

Holywell Church of England Primary School



Positive Behaviour Policy

Flowing, Strengthening, Deepening

Updated by:

Date: December 2025

Review date: December 2026

Aims

In accordance with our ethos, we set high expectations for behaviour and aim to equip every child with the social skills and attitudes that will remain with them for life. We provide a safe, caring and stimulating environment where children achieve high standards of attainment and develop their social conscience. Our behaviour policy supports our commitment to the development of the 'whole' child as an integral member of the school community. It is based on the Christian values which underpin our whole school ethos.

It is a primary aim of Holywell C of E Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. As a church school, our Christian Foundation is extremely important to us and is evident in every aspect of school life, but most importantly our aims, culture and values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive and therapeutic way. It aims to promote an environment in which everyone feels happy, safe and secure. Through the use of this policy the school recognises and promotes positive, valued behaviours (beneficial to self, others and the community), as it believes that this will develop an ethos of kindness and cooperation.

Roles

Behaviour management is the responsibility of all staff at Holywell C of E Primary School.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of detrimental behaviour including bullying, sexism, sexual harassment and racism. Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of detrimental behaviour. For repeated or very serious acts of detrimental behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

Role of Senior Leaders

If certain detrimental behaviours can be managed without seeking the immediate attention of the Headteacher, Senior Leaders may also be sought to support staff in applying appropriate consequences and sanctions. This will be recorded on My Concern and the Headteacher and Parents of the child will be consulted and informed.

Role of Class Teachers and Support Staff

It is the responsibility of class teachers to ensure that the school rules are adhered to in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and

they strive to ensure that all children work to the best of their ability. The class teacher must be a role model for the children and treat each child fairly, and consistently. The teachers treat all children in their classes with respect and understanding. The class teacher should ensure that parents are aware of repeated low level detrimental behaviour such as calling out or disrupting the class.

Support Staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour as well as informing them of outstanding behaviour.

Role of Parents and Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to uphold our school values and treat all members of the school community with respect, setting a good example of pro-social behaviour. We also expect parents to seek peaceful solutions to all issues and approach appropriate members of school staff to help resolve any issues of concern.

Our School Values

We expect all children to follow the example of the school's Christian Values which set out our expectations for all children to have exemplary behaviour for learning. Following these values means demonstrating the following:

<p>Service – Helping others where and when we can.</p> <p>Respect – Treating others as we would like to be treated. Looking after all parts of the school</p>	 
<p>Generosity – Sharing our time with each other.</p> <p>Thankfulness – Showing appreciation for the efforts of others.</p>	 
<p>Justice – Making sure that things are fair for everyone .</p> <p>Forgiveness – Accepting that we all make mistakes and not holding things against people.</p>	 
<p>Friendship – Always being a good friend to others.</p> <p>Compassion – Showing consideration for everyone and every part of the school</p>	 
<p>Courage – Making brave and positive choices about our behaviour.</p> <p>Perseverance – Always keep trying to do the right thing no matter how difficult</p>	 
<p>Trust- Being able to rely on one another.</p> <p>Truthfulness – We are honest in all things.</p>	 

Our Approach

We adopt a therapeutic approach to behaviour and inclusion. Across the school, we use research-based approaches such as Cambridgeshire Therapeutic Thinking to guide the interactions we have with each other. Conversations are at the heart of what we do, giving children the language to verbalise the feelings and issues and work through them. Each teacher discusses the school's expectations with their class, in addition to creating their own classroom rules and expectations together as a team. Incidents of detrimental behaviours (harmful to self, others or the community) are discussed as part of PSHE.

We believe that positive behaviour management:

- is value led;
- is based on positive relationships between staff and children;
- sets high expectations;
- establishes and maintains clear boundaries;
- rewards positive behaviour;
- uses reasonable consequences and restorative approaches to addressing behaviour concern.

Promoting Valued Behaviours

We place a high emphasis on promoting valued behaviours. Examples of this are in the table below. The behaviour and social development of our children is a key factor in their access to, and interaction with the community, their continuing development and the quality of their lives.

Examples of Positive/Valued Behaviours	
Respectfulness	Honesty and trustworthiness
Readiness for learning	Fairness
Reflectiveness	Self-regulation
Resilience	Politeness and good manners
Resourcefulness	Setting a good example to others
Responsibility	Commitment
Attentiveness	Good humour
A sense of right and wrong	Care for personal and others' property
Kindness	Working co-operatively

How Valued behaviour is promoted:

Whole School Level:

- All staff work together to promote valued behaviours and manage difficult or dangerous behaviour, and have an understanding of what the behaviour exhibited might be communicating.
- All staff focus on de-escalation and preventative strategies.
- School assemblies and PSHE lessons are used to develop children's social and emotional well-being.
- Valued behaviours in corridors, playgrounds and the dining hall are noted and celebrated.
- All staff teach behaviour, rather than impose obedience, through controlled, respectful verbal and non-verbal behaviours, developing scripts and routines that use positive phrasing and give comfort and forgiveness.
- Clear and consistent systems are used to deal with detrimental behaviours.

Classroom level:

- Lessons are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are encouraged to identify their own and others' strengths and to recognise and value diversity.
- Children are encouraged to value their efforts and those of others.
- Good models of behaviour are highlighted and reminders of expectations of behaviour given.

Individual level:

- All children are seen as individuals whose strengths and differences are celebrated.
- Success is celebrated and attention is drawn to valued and improved behaviours.
- Positive self-esteem is promoted in all areas of school life, but also sometimes specifically through social skills groups.
- Where a child experiences difficulty in developing or sustaining valued behaviours, specific individualised support can be implemented.

How positive/valued behaviours are celebrated:

Children showing valued behaviours are celebrated/recognised in many ways as an on-going process in all aspects of school life, such as:

- **Specific verbal praise**

- **Values Stickers**

All adults who work in the school can give a child a specific value sticker for a specific demonstration of valued behaviour which has impressed them at any time. These stickers should always be given after the behaviour and without prior discussion. They should be seen as an acknowledgement of valued behaviour rather than an incentive.

- **Weekly Values Certificates**

Each week the class teacher will pick a child from their class who they have noticed demonstrating one of the Christian values particularly strongly. This child will then be presented with a certificate appropriate to that value in the weekly celebration assembly and the reason for the certificate will be shared with the school. The certificates will be displayed in the school hall for the term so that there is the opportunity to share this positive behaviour with the whole school community. In lieu of taking the certificate home immediately the child will be presented with a star badge so that their families are aware that they have received an award at school. The child wears their badge for the week before returning it before the following celebration assembly. There is no expectation that the teachers will award the certificate to every child in their class throughout the year and some children may receive it on multiple occasions. The teacher has the responsibility for choosing the certificate however nominations from peers and other adults in the school are strongly encouraged.

- **Class, subject and individual specific reward systems**

This includes PE points which children are recognised for specifically in PE lessons, the PE points categories are closely linked to the school values and this is made explicit to the children. PE points accumulate and result in whole class reward activities as well as recognition for achievement over a half term. Computing lessons have similar recognition over a half term, both these lessons are taught by subject specialists across the whole school.

- **Sharing success with parents/carers**

- **Team Points**

Every child throughout school is allocated to a colour team which is aligned to a noted children's author (green - Rauf, yellow - Shakespeare, red - Donaldson, or Dahl blue). Children are awarded with team points for their team when they are recognised for showing particular effort in a specific piece of work. Team points can only be awarded one at a time and involve physical coloured token being given to the children which are then collected in team pots in the classroom, each week these pots are emptied into central containers in the school hall for counting. The winning team is recognised in celebration assembly at the end

of the week and there is a central display in school so that all children can see how many times their team has won. The winning team has a flag displayed in their colours. Children's efforts in collecting team points are also rewarded on an individual basis with certificate awards available for collecting different amounts of points - 10 (bronze), 25 (silver) and 50 gold). Children are provided with an individual bookmark on which their team points are recorded and this helps them to keep track of their own individual total. Each team is represented by an elected Captain and Vice-Captain from year 6 who acts as a role model and assists with key tasks.

Detrimental Behaviours

Staff make explicit their high expectations of behaviour and disruptions are dealt with fairly and consistently.

1. **De-escalation Strategies** (see Appendix A) are used to support children to manage their emotions and remove the 'heat' from a situation creating space and time.
2. **Management of risk or harm** by removing the child from the situation or removing the other children from the area if necessary.
3. **Reflect, repair and restore**
 - Verbal reminders given of the expectations of learners and valued behaviours.
 - Protective consequences are implemented, e.g., limiting use of social spaces. Typically, this can involve 5 minutes of missed playtime
 - Involvement of SLT member or partner class to support reflective process and class teacher to inform parents (see Appendix B):
 - Educational consequences are considered, e.g., alternative educational tasks or activities.
 - Children are supported through restorative steps through an approach which puts repairing harm done to relationships and others (e.g., apologies, social stories) over and above the need to assign blame.

Cases of severe and/or persistent low level detrimental behaviours will result in immediate senior leader involvement and parents/carers will be contacted.

Consequences for detrimental behaviours will be determined by the evidence available to senior leaders.

In cases of persistent, significant detrimental behaviour a Risk Reduction Plan will be put in place with home and school working together to support the child.

Staff and the headteacher are in constant consultation about the behaviour and well-being of children in the school. All behaviour management is set around the choices children make and the consequences of these choices.

Recording, Reporting and Communicating

When school staff feel that support is needed from SLT in dealing with a behavioural issue then this needs to be recorded on My Concern and categorised as a behaviour concern. A brief outline of the behaviour should be included. The member of the SLT will then take over the recording stating what consequences were implemented and any outcomes. The member of SLT will also communicate directly with parents.

Supporting all learners

Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Individual strategies will therefore be implemented to support them. This may include the use of clear targets with specific rewards and/or alternative rewards or consequences.

We recognise that inclusion does not mean that all children are treated in the same way. We support individual needs in consultation with the parents/carers, Class Teacher, SENCO and SLT, making reasonable adjustments as necessary. Where children are struggling to make valued behavioural choices or where a Special Educational Need or Disability has been identified, support may be sought/offered from external agencies.

Exclusions

We do not wish to suspend any child from school but sometimes this may be necessary. The school has therefore adopted the standard list of reasons for suspension and exclusion and follows the Cambridgeshire County's Exclusion Guidance. We refer to the guidance in any decision to suspend or exclude a child from school.

Searching

Here at school, we may search a pupil, with their consent in any situation considered necessary for the safety of pupils. Consent is not required if the search is for prohibited items such as knives, weapons and alcohol. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies.'

Bullying

Please see our anti-bullying policy which is available on our website under policies

<https://www.holywellprimary.co.uk/page/?title=Policies&pid=68>

Use of Physical Intervention

Physical intervention may be used by all members of the school staff as a last resort

It is important to recognise that the use of restrictive physical interventions needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991). These are based on the assumption that every child and young person is entitled to:

- Respect for his or her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security
- The right not to be discriminated against in his/her enjoyment of those rights

Restrictive physical interventions need to be pupil specific, integrated with other approaches and clearly part of the pupils Behaviour support plan and Risk Assessment. They must not

become a regular way of managing pupils or as a substitute for providing other training to staff. In Cambridgeshire the term 'restrictive physical intervention' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention' is defined by the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...' There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be necessary, reasonable and proportionate to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

Reasonable force cannot be used:

- As a punishment – it is always unlawful to use force as a punishment. It is a criminal offence to use physical force, or to threaten to use force (for example by raising a fist, or using verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfES/DoH 2002)

All cases of the use of reasonable force are recorded by the school. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Monitoring

The Headteacher and Leadership Team monitor the effectiveness of this policy on a regular basis, reporting to governors on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps records concerning incidents of detrimental behaviour. and Senior Leadership analyse this data to identify patterns of behaviour and implement intervention swiftly.

The Headteacher keeps a record of any child who is suspended for a fixed term or who is permanently excluded. This data is presented in the Headteacher's Report to the Governors on a termly basis.

This policy is reviewed annually.

De-escalation script

- Pupil's name.
- I can see something has happened.
- I am here to help.
- Talk and I will listen.
- Come with me and ...

Appendix B



School Values Reflection Form



Name:	Class:
Date:	Lesson:
Which School Value do I need to reflect on? (as discussed with teacher)	
How did my behaviour not meet the School Values (what happened?)	
How can I improve this next lesson?	

<u>Teacher Name:</u>
<u>Teacher Comment:</u>