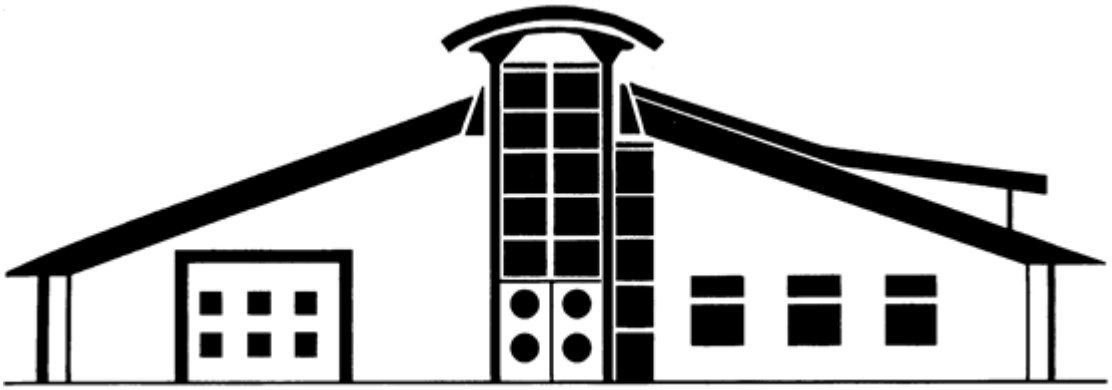
HOLMESDALE COMMUNITY INFANT SCHOOL



BEHAVIOUR POLICY

Approved by Governors…… September 2026

Review Date: ……..September 2027

Holmesdale Community Infant School and Nursery

This Behaviour Policy sets out how we promote positive behaviour and create a safe, caring, and respectful environment for all children at Holmesdale School. It reflects our school's values and commitment to nurturing pupils' personal and social development, while aligning with the wider expectations of Greensand Multi-Academy Trust. The policy follows current Department for Education guidance, including Behaviour in Schools (DfE, 2024), and the Equality Act 2010.

Statement of principles

Holmesdale School believes that the school's Behaviour Policy should reflect the following principles:

- Holmesdale School provides a safe environment in which all children are supported to achieve their potential, both academic and social, and are provided with support to overcome barriers to learning they may face.
- Respect is at the heart of the school's ethos, for each other, staff, and any other adults they may come across in the course of their school life.
- Pupils respect their environment and understand that their actions may affect others.
- Pupils are preparing to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-regulation and to take responsibility for their actions.
- All members of the school community have the right to expect clear behaviour guidelines which are consistently implemented.
- The school works in partnership with parents/carers and families and with other agencies who may be involved with a child's education and development.
- The school is inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
- The school Behaviour Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be applied, wherever possible the school seeks to encourage appropriate behaviour rather than punishing the inappropriate.

THE HOLMESDALE WAY

At Holmesdale School, we strive to develop a community based on shared Values, which are:

- ✞ Friendship
- ✞ Perseverance
- ✞ Respect
- ✞ Appreciation
- ✞ Co-operation
- ✞ Patience

- ✞ Trust
- ✞ Tolerance
- ✞ Caring
- ✞ Responsibility
- ✞ Courage

At Holmesdale, we have 3 Golden Rules that help us to live our values:

- ✞ Safe
- ✞ Respectful
- ✞ Ready

The Behaviour Policy should be read in conjunction with the following policies:

- Anti -Bullying
- Positive Touch
- SEND and Inclusion
- Equalities
- Safeguarding
- Complaints
- Suspensions and Exclusions

Staff at Holmesdale School have the right to regulate children's behaviour and to impose sanctions when children fail to follow class and school rules. The school seeks to always work in partnership with parents/carers and expects them to support the school in creating a calm, ordered environment where teachers can teach, and pupils can learn. All parents/carers sign the Home/School Agreement when their child starts at Holmesdale School and in doing so agree to support the school in the implementation of the Behaviour Policy.

Aims

Holmesdale School regards the Behaviour Policy as pivotal to developing positive relationships and for each child as an individual to develop their full potential:

- That all members of the school community feel valued and respected.
- That every member will be treated fairly and well.
- That children will be in a happy, safe, and secure environment.
- That all members of the school community work together in an effective and considerate way.
- Adults will act as a role model for children.

Principles of Behaviour Management

Our policy advocates The Restorative Approach method which is inspired by the philosophy and practices of restorative justice. This approach puts repairing harm

done to relationships and people over and above the need for assigning blame and dispensing punishment.

1. Behaviour is learnt and therefore can change.
2. Praise motivates; criticism lowers self-esteem.
3. Rewards work better than punishments.
4. Children need to develop empathy and respect for others.

As staff we need to:

1. Develop relationships with children by showing them that ‘we care, and they belong.’
2. Look for and explicitly praise positive behaviours first.
3. Use and reinforce our 3 Golden Rules.
4. Plan for good behaviour and positive relationships.
5. Use Restorative approaches wherever possible.
6. Model the behaviours and values we want to see.
7. Reinforce the school’s chosen values.
8. Use the language of choice and consequences.
9. Focus on the behaviour and not the child.
10. Give clear expectations of good behaviour.
11. Be proactive to pre-empt challenging behaviour.
12. Adhere to the school policy consistently across the school.
13. Recognise the needs of individual children, as they may need a different approach.

Acknowledgement and Rewards

We recognise the value of intrinsic motivation and our role in developing this, however, there is a place for further celebration and recognition. We will use any of the following:

1. Immediate verbal praise and discussion about how the child feels about their achievement, helping them to develop intrinsic motivation
2. Displaying work and using recognition boards
3. Sharing successes with other children and members of staff
4. Sharing success with parents and carers
5. Golden Tokens and the class with the most tokens each week will receive a trophy
6. Golden Token target amount in individual classes leading to a class treat, such as playing a favourite game
7. Certificates awarded for excellent effort or consistently high standards
8. Golden Star certificates, nominated by staff and friends in class. Presented by Head teacher or Deputy head
9. Learning Behaviour certificates, nominated by staff and friends in class. Presented by Head teacher or Deputy head
10. Stickers may be used; however, we are mindful of how a child stands out whilst wearing a sticker and the affect it can have on others, as well as the upset caused if the sticker is lost

Responding to behaviour

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to

prevent recurrence of misbehaviour. This includes children who become dysregulated, and who may have needs which they are working through with support from their family, school and other professional agencies/experts.
Staff will endeavour to create a predictable and supportive environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, change of face, distraction, sensory break etc.
All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Behaviour sanctions are supportively carried out alongside a nurturing positive relationship with the child.

1. Consistent use of school scripts
2. Showing disapproval, verbal reprimand that condemns the actions and never the child.
3. Time out to reflect and then discuss what has happened
4. Setting of tasks to complete
5. Parental involvement, e.g. phone call, note home, informal meeting, formal meeting
6. The establishment of a Home/School Contact Book
7. Withdrawal of a privilege, e.g. behaviour not deemed appropriate for a ‘special helper’, so suspension of those duties could be an option
8. Internal Exclusion (as decided by a Senior Leader, being withdrawn from their year group for a fixed period, which may include the missing of break and lunchtime as appropriate)
9. Exclusion (see below) Serious sanctions may be applied by Senior Staff in consultation with HT

Anti-Bullying

Holmesdale School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying as demonstrated by the school’s anti-bullying policy.

Use of Force

At Holmesdale school staff are discouraged from touching pupils because this can be misinterpreted. However, we aim to provide a supportive environment, and it may be appropriate from time to time to lightly touch a pupil’s upper body in order to guide or reassure. Very young children may sometimes seek comfort from an adult when they are upset or distressed, and we will respond if appropriate/necessary but encourage the development of independent and self-reliance. In accordance with the Education and Skills Act 2008 all staff may on occasion need to control or in extreme circumstances restrain a pupil to ensure that they do not.

- Cause themselves harm

- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body, parents will be informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. Guidance is in the school's Positive Touch Policy.

Confiscation and Disposal

Staff at Holmesdale School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police
Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs e.g. chewing gum) will be disposed of.
High value items (£20+) e.g. mobile telephones, which are confiscated, will be held securely until a parent/carer makes arrangements to collect them. Low value items will be disposed of.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Area Schools Officer (ASO) and the Local Authority Officer (LADO) and dealt with using the Surrey procedure. Pastoral support will be offered to any individual against whom an allegation is made, and the matter kept strictly confidential. If the allegation is against the Head teacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the School Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Behaviour out of School

Pupils are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

The role of the School Committee

The School Committee have the responsibility of setting down the principles that the Behaviour Policy is based on and of supporting the Head teacher in carrying out the policy, giving advice where necessary. They will also monitor and evaluate its implementation.

The role of the Head teacher and Deputy Head

It is the responsibility of the Head teacher, supported by the Deputy to ensure this policy is implemented consistently across the school, and to report to School Committee on its effectiveness.

The Head teacher will be responsible for ensuring that the 'Value of the month' is shared with the school community every month e.g. through assemblies

The Head teacher must support the staff in the implementation of the policy and set the standard for behaviour.

The Head teacher and Deputy Head will use the CPOMs behaviour reports half termly to analyse trends and work with SLT to take appropriate actions to address any issues arising.

The Head teacher should arrange any training that is required by staff that is identified through the performance management cycle.

The role of the Class teacher

It is the class teacher's responsibility to ensure the implementation of the policy in their classroom, giving direction to support staff if necessary.

The class teacher should have high expectations of behaviour at all times and follow the principles of behaviour management (as noted in policy) in all their dealings with children.

The class teacher should spend time with their class to ensure they know and understand our school rules and class expectations. Children will be asked to sign up to the rules and expectations.

The class teacher will keep records of behaviour on C-POMS and SLT monitor these regularly so that patterns of behaviour can be identified.

The class teacher will inform parents about incidents regarding behaviour when appropriate.

The role of support staff

All support staff should follow the Behaviour policy, seeking support and training from other staff when appropriate.

Support staff should contribute to reporting behaviour on C-POMS.

The role of parents

Parents are asked to sign a Home/School Agreement. The school always seeks to work collaboratively with parents, so that children receive consistent messages about behaviour at home and at school.

If the school has to use reasonable sanctions with a child, parents should support the school. If parents have any concerns about the way their child has been treated, they should follow the Greensand Multi-Academy Trust Complaints Policy and Procedures by initially contacting the Class teacher. If the concern remains, they should contact the Head teacher and if a resolution is not found, the complaint will be passed on to the Chair of Governors.

Induction of new children

Children who start in the Foundation Stage have induction arrangements that are reviewed each year by the Foundation Stage leader.

All other children starting in the school will be given a 'buddy' from within their class, to support them in their first weeks in school.

Suspensions and permanent exclusions

Where the behaviour of a child puts the safety and education opportunities of themselves or others at risk and where every effort has been made to work with the child and their carer or parents to improve the behaviour, the Head teacher may implement a suspension or permanent exclusion. Our suspension and exclusion policy will be followed in this event.
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Review

This policy is subject to review and evaluation annually.

Appendices

- Responses to challenging behaviour
- Values of the Month
- Home/School Agreement
- School scripts
- RA 5 steps card

Responses to Challenging Behaviour

BEHAVIOUR	RESPONSES	STAFF/AGENCIES
Minor incidents, e.g • Non compliance to a reasonable and understood request • Inconsiderate behaviour towards others • Minor disruption • Distracting others • Inappropriate language • Minor verbal aggression • Minor physical aggression • Inappropriate touching	**Responses must include one or more of the following, which will feed the needs of individual children:** • Use of school script • Praise the appropriate behaviours of others as an example to the child • 'Catch them being good' • Diffusion-diversion to an appropriate task • Move within a group • Move to another area of a room • Verbal/visual reinforcement of expected behaviour • Withhold reward • Verbal response - expression of disapproval with reasons, use the language of 'choice' • Use a Restorative Approaches response-using the 5 steps	Teachers Classroom Support Staff Midday Supervisors Other Support Staff

Repeated or major incidents, e.g • Repeated/continued refusal to comply to a reasonable request or routine • Disruption to the lesson/work of others • Verbal aggression(i.e. offensive language shouting or screaming) • Physical aggression • Threatening behaviour/intimidation • Inappropriate physical approaches (sexual) i.e. touching, poking etc. • Minor damage to property • Hiding (absconding)	**Responses may be as above, but may also include one or more of the following:** • Use of school scripts • Allow an individual time /space to calm down • Loss of privilege • Forfeit playtime or favourite activity • Inform parents verbally or by a phone call, note or e-mail • Begin individual behaviour monitoring sheet and log incidents on C-POMS • Inform and involve Year Leader, Deputy Head, Head teacher (a judgement will made regarding SLT role; to stand beside and support, so as not to undermine the staff member, or take charge because incident warrants this course of action) • Reparation activities • Parents/other agencies may be required to attend school to agree a 'Behaviour Management Plan' which may be part of an ISP which should include positive responses and strategies.	Teachers Classroom Support Staff Midday Supervisors Other Support Staff Member of SLT Parents SENCO Head teacher Outside agencies

Serious/potentially serious behaviour incidents, i.e. • Persistent threatening or intimidating behaviour • Physical assault on peers • Physical assault on staff • Serious damage to property • Causing themselves harm	**Responses may include those above but may also include:** • Inform and involve Year Leader, Deputy Head, Head teacher • Non-confrontational approach allowing individual space and time to calm down • Physical intervention-following LA guidelines • Use of time out monitored • Phone parents • Parents required to collect child from school • Short term suspension /cooling off period to be considered by Head or Deputy • Suspension to be considered by Head • Permanent exclusion to be considered by Head as last resort in case of very serious incidents or persistent incidents • Parents/Agencies to attend school to formulate and agree a Behaviour Management Plan	Teachers Classroom Support Staff Midday Supervisors Other Support Staff Member of SLT Parents SENCO Head teacher Outside agencies

Values list

September	Friendship	Friends know how to look after each other through good and bad times
October	Perseverance	Always doing our best and not giving up
November	Respect	Means valuing myself, other people and our environment
December	Appreciation	Knowing what other people do for us and how to thank them. It means showing that you are thankful.
January	Co-operation	Working together and helping one another.
February	Patience	Staying calm and waiting until your turn comes around.
March	Trust	You can be relied on to do the right thing.
April	Caring	Looking after ourselves and others and it means looking after the world around us.
May	Tolerance	Is accepting others, even when they make mistakes. Tolerance is appreciating our differences
June	Responsibility	You can be in charge of yourself, other people or things, and you are trusted to do the right thing.
July	Courage	Means facing what you might be worried about or afraid of.

HOLMESDALE INFANT SCHOOL

Home-School Agreement

Child's name _____ Class _____

1. THE SCHOOL
We will

- Treat children, parents and carers with respect and courtesy
- Work to achieve our aims (see Mission Statement)
- Help your child develop and understand the importance of good learning behaviours
- Provide information to parents on the progress made by their child and arrange any parent/teacher meetings to this end
- Provide appropriate home learning activities for the child to complete with parental support
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events and requests. These may be via paper, email, text or posted on our website.
- Contact parents if there is a problem with attendance, punctuality or equipment
- Let parents know about any concerns or problems that affect their child's work or behaviour
- Introduce your child to our 11 core values and develop their understanding of them.

2. THE PARENTS
I/We will

- Treat school staff with respect and courtesy
- See that my/our child goes to school regularly, on time and properly equipped
- Avoid taking my/our child out of school on holiday
- Let the school know about any concerns or problems that might affect my/our child's work or behaviour
- Support the school's guidelines and policies for behaviour, anti-bullying and equality
- Support my/our child in all opportunities for home learning
- Support the school's Eco-Schools initiatives
- Attend parent consultation evenings and discussions about my/our child's progress
- Get to know about my/our child's life in school
- Support and reinforce the values of the school
- Support the school in having high expectations of manners and behaviour, showing respect and courtesy at all times

Signed _____(Parent) Date: _____

Signed _____ (Headteacher)

PLEASE COMPLETE AND RETURN TO SCHOOL. THANK YOU.

30 SECOND SCRIPT TO BE USED BY ALL STAFF

The behaviour 30 second script used by all staff on every behaviour occasion. The words we say are in red. The person who saw the behaviour talks to the child/ren. If you want support from a colleague, they stand with you, but you speak with the child.

Reminder - delivered discreetly.

A reminder of the three school rules and the rule they have broken.

Verbal caution (30 second script) – delivered discreetly.

At the moment you are not being safe/respectful/ ready because… (keep this brief) which is breaking one of our school rules.

If you choose to continue… then you will receive a school sanction.

If you choose to follow the rules you can be certain that I will notice you making a good choice. Do you remember when you …...? That is what I need to see today.

Think carefully about what you do next. You know the rules about behaviour. I know you can make the right behaviour choice.

Walk away/ move on

See HELP if you need it.

Last chance (30 second script)- delivered discreetly, giving a final opportunity to engage. Offer a positive choice and refer to a previous example of good behaviour.

I noticed you are still not being safe/ respectful /ready to… which is the rule you have broken.

Now because of your behaviour choices, you have chosen to lose two minutes of your time.

I will be telling your teacher about this.

In class: Remind 2 minutes at play/ lunch lost for what happened.

At end of lunch: 2 minutes lost in the afternoon of an activity.

The two minutes deducted from their time in school is owed when the children get to this step, it is not part of future negotiation of behaviour. It must not be removed, reduced, or substituted.

See HELP if you need it.

Time Out

1. This is the few minutes a child may need to calm down, breathe, look at the situation from a different perspective and compose themselves. Could be a short time in a quiet place or a different area of the playground. THIS IS ALSO PART OF THE VERBAL CAUTION SCRIPT

Repair

1. It might be a quick chat at playtime or lunchtime or a fixed formal time. Have it on the same day. (RA may be applied if incident warrants it)

Sanction

1. That day, 2 minutes at play/lunch or afternoon.

If a sanction is issued at playtime or lunchtime, the class teacher/ person leading class at the time, will be informed. The person leading the class will acknowledge that the child has had a sanction and move on. I know you had a sanction at lunchtime. I am looking forward to a positive afternoon.

HELP

If you are finding the conversation difficult at any point, then use this:

I am going to come and speak to you later about what will happen next.

I am going to walk away to give you/ both of us a chance to calm down.

I don't think I have enough information to make a decision right now.

HOLMESDALE COMMUNITY INFANT SCHOOL

Restorative Meeting aide memoire

Step 1: What has happened? What is the matter?
Each child to explain their view independently taking turns to talk
Step 2: What were you thinking? What were you feeling?
Ask each child in turn
Step 3: Who else has been affected?
Might need some prompting
Step 4: What can you do to put things right?
Children to be encouraged to use words to describe what they can do other than just say sorry
Step 5: What can you do to stop this from happening again?

Continue to monitor children involved and look for positive and appropriate behaviour.