

September 2017



Holly Hill
Church School

Behaviour Policy

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

Dated Issues: September 2017

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Signed:

(Governor responsible for Behaviour)

Reviewed September 2017



As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

A positive school Behaviour Policy

Children's emotional well-being and their behaviour are central to the learning process and are intrinsic elements of education. Supporting children's emotional intelligence and well-being will help them to manage their behaviour more effectively and will contribute to improved learning.

At this church school good behaviour is rewarded and inappropriate behaviour dealt with using a range of sanctions but Christ's message of forgiveness is implicit in all we do. The Christian values of forgiveness, respect, kindness, gentleness and tolerance are at the heart of our approach to behaviour. It is always made clear to a child that it is the behaviour we find unacceptable not them.

To develop emotional intelligence we need to develop self-awareness, self-esteem and self-regulation.

- We develop self-awareness by learning about the things we do well and the things we need to do to improve.
- We develop self-esteem by having opportunities to experience success, feel valued and feel good about ourselves.
- We develop self-regulation by learning to understand how we feel, knowing the things that make us feel this way and finding ways to manage our emotions effectively.

It is our aim that Holly Hill School will be a place where every adult and child will develop

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their emotional intelligence and will feel safe, valued and a necessary member of our community. The following behaviour policy has been produced in order to promote these aims.

Roles and Responsibilities

Everyone in our school community has a role in encouraging and developing appropriate behaviour.

Pupils

Pupils are expected to take personal responsibility for their own behaviour. Aggressive behaviour, whether it be verbal, physical, mental or emotional, is not acceptable.

Pupils are taught the Golden Rules and learn that these rules help us to work together in our school community. Pupils are actively involved in writing and agreeing their Class Rules. Pupils are responsible for obeying the Golden Rules and Class Rules. All adults actively encourage pupils to take responsibility for their own behaviour by following the Golden Rules. Pupils sign the Home School Agreement and agree to obey the Golden Rules.

Pupils register their emotions each morning on arrival at school. The learning mentors follow up children's emotions referrals each morning and offer pastoral support to pupils as necessary.

Parents/Carers

Parents/Carers are very important role models for their children. The best outcomes for pupils are achieved through a strong, supportive partnership between Parents/Carers, children and school staff. The school actively encourages good working relationships between pupils, parents/carers, teachers and all adults who work in school.

A copy of the school's home school agreement is given to parents/carers and children at their admission meeting by the headteacher. Parents/carers sign a Home School agreement and agree to support the school's policies and procedure, including this Behaviour Policy. The school's Behaviour Policy is available on the school website.

An adult from each class is available for brief discussions at the beginning / end of the day. Appointments with teachers or senior leaders are welcome and encouraged if a parent / carer, teacher or leader wishes to discuss their concerns further.

The Learning Mentor is available to offer practical and pastoral support to parents/carers.

Class Teacher and Teaching Assistants

The lead person in matters of day-to-day management of behaviour is the class teacher.

- The Class Teacher and Teaching Assistants set explicit expectations about appropriate behaviour and positively reinforce these expectations.
- The Class Teacher communicates with the child, their parents/carers, Teaching Assistants, other Class Teachers, the Behaviour Coordinator, Learning Mentors, the SENCO, Senior Leaders, other adults in the school, and outside agencies to ensure that the needs of each child in their class are effectively supported through a holistic approach.
- The Class Teacher and Teaching Assistants will be proactive in promoting a positive behaviour ethos and environment. The Class Teacher might complete an Environmental Checklist to identify any factors which may contribute to any identified behavioural issues. They will use the Environmental Checklist, proactively, to develop and maintain a positive behaviour environment which is conducive to learning.
- Each class teacher will maintain a log of behavioural incidents for individual children on the Individual Behaviour Record Sheet for each child in his/her class. They will record all significant behavioural incidents and the actions that they have taken in response to these. Individual Record Sheets will be kept in the Class File.
- The Class Teacher and Behaviour Coordinator will use the information in the Class File to identify any patterns or changes in a child's behaviour to inform any support that is needed to enable a child to manage his/her behaviour.
- The Class Teacher will keep a brief record of relevant discussions that they have with children's parents / carers in the Class Communication Book.
- The Class Teacher will be proactive in identifying the actions that they will take to enable children to manage their behaviour using the Procedures and Practices outlined in this policy for guidance.
- The Class Teacher will inform a senior member of staff if a concern has been received regarding behaviour.
- If a pupil has required, or is at risk of requiring, positive handling to keep themselves and others safe then a Risk / Restraint Reduction Form will be completed. The Class Teacher, in consultation with Teaching Assistants, Learning Mentors, Lunch Time Supervisors, other adults who work with the child and the Behaviour Coordinator, will complete a Risk/Restraint Reduction Form. The Class Teacher will give a copy of this Risk / Restraint Reduction Form to the Behaviour Coordinator and will keep a copy in the Class File. This is a working document and will be reviewed and updated regularly. The Class Teacher is responsible for ensuring that all adults working with that child (including Teaching Assistants, Learning Mentors, Lunch Time Supervisors and any other adult who works with that child) are made aware of the positive behaviour management strategies that are effective in minimising the risk of restraint being used to manage a child's behaviour. The aim is to minimise the risk of positive handling needing to be used.
- The class teacher and Behaviour Coordinator are jointly responsible for writing and reviewing IBPs. IBPs will be written by the Behaviour Coordinator following

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consultation with the class teacher, the child and their parents/carers. The Class Teacher and Behaviour Coordinator might also consult with the SENCO and Learning Mentors when writing and implementing an IBP. The Class Teacher will keep a copy of any IBPs and notes from IBP reviews in the Class File. A copy of the IBP and notes from IBP reviews will be kept by the Behaviour Coordinator in the child's behaviour file.

- The Class Teacher is responsible for ensuring that all adults who work with a pupil who has an IBP (including Teaching Assistants, Learning Mentors, Lunch Time Supervisors and any other adult who works with that child) are made aware of the IBP so that they understand their role in the plan and can implement the child's Individual Behaviour Plan effectively.

Lunch Time Supervisors

Every class has at least one lunch time supervisor assigned. This lunch time supervisor is responsible for overseeing the pastoral needs of that class during lunch time.

- The lunch time supervisor communicates with the Class Teacher at the beginning and end of lunch time to ensure a smooth transition of any relevant information regarding the children in that class enabling Lunch Time supervisors to effectively support all children during lunch time. This might include sharing information about pupil's Special Educational Needs, medical needs, IBPs, Risk/Restraint reduction plans and updates of behavioural incidents and first aid incidents.
- The lunch time supervisor will communicate any exceptionally positive behaviour or achievement to the Class Teacher at the end of lunch time so that pupil's behaviour can be shared and celebrated.
- The lunch time supervisor will discretely and sensitively share any negative behavioural incidents with the class teacher and identify the actions they have taken and the outcomes of these actions so that the Class Teacher can follow up any actions when necessary. These incidents will be recorded on the child's Individual Behaviour Record Sheet.
- All lunch time supervisors will support all pupil's play and pastoral needs throughout lunch time. This will include supporting pupils to have their lunch, to engage in structured and unstructured play activities, to use play resources, to use peaceful problem solving techniques and to use the 4 step apology.

The Learning Mentor Team

The Learning Mentor Team, led by the Learning Mentor, support individuals or groups of children in overcoming barriers to learning. They can do this by:

- Supporting individual children 1:1 within the classroom.
- Supporting individual children 1:1 outside the classroom.
- Supporting children within a group in the classroom.
- Supporting a group of children outside the classroom.
- Developing social skills at lunchtime related to playground behaviour.

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- Supporting Class Teachers and the Behaviour Coordinator to complete an Environmental Checklist and to use it to write a Behavioural Environment Plan.
- Supporting Class Teachers and the Behaviour Coordinator to write, implement and review Individual Behaviour Plans.

The Behaviour Co-ordinator (BeCo)

- The BeCo supports all staff in developing approaches which encourage and maintain appropriate behaviour.
- The Class Teacher and Behaviour Coordinator are jointly responsible for writing and reviewing Individual Behaviour Plans (IBP). IBPs will be written by the Behaviour Coordinator following consultation with the class teacher, the child and their parents/carers. The Class Teacher and Behaviour Coordinator might also consult with the SENCO and Learning Mentors when writing and implementing an IBP. The Class Teacher will keep a copy of any IBPs and IBP reviews in the Class File and will give a copy of these to the Behaviour Coordinator.
- The BeCo keeps individual files for each child who has a behaviour record. These files will include copies of records of any serious incidents, risk/restraint reduction forms, one page profiles, red cards, IBPs, IBP reviews, notes from meetings with parents and any other information related to the child's behaviour and the actions that have been taken to support the child.
- The BeCo keeps an overview of behaviour across the whole school and communicates this to senior management.
- The BeCo will monitor the Class File half termly and evaluate the effectiveness of any actions that the Class Teacher has taken to support the behaviour of children in their class. The aim is to ensure that each child's needs are being effectively supported through a holistic approach by parent/carers, the school and other agencies so that the child, and other children in their learning environment, can access the curriculum and feel safe at school.
- The BeCo arranges support from and liaises with outside agencies where appropriate for example City of Birmingham Schools (COBS), CAMHS or Educational Psychologists.

Behaviour For Learning Board

- Every classroom has a Behaviour For Learning Board which is displayed in an accessible and prominent position.
- The Class Teacher and other adults in the class consistently use the Behaviour For Learning Board to proactively promote a positive behaviour ethos and environment.
- Information on the Behaviour For Learning Board will be current and purposeful.
- Information on Behaviour For Learning Boards will be consistently and clearly displayed in every class across the school.
- The Behaviour For Learning Board must display:

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- Golden Rules
- Class Rules
- Zone Board
- Calming Down Strategies
- 4 Step Apology
- A list of rewards (as identified in this Behaviour Policy)
- A list of sanctions (as identified in this Behaviour Policy)
- Copies of 'Put it Right' sheets
- A clearly marked folder containing a completed copy of the most recent 'one page profile', risk/restraint reduction forms, copies of individualised reward systems and IBPs of any child who has these in the class.

Rules and Expectations

Pupils are expected to take personal responsibility for their own behaviour. Aggressive behaviour whether it be verbal, physical, mental or emotional is not acceptable. All members of the school community are encouraged to deal with one another in the spirit of kindness and forgiveness. All members of staff and visitors are expected to model good behaviour at all times.

The school has a no shouting policy.

Our School's Golden Rules

- We work hard
- We are honest
- We are gentle
- We look after property
- We listen
- We are kind

Class Rules

Each Class Teacher may also have their own specific class rules which are negotiated, discussed and agreed by pupils. These are clearly displayed in the classroom on the Behaviour For Learning board.

Rules are most effective when:

- Phrased positively
- Kept to a minimum (Elton 4:55)
- Implementable
- Reflect the ethos of the school
- Effectively communicated to pupils, staff and parents.
- Agreed.

Zone Board

The Zone Board will be prominently and uniformly displayed on the Behaviour For Learning Board. The Zone Board has green, orange and red zones. The Zone Board allows for flexible, graduated movement of children's names within zones as well as between zones. A child's name might gradually move up or down within a coloured zone in response to their positive or negative behaviour as well as moving from one zone to another. This allows flexibility for Class Teachers and other adults to adapt their use of the Zone Board to the individual needs of each child and to child's individual behaviour.

Green

Every child starts the day with their name in the Green Zone. If they remain in the Green Zone all day this means that they have behaved well, followed the Golden Rules and that we are pleased with them. This is the behaviour that we expect from all children. Children whose name remains in the green zone will receive recognition in class through verbal praise and recognition from the class teacher and other adults in the class; naming the positive behaviours that they have shown and identifying how these help them to learn and work together.

Orange

If children do not follow the Golden Rules, they will be told what they need to do to put their behaviour right. Their name will gradually move down towards the bottom of the Green Zone and, if they still do not comply, into the Orange Zone. The rate of movement and the number of steps will be dependent on the individual needs of each child and the behaviour that they are displaying. Children's one page profiles, risk/restraint reduction forms and / or IBPs should identify the most effective ways to use the Zone Board for that individual child. Once in the Orange Zone children are given 'time out' to reflect on their behaviour and then a chance to return and correct their behaviour. If they can do this, they will be able to move back up the Zone Board to the Green Zone. It is expected that the Class Teacher will provide opportunities for the pupil to correct their behaviour as soon as possible and this will be rewarded in a timely and sensitive manner.

Red

If a child continues to behave inappropriately, their name will be moved down the orange zone to the Red Zone. The rate of movement and the number of steps will be dependent on the individual needs of each child and the behaviour that they are displaying. Children's one page profiles and / or IBPs should identify the most effective ways to use the Zone Board for the individual child.

If a child's name is moved into the Red Zone they will receive a Red Card. They will need to complete a 'Put it Right' sheet with an adult from their class. The Red Card and the 'Put it Right' Sheet will be brought to a senior member of staff who will arrange to speak to the child and their parent / carer at the end of the day.

A Red Card will always be given for the following reasons:

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- Deliberately hurting staff
- Deliberately hurting children
- Deliberate Swearing
- Verbal abuse
- Racist incidents
- Deliberate damage to property
- Deliberate name calling

Red Cards incidents will be logged in the Red Behaviour Book in the Deputy Head Teacher's office. The Class Teacher will also record this on the child's Individual Record Sheet in the Class Behaviour File.

Children who regularly receive a Red Card will need extra support with their behaviour in the form of an Individual Behaviour Plan. This will be discussed between parents/carers, pupil, class teacher and the Behaviour Coordinator.

Children have the opportunity to move back up the Zone Board at any time if they can show they are making an effort to follow the Golden Rules.

Star Awards

A child's name will be moved to the Star for exceptional behaviour and / or achievement. The Star will receive a rainbow face sticker and in class verbal recognition.

Values Awards

These will be awarded in recognition and celebration of children observed demonstrating the School's Christian Value of the week in daily life. A photograph of the child with their certificate will be put on the praise board in the school hall. The child will be presented with their photograph in the Values Praise Assembly.

All awards will be sent home with the child on the same day and the child's parents will be spoken with so that the pupil's behaviour can be shared and celebrated.

Rewards - These are displayed on the Class Behaviour Board

- Specific verbal praise.
- Approval by staff and children.
- Remaining in the Green Zone.
- Values Award.
- Individual teacher reward systems eg, stars, stickers, etc
- Star Award - rainbow sticker
- A star on their star card
- Praise in assembly.

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- Special Achievement certificate
- Headteacher's Award
- Special reward for 50/100 stars.
- Achievements shared verbally with parents.
- Golden time.
- Additional responsibility.
- Individualised rewards linked to IBPs for pupils who have these.

Rewards are most effective when:

- Given immediately.
- Perceived by pupils as rewarding and motivating.
- Given consistently.
- Given only when desired behaviour is displayed. (small, achievable steps).
- The behaviour that they are being rewarded/recognised for is specifically named.

Sanctions - These are displayed on the Class Behaviour Board

- Verbal warning
- Moving downwards on the Zone Board
- "Time out"
- Red Card
- Put it Right Sheet
- Loss of play time
- Loss of minutes from Golden Time
- Removal to another class
- Removal to another space in school to calm down
- Teacher speaking with parents/carers
- Senior Staff speaking with parents/carers
- Internal exclusion from class
- Exclusion (See Exclusion Policy)

Sanctions are most effective when:

- Immediate and discreet.
- Fair
- Consistent
- Take into account individual circumstances (Elton R25)
- Carried out / implemented (ie you do what you say you are going to do)
- Appropriate and proportionate

Sanctions must be recorded on children's Individual Behaviour Record Sheet alongside details of incidents recorded in the Class File.

Calming down strategies

Children are taught and encouraged to use calming down strategies. These are displayed on the Class Behaviour Board and referred to when children need to calm down.

For example

- Tell yourself to stop
- Give your brain thinking time
- Say "Be calm, be calm, be calm".
- Walk away
- Count backwards from 10, 20, 100.
- Tell someone else how you feel.
- Breathe deeply in and out 5 times.
- Tense and relax your muscles.
- Find a place and shout.
- Take some exercise.
- Close your eyes and think about what you look like when you are calm.

Calming down strategies that the child will use will be identified explicitly for individual children on their IBPs, risk/restraint reduction forms and one page profiles for those children who have them.

Peaceful Problem Solving

Children are taught and encouraged to use peaceful problem solving techniques.

These questions will also be used by adults when completing 'Put it Right Sheets' with children.

- What was the problem? How did you feel? How did others feel?
- What did you do and what were the consequences?
- Let's think of other things you might have done.
- Let's look at these one by one. If you did that, how would you feel? How would others feel? What might be the consequences?
- So what do you think looks like the best bet out of all the ideas we've thought of?

If concerns continue responses on 'Put it Right Sheets' might inform planning for a child's IBP.

4 Step Apology

Children are taught to apologise and forgive one another using the 4 Step Apology:

- I'm sorry for...
- This was wrong because...
- In the future I will...
- Will you forgive me?

Procedures and Practice

All staff are encouraged to adopt a proactive approach to behaviour concerns rather than a reactive approach.

Considering the Learning Environment

- The Class teacher will consider the effect of the learning environment on children's learning needs and behaviour.
- The Class Teacher, with support as necessary from the BeCo and other relevant adults ie Learning Mentors, teaching assistants, lunch time supervisors, might complete an Environmental Checklist to evaluate all the changeable factors having an effect on children's behaviour in the environment where the behaviour is occurring. The aim is for the Class Teacher to compare these factors to the 'optimal behavioural environment' and be proactive in developing a positive behavioural environment by removing any obvious triggers.
- When completing the Environmental Checklist the Class Teacher will assess:
 - Are pupil's learning needs being met.
 - Classroom physical environment, organisation and equipment.
 - Classroom management.
 - Classroom rules and routines.
 - Environment, routines and rules outside class.
 - Whole school policies and support for staff.
 - Roles of parents and Governors.
 - A copy of the completed Environmental Checklist will be given to the Behaviour Coordinator.

Considering the Individual Needs of each Child

- There should be careful recording of each child's behaviour, the actions taken and outcomes. Each class teacher will complete an Individual Behaviour Record Sheet for each child in his/her class. They will record all significant behavioural incidents and the actions that they have taken in response to these.
- The Class Teacher will use the child's Individual Behaviour Record to identify any patterns and / or changes in a child's behaviour. They will consider information such as:
 - * frequency
 - * place
 - * time
 - * social situation
 - * setting events
 - *The interventions that have been tried
 - * description of behaviour
 - * duration of problem
 - * severity of behaviour
 - * consequences to child
 - * consequences to others.
- Systems for working with children exhibiting inappropriate behaviour should be

complementary to any systems in place for providing for any special educational needs; ensuring that all needs are met in the most appropriate way. Class Teachers will complete a 'One Page Profile' for any child with identified Special Educational Needs and Disabilities.

- The Class Teacher will consider the impact on behaviour of:
 - Any possible sensory difficulties eg hearing, sight.
 - Significant medical factors affecting the child.
 - Significant life events which may affect the child.
 - Any possible Special Educational Needs.
- Where individual action is needed to support a child to manage their behaviour the Class Teacher will consult with a child's parents/carers and with the Behaviour Coordinator.
- Individual Behaviour Plans (IBP) should be proportional to the problem and the least intrusive required to affect positive change. The class teacher and Behaviour Coordinator are jointly responsible for writing and reviewing IBPs. IBPs will be written by the Behaviour Coordinator following consultation with the class teacher, the child and their parents/carers. The Class Teacher and Behaviour Coordinator might also consult with the SENCO and Learning Mentors when writing and implementing an IBP. The Class Teacher will keep a copy of any IBPs and IBP reviews in the Class File. A copy of the IBP and notes from IBP reviews will be kept by the Behaviour Coordinator in the child's behaviour file.
- Children and their parents / carers must be involved in writing and reviewing IBPs.
- Targets for IBPs should be Specific Measurable Attainable Relevant and Timed. (SMART)
- IBPs should be written in a way that enables the child to answer the following questions 'What do I have to do?', 'Why do I need to do it?', 'What will help me?' and 'Who will help me?'
- In exceptional circumstances some pupils may require positive handling to keep themselves and others safe. This is only ever contemplated as a last resort and will be carried out as per the school's Care and Control Policy.
- If a pupil has required, or is at risk of requiring, positive handling to keep themselves and others safe then a Risk / Restraint Reduction Form will be completed. The Class Teacher, in consultation with Teaching Assistants, Learning Mentors, Lunch Time Supervisors, other adults who work with the child and the Behaviour Coordinator, will complete a Risk/Restraint Reduction Form. The Class Teacher will give a copy of the Risk / Restraint Reduction Form to the Behaviour Coordinator and will keep a copy in the Class File. This is a working document and will be reviewed and updated regularly. The Class Teacher will ensure that all adults working with that child are made aware of the positive behaviour management strategies that are effective in minimising the risk of restraint being used to manage that child's behaviour. The aim is to minimise the risk of positive handling needing to be used.
- Individual Behaviour Plans, One Page Profiles and Risk/Restraint Reduction Plans will be kept in a file on the Behaviour for Learning Board and should be implemented by

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all adults to support children who have them to manage their behaviour. The Class Teacher will give copies of these plans to the Behaviour Coordinator.

- The Behaviour Coordinator will evaluate the effectiveness of existing plans half termly when monitoring the class behaviour file. The aim is to ensure that all factors have been taken into consideration and that existing plans are effective in meeting the needs of individual children.
- When necessary outside agencies will be involved. This will be done in consultation between the BeCo and SENCO. Parents or carers must always be actively involved when referrals to outside agencies are made.
- The Headteacher will be informed and will sanction the intervention. They may wish to inform the Governing Body.
- If a child needs significant, additional support to access the school curriculum due to their Special Educational Needs or Disabilities the school might need to consult with the LEA to develop an Education Health Care Plan, where the school shares the responsibility for meeting the child's needs with appropriate agencies.

This Behaviour Policy should be read in conjunction with the Exclusion Policy, the Care and Control Policy and the SEND Policy. This behaviour policy has been compiled in consultation with the Headteacher, Teachers and Ancillary staff. It will be regularly revised and updated.