

# Hollywell Primary School



## Behaviour and Discipline Policy 2026 - 2027

This policy works in conjunction with the Anti-bullying Policy, the Special Educational Needs and Disability Policy and the Equal Opportunities Policy.

## Promoting positive behaviour within an environment of mutual respect and positive relationships.

### Aims:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our philosophy actively encourages good behaviour, and we aim to *'accentuate the positive and eliminate the negatives.'*

### The Three Rs:

Within this positive philosophy we have three simple yet essential school rules which are used by all members of the school community.

 Ready

 Respectful

 Responsible

These rules are displayed in every classroom and prominent points in school. Through discussion, the children understand what constitutes each of these, how they 'look' on a daily basis within different situations and are encouraged to aspire to each of them.

At Hollywell we aim to create a happy, secure and stimulating learning environment where:

- Everyone will be inspired and supported to do their very best.
- All can teach and learn in a comfortable and secure atmosphere.
- All forms of discrimination, harassment and bullying are eliminated.
- Equality of opportunity is promoted.
- Children can grow to become positive, responsible and increasingly independent members of the school community.

### The Language of Choice

Central to our philosophy is the 'Language of Choice'. We refer to good choices - which lead to positive consequences, and poor choices - which lead to negative consequences.

There are two key reasons for using the language of 'choice':

- It promotes self- management of behaviour and enables some reflection of what behavioural choices exist. There are always different behavioural options; we don't accept/ expect that some children will always behave in such a way.
- It avoids labelling children – instead we refer to the language of choices that we all make and that we should always try to make 'good choices'.

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation and help raise self-esteem. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **As a school community we believe we all have a responsibility to promote good behaviour and realise our school rules**

### **The role of adults in school:**

- Be a good role model to demonstrate and reinforce our behaviour expectations based on the Three Rs.
- Refer to 'Ready, Respectful and Responsible'.
- Have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Develop positive relationships with all children based on mutual respect and understanding.
- Celebrate and reward good behaviour.
- Ensure time is set aside to promote children's social, emotional and behavioural skills and to communicate the language of choice and consequences.
- Follow school systems for dealing with positive and negative behaviour ensuring consistency in actions and language.
- Use PIP and RIP (Praise in public, reprimand in private).
- Never ignore poor behaviour.
- Follow the correct procedure for recording incidents and specific concerns. (My Concern or Arbor)
- Be aware of systems which provide additional support where a child experiences difficulties in developing or sustaining appropriate behaviours including involvement from outside agencies. e.g. IEP behaviour action plans, behaviour charts, setting of personal targets, involvement from outside agencies – EP, SFSS, SBAP, safe handling policies.
- Contribute to the continual development of the school's systems underpinning positive behaviour.

### **The role of children:**

- Understand what it means to be 'Ready, Respectful and Responsible' in different contexts.
- Know and demonstrate our 'Three Rs' on a daily basis, caring about and respecting themselves, others and their school.
- Understand the importance of telling the truth and how this aids the resolving of issues.
- Recognise their own successes and be proud of both their own achievements of those of others.
- Learn the value of friendship.

### **The role of parents:**

- Support and encourage their child in being 'Ready, Respectful and Responsible'.
- Celebrate and be proud of their child's achievements, showing an interest in school life through attending meetings and events.
- Support school in modelling and developing good behaviour choices, building a supportive dialogue and working collaboratively with staff in facilitating the promotion of consistent messages
- Ensure their child arrives at school and are collected on time and with the correct equipment for the day's activities.
- Read relevant/appropriate documentation including the 'Home/School Agreement'.

### **Equal Opportunities:**

In accordance with our Equal Opportunities Policy, we aim to help all children to reach their full potential regardless of race, (which includes colour, nationality and ethnic or national origins) religion, age, disability or gender.

## **Rewards**

We recognise and reward learners who go 'over and above' our standards. Adults in school promote positive behaviour by praising and rewarding. This begins with regular use of encouraging language, both in lessons and around school, so that positive behaviour is instantly recognised and positively rewarded. Assemblies are used as a vehicle to promote the positive behaviour that we wish to see in school.

Assemblies are used as vehicle to communicate and discuss social and behavioural issues, accentuating the positive behaviour that we wish to see in school.

Reward strategies include:

- Verbal praise.
- Class Dojo
- Weekly certificates in Honours Assembly (given for demonstrating our Three Rs, our GROWTH Values and our Oracy objectives through personal academic, social and interpersonal achievement, and for going 'above and beyond')
- Star assemblies

### **Star Cards and Star Assemblies**

A Continuous Reward System.

Every child owns a Star Card. Children are rewarded with a currency of Dojo points and star stamps. Every five 'Dojo points' can be traded for a 'stamp' on their Star Card. There are thirty stamps to complete. When their Star Card is full, a child will be presented with their Star Certificate in a special Star Assembly. The Star Cards and their corresponding certificate are based on the rainbow, and it is the aim of every child to 'complete the arc' by the end of their time at Hollywell.

### **Lunch Time Rewards**

In line with classroom expectations, we aim to promote and recognise positive behaviour at lunchtime, including good table manners. Healthy eating is also acknowledged and rewarded. Lunchtime staff (Midday Supervisors) follow the whole school reward system and award 'Dojo' points.

At School Council meetings, the children recognise the support that they are given by the Midday Supervisors and they are keen that all midday supervisors are respected. It is an expectation that all children address all adults in school politely and respectfully.

The P.E. crew work in collaboration with the PE leader to create structured play for children in the playground at lunchtime.

## **Sanctions**

Although the rewarding of positive behaviour is central to the way we operate, on occasion it may be necessary to use alternative strategies to assist a child in achieving our high expectations of behaviour using other strategies including progressive sanctions which are known to everyone and widely agreed.

Pupils given sanctions are not publicly displayed in the classroom however it is important that all staff follow the same routines and strategies when dealing with poor behaviour and that sanctions are recorded for monitoring purposes.

Our list of sanctions has been discussed and agreed between all staff and the School Council.

Sanctions often begin with an 'in-class' reminder, caution, or a sanction such as moving place or a time-out. However early informal discussions with parents are advised as most inappropriate behaviour choices can be 'nipped in the bud'. Other sanctions include:

- Working alone
- Missing part or all of playtime
- Class teacher discussing with parents
- Withdrawal of privileges
- Moving to another class – under prior arrangement
- Pupil discussing concerns with the head teacher
- Letter/ formal communication with parents from the head teacher with follow up interview
- Internal exclusion
- Fixed term exclusion

Any time out of class, discussion with SLT or the Head Teacher must be recorded on My Concern or Arbor as a behaviour sanction (giving details of times, brief outline of the incident and the time out given). If behaviour continues to deteriorate and several time-out sanctions have been enforced, then a member of SLT should be consulted. The SLT monitor the behaviour sanctions recorded on My Concern and Arbor on a half termly basis. Any pupils causing concerns will be discussed with individual teachers and parents and support will be given to initiate a behaviour plan or access specialist support from outside agencies, if necessary.

If a child's behaviour is unacceptable at lunchtime, then a 'time-out' strategy is used. Midday Supervisors feedback to class teachers at the end of the lunchtime; in this way teaching staff can reinforce the message to children. Persistent unacceptable behaviour is always reported to the Head Teacher.

**Sent to the Head teacher** - In the case of any physically or verbally abusive behaviour the child will be sent to the Head teacher (or the Head teacher will be sent for). The Head teacher will go through the 'choices' made and consequences of the actions with the pupil/pupils and give a time-out, before they are reintegrated back into the classroom when appropriate. The Head Teacher may also inform parents. The sanction will be recorded on My Concern or Arbor as a Head Teacher intervention.

In any cases of persistent poor behaviour or serious incidents (e.g. bullying, dangerous behaviour, lack of respect for an adult) the child will be sent to the Head Teacher, and the parents will immediately be involved. Acts of physical assault are taken very seriously and are recorded on My Concern to act as a monitoring tool so that effective support or further sanctions can be implemented.

In line with DFE guidance and the Physical Intervention policy trained staff may intervene using reasonable force with pupils when there is a risk to self, others or property, or when there is an issue of discipline or control. The actions that are taken will be in line with government guidelines on the restraint of children. Formal procedures as set out in ['Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Sept 2023'](#)

During intervention in all situations, our procedures ensure that:

- *Adult investigation ensures that all sides are heard*
- *Action with individual children follows investigations at an appropriate level.*
- *Where judged a serious breach of our school rules, parents are contacted in person, by phone or if necessary, through Class Dojo/email.*

## Exclusion

In a small number of instances, the Head Teacher or senior leader may decide to issue a fixed term exclusion. This would usually (although not exclusively) be used in cases where there is persistent poor behaviour which is impacting on other pupils' education or well-being and the pupil has not responded to the support and previous sanctions put in place or, where the incident is of a serious physical or verbal nature including violence, swearing and bullying and racist incidents.

On the rare occasion that an exclusion would be issued, there are three types of fixed-term exclusion the school may use:

- Internal exclusion (where the pupil is removed from their class and educated in another area of the school) for the duration of the internal exclusion - formally recorded, not reportable to LA
- External exclusion which takes place at another EMET primary school with a member of staff that they know. The pupil is not allowed on the school site - formally recorded, reportable to LA.
- Formal fixed term exclusion - the pupil is not allowed on school site and is excluded into the care of their parent or carer for the duration of the exclusion. - formally recorded, reportable to LA.

## Bullying

At Hollywell, children have a right to feel welcome, safe and happy. Our school is committed to taking all incidences of bullying seriously. Bullying will not be tolerated at Hollywell, and it is everyone's responsibility to prevent it happening.

The Department for Education and Science says that bullying is '*deliberately hurtful behaviour repeated often over a period of time*'. Bullying can take many forms.

The 3 main types are:

- Physical – for example, hitting, kicking, taking belongings
- Verbal – for example, name calling, insulting or racist remarks
- Indirect – spreading unpleasant stories about someone, excluding someone from social groups, use of social media platforms

In line with our Anti-Bullying Policy, we have a responsibility to respond promptly and effectively to issues of bullying. Children are encouraged to report all incidents of bullying to an adult as soon as possible who will then be able to deal with the incident in situ. If it so happens that a child only tells their parents at home of any incidents, then we encourage parents to inform the class teacher as soon as possible. All incidents are referred to the class teacher, investigated as appropriate and recorded accordingly. Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately.

We do not tolerate bullying, and every incident is investigated and dealt with. All reports are recorded on My Concern and forwarded to the Head or Deputy Head in their absence and appropriate actions are discussed and agreed.

## Supporting staff and pupils

Staff provide support to other members of staff, teaching and non-teaching, with regard to behaviour issues. Similarly, children are encouraged to behave in a way which reflects the ethos of the school and to support each other wherever possible.

Occasionally, behavioural issues are reflected in Individual Education Plan (IEP) targets or a Behaviour Plan. If necessary, the support from other agencies is sought. Advice and strategies from other agencies are implemented to support the child, parents and the staff.

## **Training**

It is expected that all staff, including support staff, will receive training on the management of children's behaviour in school.

Adopted Spring Term 2026

To be reviewed Spring Term 2027