Holly Grove Primary Academy
Behaviour Policy

At Holly Grove Primary Academy, we are committed to providing a safe, nurturing, inclusive and ambitious environment where every child can learn, thrive and achieve their potential.

As a member of the **Primitas Learning Partnership**, the school promotes a relationship-centred, restorative and trauma-informed approach to behaviour. We recognise that behaviour is a form of communication and seek to understand and address the causes of behaviour while maintaining high expectations for all members of our school community.

We believe that children learn best when they feel valued, respected, safe and supported. Through positive relationships, consistent expectations and restorative practice, we aim to develop independent, responsible and resilient learners who contribute positively to society.

This policy should be read alongside the Trust's Behaviour Statement, Safeguarding Policy, Anti-Bullying Policy, SEND Policy, Suspension and Exclusion Policy, Attendance Policy and Equality Policy.

Our School Code of Conduct

Our behaviour expectations are underpinned by five simple principles:

1. We will always be polite, kind, considerate and thoughtful.
2. We will always take care not to harm ourselves or others.
3. We will always tell the truth.
4. We will always take care of property.
5. We will always try our best.

These expectations apply to all pupils, staff, governors, volunteers and visitors.

Aims

The aims of this policy are:

- To maintain a safe, calm and purposeful learning environment.
- To promote positive behaviour and emotional wellbeing.
- To teach children how to behave responsibly and respectfully.
- To ensure pupils understand that behaviour choices have consequences.
- To provide consistent rewards and recognition.
- To provide clear processes for responding to inappropriate behaviour.
- To ensure all children are treated fairly and with dignity.
- To develop children's emotional literacy, self-regulation and resilience.
- To support pupils with additional needs through early intervention and personalised support.
- To promote inclusion and equality of opportunity for all pupils.

Holly Grove Primary Academy
Behaviour Policy

School Values

At Holly Grove we promote our TORCH Values:

Tolerance

- Understanding that everyone is different.
- Celebrating diversity.
- Being open-minded and inclusive.

Ownership

- Taking responsibility for actions.
- Being honest and trustworthy.
- Looking after ourselves and others.

Respect

- Listening carefully to others.
- Valuing ourselves and others.
- Appreciating differences.

Cooperation

- Working together.
- Helping others.
- Contributing positively to the school community.

Happiness

- Feeling safe and secure.
- Showing kindness.
- Promoting positive relationships.



Whole school approach to classroom expectations:

1. Stop what you are doing
2. Put down your equipment
3. Look at me and listen.

Ready, Respectful, Safe

All pupils are expected to demonstrate the school's core behavioural expectations:

Ready

- Ready to learn.
- Ready to listen.
- Ready to participate.

Respectful

- Respecting everyone.
- Respecting differences.
- Respecting property and the environment.

Safe

- Keeping ourselves safe.
- Keeping others safe.
- Making responsible choices.

Emotional and Social Wellbeing

At Holly Grove Primary Academy we recognise that emotional wellbeing underpins successful learning and positive behaviour.

We promote emotional and social competence through:

- PSHE and Citizenship education.
- Restorative approaches.
- Circle time.
- School Council.
- Buddy systems.
- Emotional Literacy Support.
- Pastoral support.
- Positive Behaviour Support.
- Therapeutic and trauma-informed approaches.
- The Massage in Schools programme (MISP and Mini MISP)

The school aims to help pupils develop:

1. Awareness and understanding of emotions.
2. Self-regulation.
3. Resilience and perseverance.
4. Empathy and compassion.
5. Communication, problem-solving and relationship skills.

Roles and Responsibilities

The Governing Body and Trust

The Governing Body and Primitas Learning Partnership will:

- Monitor the effectiveness of this policy.
- Ensure statutory responsibilities are met.
- Support school leaders in maintaining high standards of behaviour.

Headteacher

The Headteacher is responsible for:

- Implementing this policy.
- Ensuring consistency.
- Supporting staff.
- Monitoring behaviour patterns.
- Determining suspensions and exclusions.

Staff

All staff will:

- Model positive behaviour.
- Build positive relationships.
- Apply expectations consistently.
- Use restorative approaches.
- Promote wellbeing and inclusion.
- Record and report behavioural incidents appropriately.

Pupils

Pupils are expected to:

- Follow school rules.
- Demonstrate TORCH values.
- Take responsibility for their actions.
- Engage in restorative conversations.
- Seek support when needed.

Parents and Carers

Parents are expected to:

- Support school expectations.
- Work in partnership with the school.
- Attend meetings when requested.
- Inform school of circumstances that may affect behaviour.

Positive Behaviour Support

The foundation of behaviour management at Holly Grove is encouragement, praise and positive reinforcement. Research consistently demonstrates that positive recognition improves behaviour and learning outcomes.

Achievement Celebrations

Weekly celebrations recognise:

- Academic achievement.
- Effort and perseverance.
- TORCH values.
- Positive citizenship.
- Sporting and personal achievements.

Reading Rabbits

Available Nursery to Year 4 to promote reading engagement and enjoyment.

Monster Points

Monster Points are awarded by all staff for:

- Excellent work.
- Positive attitudes.
- Good manners.
- Resilience.
- Teamwork.
- Helping others.
- Attendance.
- Excellent effort.
- Caring for the school environment.

Children can receive:

- Individual rewards.
- Class rewards.
- Year-group rewards.
- Termly celebration events.

Headteacher Recognition

Pupils may receive:

- Stickers.
- Special pencils.
- Star Pupil recognition.
- Positive messages home.

Class Rewards

Year group teams may implement additional reward systems that are consistent across classes within the same phase.

Classroom Expectations

All pupils understand the whole-school attention signal:

1. Stop what you are doing.
2. Put down your equipment.
3. Look and listen.

Staff operate using the principle:

RIP

Reprimand in Private

PIP

Praise in Public

Behaviour Management and Restorative Practice

When behaviour falls below expectations, staff will seek to understand the reason behind the behaviour and support pupils to make better choices.
Consequences are intended to be educational and restorative rather than punitive.
Staff will use:

- Calm and respectful conversations.
- Restorative questions.
- Reflection opportunities.
- Repairing harm.
- Emotional regulation support.

Restorative questions may include:

- What happened?
- What were you thinking at the time?
- How were others affected?
- What could you do differently next time?
- How can the situation be put right?

Consequences

While positive reinforcement is central to our approach, inappropriate behaviour will result in consequences.

These may include:

Time Out

- Temporary movement within class.
- Supervised reflection time.
- Support from another classroom.

Loss of Privileges

This may include loss of:

- Playtime activities.
- Non-statutory activities.
- Clubs.
- Additional rewards.

Restorative Action

Pupils may:

- Make an apology.
- Repair damage.
- Complete restorative work.
- Restore relationships.

Reflective Support

Pupils may be required to:

- Engage in behaviour reflection activities.
- Meet with staff.
- Attend a restorative discussion.

Reading will never be used as a punishment.

Blue Behaviour Slips

Blue Behaviour Slips are used to record significant behavioural incidents that require intervention.

The purpose is to:

- Monitor behaviour.
- Identify triggers.
- Track patterns.
- Support interventions.

Incidents are recorded electronically.
Parents may view information regarding incidents involving their child.
Upon receiving five Blue Slips within an academic year, staff will contact parents to discuss support and next steps.

Behaviour Trackers

A Behaviour Tracker may be implemented where:

- Behaviour is persistent.
- Additional monitoring is required.
- Specific targets are needed.

Trackers may include:

- Smiley-face systems.
- Session monitoring.
- Daily targets.
- Teacher observations.

Progress will be reviewed by staff and shared with parents.

Inappropriate Language

The school maintains a zero-tolerance approach towards offensive, discriminatory or abusive language.

Where such language is used:

- The incident will be investigated.
- Parents will be informed.
- Restorative work will be undertaken.
- Appropriate sanctions may be applied.

Racist, Homophobic and Protected Characteristic Incidents

The school is committed to equality and inclusion.
Any incident involving discriminatory language or behaviour relating to:

- Race
- Religion
- Disability
- Sexual orientation
- Gender reassignment
- Other protected characteristics

will be:

- Taken seriously.
- Recorded.
- Investigated.
- Reported in accordance with local authority and Trust procedures.
- Followed by restorative and educational intervention.

Child-on-Child Abuse

The school recognises that children can abuse their peers.
This includes:

- Bullying.
- Online bullying.
- Prejudice-based bullying.
- Physical abuse.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Sharing of sexual images.
- Initiation or hazing activities.

All incidents will be managed in accordance with safeguarding procedures.
The safety and wellbeing of victims will always be prioritised.

Lunchtime Procedures

All staff share responsibility for promoting positive behaviour at lunchtime.
The Hub team provides:

- Behaviour support.
- Emotional regulation support.
- Restorative conversations.
- Reflection opportunities.

Communication between lunchtime and teaching staff is essential.

Restrictive Physical Intervention (RPI) and Positive Handling

Statement of Principle

Holly Grove Primary Academy adopts the Staffordshire County Council principle that, wherever possible, schools should be restraint-free.
Restrictive Physical Intervention (RPI) will only ever be used as a last resort and when necessary to prevent:

- Injury to a child.
- Injury to another person.
- Serious damage to property.
- Significant disruption that places others at risk.

All interventions must be:

- Necessary.
- Reasonable.
- Proportionate.
- For the shortest time possible.
- The least restrictive option available.

Training with Pride

The school uses positive handling approaches informed by **Training with Pride** and trauma-informed practice.

Training focuses on:

- Positive Behaviour Support.
- Understanding behaviour as communication.
- De-escalation strategies.
- Emotional regulation.
- Attachment-aware approaches.
- Safe intervention techniques.

Where possible, only appropriately trained staff will undertake planned physical interventions.

Prevention First

Before any intervention staff will:

1. Step Back.
2. Assess Risk.
3. Seek Support.
4. Evaluate Options.
5. Respond Using the Least Restrictive Approach.

Staff will prioritise:

- De-escalation.
- Distraction.
- Diversion.
- Environmental changes.
- Verbal support.
- Emotional regulation strategies.

Recording and Reporting

Any significant restrictive intervention will:

- Be recorded promptly.
- Be reported to senior leaders.
- Be communicated to parents.
- Be reviewed.
- Inform future risk assessments and support plans.

Debrief sessions will take place for pupils and staff following significant incidents.

Prohibited Practice

The following will never be used:

- Physical intervention as punishment.
- Pain-inducing techniques.
- Restriction of breathing.

- Humiliating treatment.
- Excessive force.

SEND and Additional Needs

The school recognises that some pupils require additional behavioural support.
Support may include:

- Individual risk assessments.
- Positive Behaviour Support Plans.
- Reasonable adjustments.
- Pastoral Support Plans.
- Specialist referrals.
- Multi-agency involvement.

The school will fulfil its duties under the Equality Act 2010 and SEND Code of Practice.

Suspensions and Exclusions

Suspension and exclusion are used only where necessary and as a last resort.
Types include:

Internal Exclusion

Removal from normal class activities while remaining in school.

Suspension

Fixed-period exclusion from school.

Permanent Exclusion

Used only in the most serious circumstances.
Examples include:

- Serious violence.
- Serious threats.
- Sexual violence.
- Possession of offensive weapons.
- Persistent and extreme disruption.

The school follows Department for Education guidance and Primitas Learning Partnership procedures.

Reintegration Following Suspension

Following a suspension:

- A reintegration meeting will take place.
- Parents and pupils will be invited.
- Support plans and targets will be agreed.
- Appropriate pastoral support will be provided.

The aim is successful re-engagement with school.

Searching and Confiscation

School staff have legal powers to search for and confiscate prohibited items where appropriate.
Prohibited items include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Tobacco.
- Fireworks.
- Stolen items.
- Pornographic material.
- Items likely to cause harm.
- Items prohibited by school rules.

Searches will be conducted lawfully, respectfully and in accordance with statutory guidance.

Behaviour Beyond the School Gate

The school may apply consequences for behaviour occurring outside school where it:

- Impacts the school community.
- Threatens others.
- Damages the school's reputation.
- Occurs during a school activity or journey.

Monitoring and Review

The Headteacher, Governing Board and Primitas Learning Partnership will review this policy regularly.
Behaviour data will be monitored to identify:

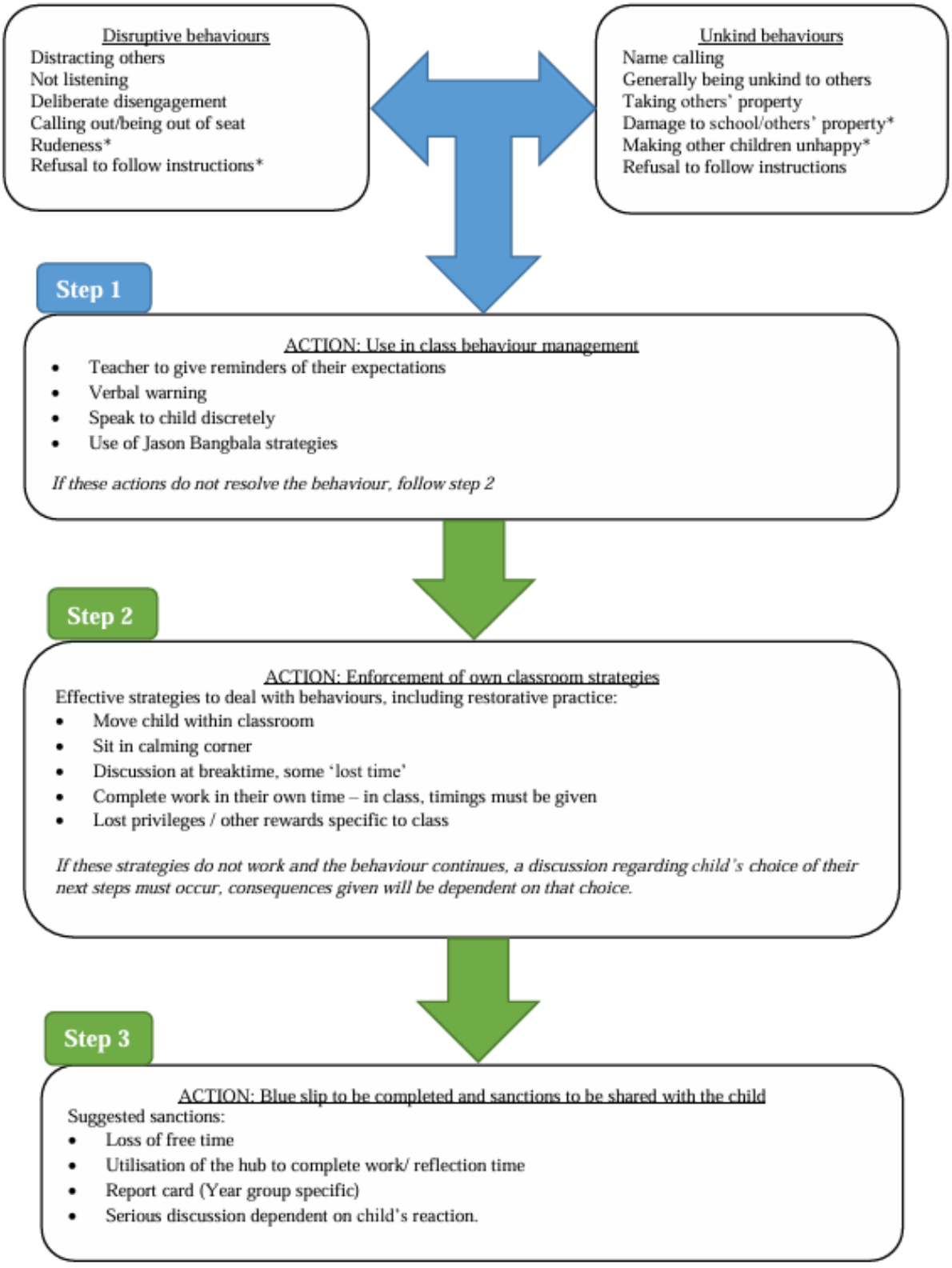
- Trends.
- Equality impacts.
- Effectiveness of interventions.
- Areas requiring additional support.

Conclusion

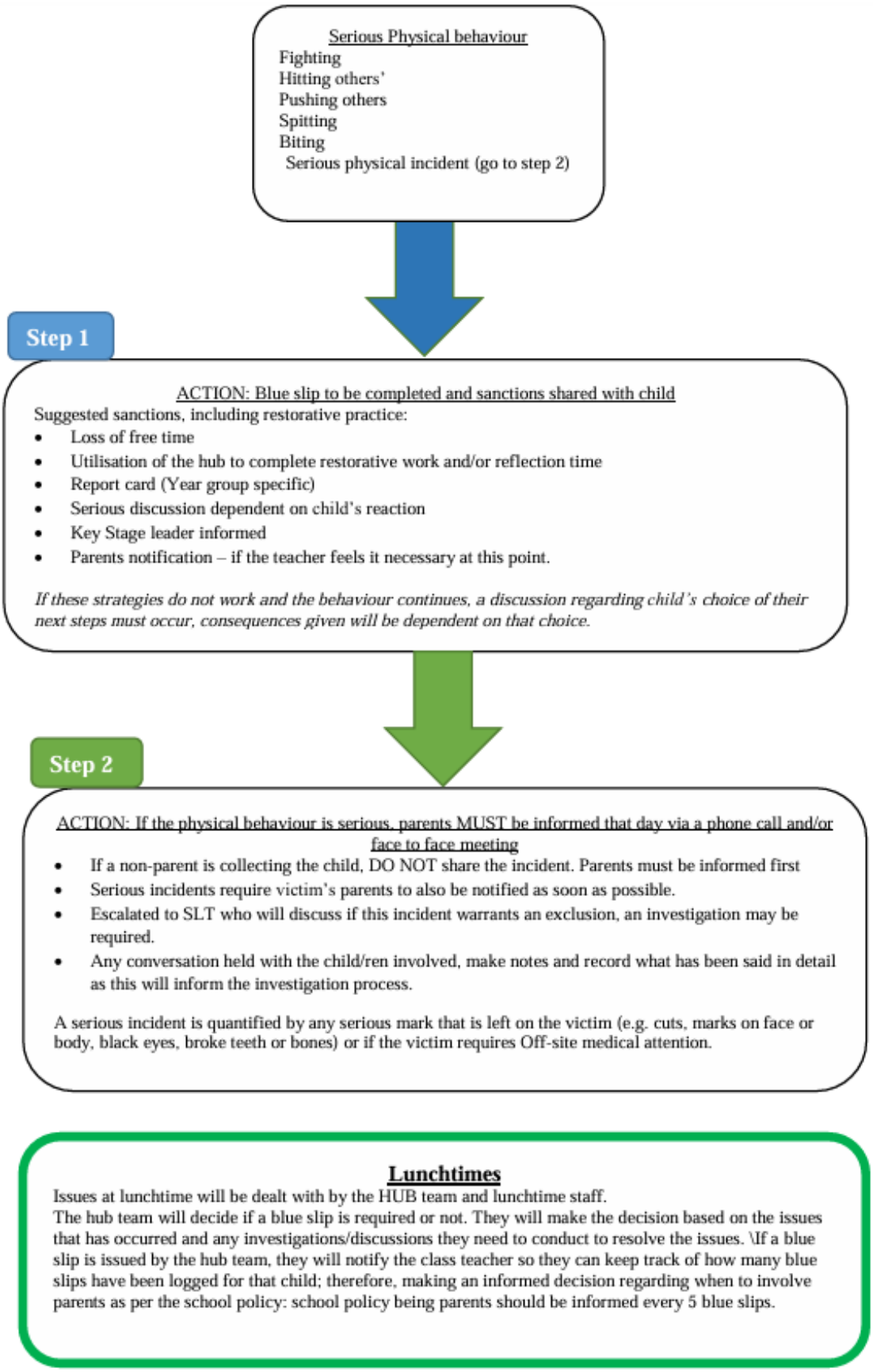
At Holly Grove Primary Academy, we believe that positive relationships, high expectations, restorative practice and emotional wellbeing are fundamental to excellent behaviour. Through a nurturing, inclusive and consistent approach, we aim to ensure that every child is safe, valued, respected and able to flourish both academically and personally

Holly Grove Primary Academy
Behaviour Policy

Appendix 1: Sanctions Flowchart



Holly Grove Primary Academy
Behaviour Policy



Lunchtimes

Issues at lunchtime will be dealt with by the HUB team and lunchtime staff.
The hub team will decide if a blue slip is required or not. They will make the decision based on the issues that has occurred and any investigations/discussions they need to conduct to resolve the issues. \If a blue slip is issued by the hub team, they will notify the class teacher so they can keep track of how many blue slips have been logged for that child; therefore, making an informed decision regarding when to involve parents as per the school policy: school policy being parents should be informed every 5 blue slips.

Appendix 2

What is racism?

The term 'racism' is technically most applicable to prejudice or discrimination against groups which have historically been racialised, with implications around skin colour and specific forms of stereotyping.

Unacceptable language and jokes around the school can create a climate of racism which both directly and indirectly excludes, threatens, hurts or humiliates young people.

Racist language can be used without malice or understanding, but this does not mean that it has no impact on young people who hear it used in this way. Both minority ethnic young people and the wider school community may be seriously affected by these negative messages.

We need to educate children to why we do not use racist language and why is it not acceptable. By educating the children we then can help to prevent this negativity within our school.

What is homophobic language?

From Stonewall for the full document see https://www.east-ayrshire.gov.uk/Resources/PDF/L/LGBT-Guide-to-challenging-homophobic-language.pdf

'poof', 'lezzer', 'gay boy', 'batty boy', 'you're so gay'

Homophobic language means terms of abuse that are often used towards lesbian, gay and bisexual people, or those thought to be LGB.

However, homophobic language is also often used to refer to something or someone as inferior. Phrases such as 'you're such a lezzer!' or 'those trainers are gay!', for example, may be used to insult someone or something, but without referring to actual or perceived sexual orientation.

This language is often dismissed as 'harmless banter' and not thought to be particularly hurtful, especially where the intent is not to comment on someone's actual or perceived sexual orientation.

However, regardless of the lack of any deliberate intent, these terms liken being gay to something that's bad, wrong or inferior.

Homophobic language tends to be used without thinking and is often ignored by teachers and school staff because either they feel it is difficult to know how to respond or they believe the language is used without any homophobic intent.

Comments such as 'that's so gay' are rarely referring to sexual orientation. Remind pupils what gay means; that it's not a negative thing; that it's hurtful to people who are gay and to young people whose parents and carers, family members, or friends are gay. Tell them it shouldn't be used as a negative term and it won't be tolerated in school. Challenging this language fosters a school culture where homophobia, homophobic language and homophobic bullying are not acceptable. Remember, schools always tackle racist language. The use of homophobic language should always be challenged in the same way.

Example:

A pupil called another pupil "gay" as a general insult. This was immediately pointed out as inappropriate behaviour – just name calling is bad enough! When asked if they knew what "gay" meant, that pupil just said "stupid". Another pupil just said someone of the same sex, and also pointed out she had a family member who was gay and that she was pleased about that. That was the end of the discussion. (Eve a Primary School Teacher in East of England)

Note: See below for https://www.east-ayrshire.gov.uk/Resources/PDF/L/LGBT-Guide-to-challenging-homophobic-language.pdf) Which we have adapted for both Racist and Homophonic language.

Questions to be used when talking to a child about Racist or Homophobic language.

It's important to challenge racist language in a way which avoids making young people feel defensive. Evidence suggests that feelings of defensiveness can aware that what you said sounds racist, and could hurt someone?

- What have been your thoughts since; have you considered that this language is racist?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now; do you need more information about racism and how it affects people?

In each case, the best approach to addressing racist language will depend on the context and the age group of the young people involved. Having a good understanding of the language around race and racism is useful in these instances; a section on terminology is included in this resource at Appendix 2, p.21https://www.east-ayrshire.gov.uk/Resources/PDF/L/LGBT-Guide-to-challenging-homophobic-language.pdf)

Protecting the balance between addressing inappropriate behaviour and ensuring freedom of speech may be a concern in some cases. Information on how freedom of speech applies in this context can be found in Appendix 3,(https://www.east-ayrshire.gov.uk/Resources/PDF/L/LGBT-Guide-to-challenging-homophobic-language.pdf)p.23, which also details other policy and legislative aspects of relevance to addressing racist bullying.

Teachers may use racist/homophobic incidents in the classroom as a learning opportunity, to encourage young people to discuss and challenge stereotypical assumptions or inappropriate behaviour. When the language or behaviour in question is not directed at anyone in particular and is unlikely to personally impact a class member, this may be useful. However, teachers should be aware of the sensitivities; where someone may feel singled out by the incident, using it to educate others can make them feel humiliated and compound the impact of the incident or actually worsen any underlying prejudiced attitudes. Approaches which encourage reflection on the meaning and impact of what was said are likely to be more effective. Examples of phrases which can help to address the use of racist/homophobic language could include:

- What happened?
- What were your thoughts at the time; were you aware that what you said sounds racist, and could hurt someone?
- What have been your thoughts since; have you considered that this language is racist/homophobic?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now; do you need more information about racism/homophobia and how it affects people?

14) **Acknowledge latecomers** but **don't let it stop the flow** of the lesson: "thank you for taking your seat quietly and I'll speak to you at the end"

15) Pupils **never forget** a good member of staff! "Who do we have next?" is more asked between them than "What do we have next?"

16) **Correct terminology** is crucial! "Well done **team**!" and "**Learning buddy**" promotes inclusion, self-esteem, and an atmosphere of 'togetherness'

17) **Knowing their motives** allows you to solve behavior problems e.g. are they bored due to uninspired and disengaging lessons?

18) **Plenaries**: don't just use at the very end of the lesson, as learning needs to be **consistently reinforced**. Use throughout lesson for pupils to build on existing knowledge. Use 'thumbs up', 'thumbs in middle', and 'thumbs down' e.g. to check understanding

19) **Connect with pupils** make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate

20) Have **high expectations** of all pupils e.g. "I expect all pupils in this room to get a level 5".

21) Use a **good sense of humour**: again, a great way to engage with pupils e.g. "as Boyzone once told me, if you don't have anything positive to say, then say nothing at all"

22) **Change your mindset** – 'buzz' off difficult classes!

23) **Smile**! It's infectious! No one likes a 'lemon lip'! Generates warmth and a positive learning environment

24) Use **seating plans** – break up **cliques** and **friendship groups**. Take ownership of room

25) **Use rewards/ bribery**! Must be desirable and specific. Always make the carrot bigger than the stick – pupils just want to please and be accepted e.g. using sweets to discretely give out for good answers/ work.

26) As a teacher, get around **radiators**, not **drainers**: if you surround yourself with top staff, you'll become a top teacher! Stay away from BMWs (bitchers, moaners and wingers!).

27) Don't do more than 2 hours planning on a Sunday – **you need to be refreshed** in order to **teach effectively**! Have hobbies and activities outside school life

28) Have **effective time management** – be packed ready to leave on the bell, ready to be early and set ready for your next class. Pupils pick up a lot from our behaviour patterns!

29) A **phone call home** to a parent for **praise** is far more worth more than a 1,000 negative calls – this is ***gold dust***! A 1-minute call distributing a pupils' praise to their parent can have far more impact than many hours of detentions

30) Keep **low level disruption low level** e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a mole hill! Will increase self esteem

31) 4 good strategies to **combat a disruptive pupil**:

a) 1) Say their name; 2) Eye contact; 3) Pause; 4) Body language; 5) Action e.g. "look this way"; 6) "Thank you"; 7) Move on

b) Ask **"What should you be doing now?"** – refocuses their brain