental health and wellbeing**

The school recognises its responsibility to ensure that it address the well-being of the children and their families. We work with Mrs.M to provide a counselling service for children. This provision can be used to support children and families in dealing with particular issues, whether long or short term, and can form part of a programme of support for a child. The school's Learning Mentor also uses therapeutic techniques in her work and is engaged in enabling the development of children's emotional literacy and supporting their well-being. We also engage with outside agencies as appropriate and are very much aware of the importance of successfully engaging parents in this work. This area also features in the curriculum under the PSHE component and is supported in class by teachers and other staff.

### **School systems for promoting positive behaviour**

The school aims to reward good behaviour in order to foster an ethos of kindness and cooperation. This may be done informally through an encouraging compliment, with a smile or thanks, or it may be shared with the parent, another member of staff or other children. The school has systems set up to reward children for good behaviour more formally. These are both individual rewards and also whole class rewards, since the school wishes to foster an ethos of classes working together and supporting each other. The systems outlines below are adapted for use in the Nursery and Reception classes.

### **Children of the Week (Individual)**

At the end of every week, two children are nominated by staff to receive a certificate in a whole school assembly, in order to celebrate their success. It is an opportunity for them to be proud of their accomplishments and be recognised by all staff and their peers.

### **The Marble Jar (Whole class)**

Each class collects marbles in a jar, a marble being put in for whole class behaviour. The RTT are discussed as a class, in order to determine how many marbles should go into the jar.

3 marbles in the jar at the end of an exceptionally good day

2 marbles in the jar at the end of a good day

1 marble in the jar at the end of a fairly good day

0 marbles in the jar at the end of a poor day

Once a class collects 20 marbles, the whole class will receive a communal treat. This would be something outside the usual class routines and would vary across phase groups. Phase group teams will agree a variety of possible treats from which the classes can choose.

### **College Points (Colleges)**

Each child is part of a college. College points are awarded by adults for positive supportive learning behaviour, and the totals are recorded within each class and collected together so the overall totals can be shared in Friday assemblies – the winning college at the end of each half term receives a reward in their next fortnightly college time.

### **Promoting positive behaviour at lunchtimes**

It is important that the ethos of good behaviour developed within the school is promoted in the playground and in the dinner hall also. Playtimes and lunchtimes are to be used as opportunities to extend social skills and develop independence and responsibility.

Good behaviour will be rewarded by the Meal Time Supervisors on duty at lunchtime by giving children Merit stickers. These behaviours include; showing good manners, being helpful, displaying self-regulation, playing well with other children, queuing patiently and asking someone to join in a game. Meal Time Supervisors also inform teachers of any inappropriate behaviours. These include; calling someone an unkind name, ignoring an instruction, hurting another child physically, being rude to an adult or breaking the safety rules.

### **Systems for minimizing and responding to inappropriate behaviour**

It is the aim of the school to minimize opportunities for inappropriate behaviour by setting clear boundaries and expectations throughout the school. The use of routines and practices within a nurturing environment is understood by all staff and children supports this. It is also our aim to create an inclusive environment where children recognise the role they have to play within the school community.

### **Listening**

It is important that children feel they are listened to and their problem discussed. This in itself may be enough for a child to be able to deal with a situation. It must be recognised that a teacher may only be able to listen effectively at certain times. Hollickwood has many listening systems in place so that every child is given equal opportunity for any issues to be discussed.

- **Zones of regulation:** At the beginning of each year, children are taught about the function of the brain, specifically related to our emotions. They develop their knowledge and understanding of emotional language which creates a comfortable and supportive environment for children to practice his or her self-regulation skills. Children use their toolkit to display to adults and peers their feelings and are encouraged to use a strategy to self-regulate. They are able to use the class' regulation station if necessary.

They all have a personalized toolkit related to the zones of regulation. The ZONES is a concept designed by Leah Kuypers, licensed occupational therapist, to help children gain skills in the area of self-regulation. It is defined as the best state of alertness of both the body and emotions for the specific situation.

The ZONES are designed to help children recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the children have an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

- **Bubble time:** This is a one-to-one listening system, where children can request a one-to-one with a teacher to raise personal issues. They put their 'bubble' up in a designated place to alert the adult that they want some listening time. Using a bubble signifies both the adult and the child being inside a bubble so that their time is exclusive and confidential from the rest of the class. Children are encouraged to use bubble time to share positive experiences as well as ones that may be concerning them. This is used in KS1 and KS2.
- **Worry Monster:** This is a listening system for children to use any issues within the classroom. Children write notes with their issue with the choice to write them anonymously. Younger children can draw a smiley/sad face with their name so that the adult can initiate the conversation with them. It can also be used for suggestions e.g. more lunchtime equipment or to highlight any issues that may need to be addressed through Circle Time.
- **School Colleges:** The children are able to raise any issues, concerns or suggestions that relate to the wider school community with the school college representatives who then discusses this in the next meeting. The issues can then be addressed by the school's senior leadership team or the appropriate staff members.

Such systems show children that their concerns are important and give them a safe environment to be emotionally literate and expressive.

### **Traffic Light system**

The visual behaviour system enables children to clearly see positive recognition for desirable behaviour. All children begin each day on the Green traffic light smiley face. When a child is observed showing desirable behaviour, they can move their name from the Green face to the Silver face.

If children continue to demonstrate positive behaviours, they can then move their name to the Gold face.

If inappropriate behaviour occurs, adults will adopt an emotional regulation approach. There are a range of behaviours which are considered as inappropriate behaviour. These include:

- Consistently not listening
- Being rude to others
- Moving around school in an unacceptable way
- Not focusing on the work set
- Not doing what an adult has told you to do

If inappropriate behaviour occurs, the following steps will be followed;

1. **Recognition and redirection.** The adult will recognise the behaviour and acknowledge their feelings. The child will be redirected to refocus their learning.

2. Reminder. A reminder of the expectations is given to support the child in being a responsible learner and explains what behaviour is a barrier for this. They will be encouraged to use their toolkit.
3. Caution/Opportunity. A clear verbal caution delivered privately where possible, making the child aware of the unwanted behaviour and clearly outlining the consequences if they continue. They will be encouraged to use their toolkit to use the regulation station.
4. Self-regulation. The child will be directed to the regulation station. They may also need specific reminders as to what behaviours are expected.
5. Referral. If the behaviour is unsafe, the child will be directed to self-regulate with a senior member of staff. All referrals must be recorded and discussed with parents/carers. A standard incident letter will be given to the parent that day, informing them that a red card has been issued. A copy of the letter is put in the Behaviour folder for monitoring. and the Headteacher is informed. Another copy is put into the child's school file.
6. Repair. The adult will have a conversation when the child has regulated their emotions and is in a safe space to **discuss**. This is to rebuild the relationship. Expectations discussed with learner including examples of positive solutions and strategies.

If a child receives three incident letters within a term, the child will report to the Headteacher and a letter will be sent home requesting an appointment.



Exceptional and good behaviours



Start of the day

### Instant Red cards

There are certain deliberate behaviours, either in the classroom or outside, for which a child can move straight to a red card. These include;

- Aggressive behaviour including physical violence, extreme verbal aggression
- Extreme insolence to an adult
- Stealing
- Bullying
- Discriminatory language including racism, sexism, homophobia
- Wilful damage to school property

In the event of this, an *Incident letter* will be sent home with the child. If three such letters are sent then a meeting with parents to discuss behaviour is arranged. The Senior Leadership team will monitor and keep a record of the cards issued and the reason for them being given. If a child misses work during reflection/regulation time this will need to be completed at another time.

Any incidents of bullying are reported to the Headteacher, where The Anti-Bullying Policy is then employed.

## **Missing Playtimes**

On occasions teachers may keep children in class during playtimes, usually to finish work not completed during lesson time. These children will always be supervised in the classroom. Children may miss their playtime for other specific reasons.

## **Exclusions**

Where poor behaviour persists or where very serious incidents occur, children may be excluded. These may be internal exclusions, lunchtime exclusions, fixed term exclusions or permanent exclusions. Where children are at risk of permanent exclusion, the parents and school will draw up a behaviour support plan and may involve outside agencies to offer support and guidance. Permanent exclusion can only be considered when all other options have been tried and failed. The Governing Body will be informed of any exclusions.

## **Parental Involvement**

Parents should be kept informed of positive behaviour. It is very important that children know that their parents will be informed if their behaviour is unacceptable. The aim is to contact parents early, to prevent low level poor behaviour escalating into more persistent poor behaviour and parental support is a key factor to improving behaviour.

It is essential that parents are able to discuss any matters causing such behaviours with the teacher or Headteacher, so that the parents and school can support each other. The school needs the parents' full cooperation if the behaviour policy is to be effective. It is essential that parents support the school in a policy of 'No hitting back'.

## **Support for children whose behaviour indicates significant problems**

The school and parents will work together to offer support for the very small number of children who have significant difficulties with behaviour. It may be that outside agencies are involved to offer support. In some circumstances a reduced curriculum may be offered. All parties will think creatively about how best to support the child but the welfare and education of other children must not suffer as a result.

## **Support for staff in developing skills and confidence in managing behaviour**

This policy aims to support staff in managing behaviour. Training in behaviour management will be offered through In-Service Training. Monitoring by Team Leaders may identify teachers needing further support. In all cases asking for support and help from colleagues should be encouraged and seen as a sign of strength and professional development.

## **Support for staff with well-being**

The School will support all adults working with pupils to ensure they are safe and that they have a clear understanding and knowledge of the school's working practices. It is school practice to discuss and resolve behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. All staff have access to copies of this policy. Staff can receive support from the Senior Leadership Team and SENDCo. This could include emotional support, coping with challenging behaviour, how to seek advice and help in dealing with challenging behaviour, in functional analysis of behaviours and the development of IEPs, ISP and PSPs.

## **Support for parents in developing their child's social emotional and behavioural skills**

In some cases parents request and need support in managing their own child's behaviour. This support can be offered in school and parents can be referred to outside agencies that have experience in working with families. The Deputy Head teacher, Learning Mentor and SENDCo will have further information

### **Monitoring and reviewing the policy**

The key purpose of monitoring the policy is to ensure that it is being used consistently across the school and that the process is fair for all children. It will be monitored by Team Leaders and the Deputy Head Teacher.

This behaviour policy will be reviewed regularly within the school's review cycle as part of the school development plan. It is intended to involve all stakeholders in the school, in reviewing the policy through; staff meetings, peer observations, school council, parent consultation, sharing good practice, assemblies, Governors' meetings and small group child interviews.

### **Conclusion**

Hollickwood Primary School recognises the significance of positive behaviour within the school environment. It is our aim to nurture an enthusiasm for learning within a safe and happy community, so that the children can achieve their full potential. This policy is an important step in ensuring this can happen.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs.

All complaints are taken seriously and are heard through the school's complaints policy, which can be located on the school's website or a copy can be obtained at the school's office.

### **Bullying**

At Hollickwood, any form of bullying is unacceptable and will not be tolerated. If bullying does occur staff will deal with any incidents promptly and effectively, to ensure a supportive, caring and safe environment for all. It is the responsibility of all adults to ensure the safety of pupil and do so in line with the schools Anti-Bullying Policy.

### **Other relevant policies:**

- Hollickwood School Information Report
- Safeguarding of Children
- Accessibility Plan
- Health and Safety
- Medicines and Supporting Children with Medical Needs
- Race Equality
- Teaching and Learning
- Anti-bullying Policy

### **Process for review and development**

This policy will be successful when:

- Monitoring demonstrates that the needs of children are provided for and that progress is made
- Monitoring demonstrates that children at particular risk eg SEND, children in care, minority ethnic children, travellers, young carers, those from families under stress and Look After Children are well provided for and supported.

**Next review: January 2021**



Behaviour Reflection Sheet

Name of child:		Class/Year Group:	
Date of incident:		Place of incident:	
Adult supporting form:			

What happened? (This can be dictated to an adult)

This is how I felt.



stressed



upset



nervous



angry



worried



other

How did your behaviour make other people feel?



stressed



upset



nervous



angry



worried



other

This behaviour is not ok because...

What do you need to do now to turn your behaviour around?

Next time I will...