

# Hollingwood Primary School

## Behaviour Policy



Date of last review: September 2024

Date of next review: September 2025

## Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
<b>Sep 2023</b>	<b>BL</b>	<ul style="list-style-type: none"> <li>• Updated behaviour policy – clear escalation process</li> <li>• Woodland nurture rooms upgraded.</li> <li>• Reflection process based around a restorative intervention</li> <li>• Behaviour report cards</li> <li>• CPOMS recording system – providing personalised incident reports and CPOMS plans</li> <li>• Five-point scales introduced – Identifying triggers and how to respond</li> <li>• Midday supervisor training and incident reports</li> </ul>		
<b>Sep 2024</b>	<b>BL</b>	<ul style="list-style-type: none"> <li>• CPOMS introduced in replacement of Behaviour Smart as an incident recording system</li> <li>• Staff to report 2<sup>nd</sup> warning incidents on CPOMS</li> </ul>		

## **Our School Ethos:**

The '**Hollingwood Way**' is captured by the view that; 'Clarity and consistency is kindness'. Everything we do starts with positive relationships – building, maintaining and repairing them.

We believe that children deserve our time – time to talk, to explain and find solutions.

At Hollingwood Primary School we believe in and practice, a relationship-based, restorative approach to approach to understanding behaviour. This approach is underpinned by 3 key principles:

1. Unmet Needs: Behaviour often reflects unmet needs. Therefore, to change behaviour we must respond to the unmet need. E.g. – the need to feel safe, hunger, positive self-esteem.
2. Individual Influences: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop. E.g. –their family, community, school.
3. Relationships: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not punish. So, in order that we provide opportunities for children to learn positive behaviours, unconditional positive regard is central to our school ethos.

- We know that empathy is at the core of building positive relationships; the ability to share someone else's feelings or expectations by imagining what it would be like to be in another person's situation.
- We also appreciate the gravity of acting in 'Loco Parentis' (in place of the parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'resonate parent'.
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.
- Consequences are natural and logical to the situation.

At Hollingwood Primary School, behaviour is a collective responsibility; this is called '**The Hollingwood Way**', which is underpinned by our values, "the 3 Rs".

- Respect
- Resilience
- Responsibility

The '**Hollingwood Way**' is captured by the view that; '*Clarity and consistency is kindness*'.

## 1. Policy Aims and Objectives:

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Hollingwood Primary School is committed to the emotional mental health and well-being of our children, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole-school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our behaviour policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

## 2. Rewards:

It is a firm belief at Hollingwood Primary School that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff and out wider community.


We praise our children in a variety of ways:

- Verbal praise and smiles
- Class Dojo points
- House tokens
- Phone calls home
- Weekly Postcards home
- Personal Class Dojo messages
- Weekly celebration assemblies
- Visits to the Phase Leader
- Visits to the Head Teacher / Deputy Head Teacher
- Showing work to a buddy classroom
- Head Teacher awards
- Going onto 'Silver' and 'Gold' and receiving stickers and tokens

Children can earn rewards through consistent demonstration of the '**Hollingwood Way**'. The '3 R's' underpin childrens behaviour within school and each child values this approach in earning rewards. More information can be found within Appendix B how rewards are earned by children.

Each classroom displays a behaviour tree which is a metaphor for our behaviour system. If a child is recognised for positive behaviour, they would be rewarded with a 'silver' or 'gold'.



	<b>Role model - Gold</b>	<p>Denotes demonstration of the 3Rs consistently.</p> <p>The child will receive a gold 'role model' sticker to wear and a house token in the shape of a golden star (worth 10 house points).</p> <p>The child will be acknowledged by the Head Teacher / Deputy Head Teacher, who will call the child's parents/carers in celebration.</p>
	<b>Recognition - Silver</b>	<p>Denotes going the extra mile to show some of the school's values.</p> <p>The child will receive a silver 'recognition' sticker to wear and a silver house token (worth 5 house points).</p> <p>The child will be acknowledged by the Phase Lead, who will reinforce the positive praise.</p>


A reward, once earned, is never be taken away from the child.



### 3. A restorative approach to challenging behaviour

At Hollingwood Primary School, we promote a structured approach to behaviour. We believe that clarity and consistency is kindness. The child-friendly behaviour chart below, helps children to clearly understand the expectation and consequences. Warnings are given to children who are not following the 'Hollingwood way' meaning they are showing a lack of respect, resilience or responsibility.

If a child presents behaviour outside of the 'Hollingwood Way', the structured approach below is taken, using the behaviour tree for children to refer to.

Starting point	<b>Ready to Learn</b>	All children start the morning and afternoon sessions ready to learn.
	<b>Rethink</b> – 1 <sup>st</sup> Warning	Denotes 1 <sup>st</sup> warning with no consequence.
	<b>Reflect</b> – 2 <sup>nd</sup> Warning	Denotes 2 <sup>nd</sup> warning which will lead to a conversation with Phase Lead.  Constructive conversation to take place. No consequence.
	<b>Restore</b> – 3 <sup>rd</sup> Warning	Denotes 3 <sup>rd</sup> warning. Reflection process to take place in the Woodland Nature Unit alongside the teacher with a member of SLT or Behaviour Lead.  Children to attend at the next playtime or the first 15 minutes of the child's lunchtime. This time may vary on the situation and the child's ability to regulate.  Restorative practice takes place encouraging children reflect on the incident.



Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility depending on the severity of the behaviour:

	<p><b>Rethink</b> – 1<sup>st</sup> warning</p>	<p><b>Class Teacher:</b></p> <p>A quiet, calm reminder of the Hollingwood Way that is being compromised. Follow this swiftly by positive praise (repair).</p> <p>The class teacher (and TA) will try to identify any unmet need, individual influences and relationship issues that may help them to understand the child's behaviour.</p> <p>The class teacher (and TA) will make any necessary adaptations in order to stop the behaviour that is being displayed.</p>
	<p><b>Reflect</b> – 2<sup>nd</sup> warning</p>	<p><b>Phase Lead:</b></p> <p>If the behaviour persists, the child is given a second warning which will be followed by a short, reflective conversation with their Phase Lead.</p> <p>The child will visit the Phase Leader's classroom / office for this conversation, using the walk as an opportunity to self-regulate.</p> <p>The teacher will notify the Phase Leader via internal telephone or radio system.</p> <p>Conversations will happen in the corridor outside of the Phase Leader's classroom or in their office.</p> <p>Together, the child and Phase Lead will reflect on the situation and discuss the expectations detailed by the 'Hollingwood Way'. The class teacher may be required in the restorative</p>

		<p>conversation to restore relationship with the child.</p> <p>The Phase Lead will always end the conversation positively, reminding the child that they are part of the Hollingwood family.</p> <p>Class teacher to log incident on CPOMS.</p>
	<p><b>Restore – 3<sup>rd</sup> warning</b></p>	<p><b>SLT:</b></p> <p>If the behaviour persists or is at the 'restorative' level SLT may be called upon to support self-regulation. Staff will use the internal phone or radio system.</p> <p>Children may require time in the Woodland Nurture Unit to regulate their emotions.</p> <p>Restorative practice takes place with the child during the next playtime or the first 15 minutes of the child's lunchtime alongside the class teacher and with either SLT or Behaviour lead. This may also include a logical and natural consequence.</p> <p><u>Restorative process:</u></p> <p>The restorative process is used to encourage children to talk through the incident and the emotions that they were feeling before, during and after. The aim is to support the child to develop strategies to manage their own behaviours to avoid a reoccurrence.</p> <p>The restorative process allows a discussion around these 5 questions:</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were your choices at the time?</li> <li>3. Who else was affected by your behaviour?</li> <li>4. What have you thought since?</li> <li>5. How can we make this right?</li> </ol> <p>Children may require a 'soft start' to integrate back into the classroom – this could be</p>



	<p>working outside of the classroom before re-joining the lesson.</p> <p>Class teacher will log behaviour on CPOMS with support from a member of SLT.</p> <p>Following the reflection process, SLT will inform Class Teacher to discuss incident with parents about the behaviour patterns and provision in place to support the pupil within the class situation. Any appropriate action is agreed and reported back to SLT.</p>
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After any of

the above steps, the staff continue to adopt **unconditional positive regard** so that child knows that they can move forward.

Behaviour is monitored regularly. In the event that a child has been referred to a member of SLT more than twice in  $\frac{1}{2}$  term, a meeting will be held involving the Class Teacher, Phase Leader, CFSW, Behaviour Lead and SLT. This meeting will decide the next steps:

- Pastoral / ELSA referral
- Social group intervention
- Meeting with parent/carer and 2-weekly review
- Peer Buddy
- Introduction of a Buddy classroom
- Report card

For more information of how the warning system is used, refer to appendix C where it outlines the escalation framework of how behaviour is acknowledged.

#### 4. Logical and Natural Consequences

As part of our approach to behaviour, we enroll logical and natural consequences for all our children. Depending on the situation, repercussions relate directly to a child's actions or choices. No child will be sanctioned for their choices of behaviour in a way that is detrimental to the child. The consequences are connected to the behaviour, allowing the child to understand the cause-and-effect relationship. As part of our reflection process, a child will restore their actions in a way that is valuable to them. The purpose of using such consequences is to help the student recognise the impact of their behaviour and take responsibility for their actions. E.g. in the event that a display is broken, the child (with the support of a staff member) will fix the display at a time that is decided by SLT.

## **5. Beyond Challenging Behaviour**

At times, a child's behaviour may escalate to a point where immediate action is needed in order to protect the safety of themselves and others. The above policy may be deemed unsuitable for the needs of the child or the severity of the situation; this is when staff refer to and use the behaviour policy of 'Beyond Challenging Behaviour'. Examples of such behaviour are: verbal/physical abuse, and bullying against the protected characteristics. In this case, the teacher will request the immediate support of the Head Teacher or Deputy Head Teacher. Wherever possible, de-escalation strategies will be implemented and the action will be restorative in nature.

Please see Appendix A.

## **6. Supporting Staff**

At Hollingwood Primary School, we recognise the importance of providing emotional support to all staff in order to help manage stress and protect wellbeing. We do this by:

- SLT, Child Family Support Worker and Behaviour Lead are always available to help and advise
- Offering time for reflection after reflection
- Creating and maintaining a culture where staff have the confidence to share questions, ideas and feelings
- Having a team approach to finding solutions (you are not on your own)
- Flying High Trust support available
- De-escalation training
- Investment in CPD for staff

If a member of staff is hurt during an incident a report will be made to Derbyshire County Council Health and Safety Department. A record will be made of any physical intervention that may be necessary.

We understand that staff need to be regulated in order to support others. Sometimes incidents can be overwhelmingly stressful and upsetting; we encourage staff to recognise when they need to remove themselves from a situation, finding alternative support for the child and instructing colleagues to take over. Staff will be given time to

## **7. Who is this policy for?**

This policy is for all children, staff, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

## **8. Equality Duty**

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and in particular our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who not share

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity,

## **9. Safeguarding**

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

## **10. Recording**

We log all of behaviour incidents on CPOMS. Factual details are included and any intervention from staff involved. Any behaviour incident that comes under the DFE guidelines regarding behaviour is logged additionally on Safeguard e.g. child on child, online/cyber, sexual harassment, racial, homophobic or transphobic, indirect, coercion or extortion. Parents are informed of any incident whether the child is the victim or the perpetrator of the behaviour. Any incident under 'the protected characteristics' are also recorded on Safeguard. All staff have training annually following the update from 'Keeping Children Safe in Education' document to ensure their understanding of incidents related to child on child abuse are recorded accurately.

The Head Teacher and Behaviour Lead monitors the number of behaviour incidents each half-term and produces a report. Information is shared with Governors through the Head Teacher's Report to Governors each term. Designated Safeguarding Leads meet monthly to review data on incidents and monitor any concerns.

## Appendix A – Behaviour that challenges

The 'Hollingwood Way' is captured by the view that;

### **'Clarity and consistency is kindness'**

Our system is founded on:

Children striving to be role models. Role models are 'golden' children, who are consistently 'Respectful, Resilient and Responsible'. Children know what is expected of them and they go about their day happily and safely. They try their best, they never give up and are respectful towards others and property. Role models can be spotted using lovely manners, walking smartly with 'Hollingwood Hands', helping friends and listening to instructions. Sometimes, in our strive be role models, children may need help to understand and make the right choices. 'The Woodland' helps if this is tricky.

In 'The Woodland', children use the time to calm, reflect and rethink. Children learn about relationships, role-modelling, how to use positive phrasing and how to accept comfort and forgiveness. 'The Woodland' is a place for children to learn more about themselves and how to approach situations differently.

Occasionally, poor choices hurt or offend others, or damage property. Children will then complete the restorative process in the Woodland with SLT or the Behaviour Lead. This time is used for children to reflect on the situation and how they can resolve their actions. If this is the case, we will share our concerns with parents.



	The Team				
	Senior Leadership Team	Child and Family Support Worker	Behaviour Lead	Teachers	Teaching Assistants / SEND Support
Roles and Responsibilities	<ul style="list-style-type: none"> <li>Communicate a clear and consistent strategy</li> <li>Provide CPL for staff, including those who volunteer or are new to the school</li> <li>Communicate strategy to parents and the wider community</li> <li>Support staff to meet parents (either by rehearsing a script or being in attendance of Tier 1 and 2 pupils)</li> <li>Complete necessary documentation – Eg Internal Exclusion forms</li> <li>Add 'Incidents' to CPOMS</li> <li>Follow ups to be added to incidents of CPOMS</li> <li>Restorative process carried out with</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with team members to provide contextual safeguarding information and follow up on actions to maintain safety and wellness of pupil</li> <li>Plan for and provide ELSA activities and interventions for pupils identified</li> <li>Record progress and communicate to parents as part of regular review programme</li> <li>Carry out assessments of pupil need resulting from teacher referral</li> <li>Complete Individual Risk</li> </ul>	<ul style="list-style-type: none"> <li>Ensure timetables appropriately meet the needs of specific, targeted children.</li> <li>Develop systems for recording and monitoring behaviour.</li> <li>Report to SLT and Governors about behaviour.</li> <li>Oversee 'Zones of regulation' across school.</li> <li>Support staff who work with targeted children, developing in class strategies and reviewing impact (E.g. -5-Point Scale)</li> <li>Run focus nurture groups with targeted children before</li> </ul>	<ul style="list-style-type: none"> <li>Promote the behaviour management strategy consistently and fairly in the classroom</li> <li>Provide children with behaviour scaffolds (sticker chart / bespoke timetable etc)</li> <li>Early identification of need</li> <li>Attend meetings which promote the safety and well-being reviews</li> <li>Discuss application of sanctions with Phase Leads</li> <li>Use positive phrasing</li> <li>Log behavioural incidents onto CPOMS</li> <li>Complete Boxall profiles for high need children.</li> <li>Complete 5-point scales for high need children</li> </ul>	<ul style="list-style-type: none"> <li>Promote the behaviour management strategy consistently and fairly in the classroom</li> <li>Ensure a child's bespoke timetable is followed scrupulously</li> <li>Be proactive and pre-emptive</li> <li>Use positive phrasing</li> <li>Provide feedback to the teacher</li> <li>Be flexible, supporting / covering in the event of an incident</li> <li>Deliver a 'Soft Start' where appropriate</li> <li>Follow the 5-point scale for Tier 1 children in line with the class teacher.</li> </ul>

	children in the Woodland.	<p>Management Plans</p> <ul style="list-style-type: none"> <li>Adapt timetables to meet the needs of the children</li> </ul>	<p>and during school.</p> <ul style="list-style-type: none"> <li>Work alongside local specialist schools, who can advise and support strategies within school.</li> </ul>		
	<b>Tier</b>	<b>Actions</b>			
<p><b>Tiered system</b> <i>(predominantly for children with additional need)</i></p>	<p><b>Tier 1</b> – displaying dangerous behaviours (Refusal to carry out instructions, swearing repeatedly, deliberate provoking of others, prejudicial behaviours, hitting/hurting with intent)</p>	<ul style="list-style-type: none"> <li>Meeting with parents required with fortnightly reviews</li> <li>Boxall profile completed, identifying areas of need</li> <li>Individual Risk Management Plan in place</li> <li>Counselling services considered</li> <li>Identification of frequency of dangerous behaviours for baseline</li> <li>Invited to nurture breakfast club</li> <li>Bespoke programme of nurture put in place</li> <li>Restorative practices implemented daily</li> <li>Lunchtime/Breaktime Reflections with the Behaviour Lead available daily</li> <li>CRB trained staff may be called up on to remove children from the classroom</li> <li>Behaviour Lead Lead to deliver activities to help children understanding their emotions e.g. Roots to fruits, mood diary's, Hidden Chimp, 'Hollingwood Way' project, Zones of regulation.</li> </ul>			
	<p><b>Tier 2</b> – low level behaviours which prevent others from learning</p>	<ul style="list-style-type: none"> <li>Meeting with parents required with fortnightly reviews until resolved</li> <li>Restorative practice work completed when necessary</li> <li>Lunchtime Reflection with the teacher</li> <li>Behaviour Lead to deliver workshops with small groups of children to train them how to regulate and manage emotions</li> </ul>			

	<b>Tier 3</b> – preventative intervention needed due to vulnerabilities (bereavement, loss, trauma)	<ul style="list-style-type: none"> <li>• Parental consent obtained for therapeutic intervention</li> <li>• ELSA/ counselling</li> <li>• Nurture lead bereavement counselling provided</li> <li>• Restorative practice work carried out</li> </ul>				
<b>Referral process</b>	Any staff member may refer a child to the Child and Family Support Worker					
<b>Assessment</b>	Boxall Profile Individual Risk Management Plan Wishes and Feelings SENDCo supports Behaviour profiling					
	<b>All staff</b>	<b>ECTs</b>	<b>Volunteers</b>	<b>Midday supervisors</b>	<b>Child &amp; Family Support Worker</b>	<b>ELSA TA</b>
<b>CPL</b>	Emotion Coaching Assertive/ Positive phrasing De-escalation strategies 5 point scale	Trauma-informed practice Paul Dix approach	Induction into HPS behaviour management system	Organising and developing play Greetings	Positive handling	Supervision with SENDCo
<b>Rewards</b>	<ul style="list-style-type: none"> <li>• Class Dojo Points / House Token (instant recognition)</li> <li>• Direct parent messaging to communicate / celebrate with parents</li> <li>• Praise postcards sent home</li> <li>• Silver (Recognition) and Gold (Role Model) stickers and tokens</li> <li>• Special Mentions Assembly (with parents)</li> <li>• Visit to Headteacher / Deputy Headteacher</li> <li>• Phone calls home with children present</li> </ul>					
<b>Classroom Environment</b>	Each classroom will display the Hollingwood Behaviour Tree. Each classroom will display (when possible) the Class Dojo dashboard Each classroom will display the 'Hollingwood Way'					

<p><b>Positive phrasing stem sentences</b></p>	<ul style="list-style-type: none"> <li>• You're late!</li> <li>• You've already missed an hour of learning!</li> <li>• Don't run in the corridors!</li> <li>• _____ stop talking when I am.</li> <li>• I'm getting fed up / annoyed now.</li> <li>• Don't talk like that.</li> <li>• Do I need to separate you?</li> <li>• What a mess!</li> <li>• I explained how to do this already.</li> <li>• Calm down.</li> <li>• Stop shouting.</li> </ul>	<ul style="list-style-type: none"> <li>• I'm really pleased you're here today.</li> <li>• You're here in time for English, that's great!</li> <li>• Remember to walk in corridors</li> <li>• It's great to _____ listening whilst I'm talking.</li> <li>• It makes me happy when you _____</li> <li>• We use kind words at Hollingwood.</li> <li>• Would you benefit from a break apart?</li> <li>• It looks like you've had fun here. How can we get it cleaned up?</li> <li>• Maybe I can show you another way.</li> <li>• Breathe. I'm here to help.</li> <li>• Take a deep breathe, then tell me what's happened.</li> </ul>
<p><b>Soft Start</b></p>	<p>A 'soft start' is available for children who face challenges at transition times – the start of the day, registration after lunchtime. Soft starts create a calm and nurturing environment that focuses on building positive relationships and helping children transition smoothly into the learning activities ahead. This approach recognises the importance of emotional well-being and the impact it has on a child's ability to engage with their studies effectively.</p> <ul style="list-style-type: none"> <li>- <u>Before school</u>: Children are invited to come into school earlier 8:30am to have breakfast in the Woodland Nature Unit. Staff ensure this is a positive and calm start to the day.</li> <li>- <u>Transitional Soft Start</u>: Teachers identify who need a soft start at the end of lunchtimes / between lessons. Staff ensure children have time to have a drink and calm before being ready to access lesson. Teachers may identify patterns to a child's behaviour and organise for TA / Family Support Worker to facilitate a soft start for these children.</li> <li>- <u>The Woodland Soft Start</u>: If a child has accessed The Woodland area for reflection, staff may decide that a soft start is needed in order to return to the classroom. Children may work outside of the classroom before being reintroduced into the classroom setting.</li> </ul>	



<p><b>The Woodland</b></p>	<p>The Woodland consists of two nurture rooms, specifically set up to enable children to explore their feelings and emotions. It is a nurture facility which provides support, bespoke emotion coaching and resilience activities.</p> <ul style="list-style-type: none"> <li>- A quiet, home-like living room with soft furnishing, sensory lights, sensory audio and smells.</li> <li>- An area equipped to deliver soft-starts and high-quality resources to support nurture activities. Such resources are only accessible to children in a planned nurture session..</li> </ul>
<p><b>Restorative Practice</b></p>	<p>The restorative process is used to encourage children to talk through the incident, the emotions that they were feeling before, during and after and the aim is to develop strategies to support the child in managing their own behaviours so that it doesn't happen again. All sessions will be with a member of SLT or the Behaviour Lead.</p> <p>The restorative process is used to discuss these <b>5 key questions</b>:</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were your choices at the time?</li> <li>3. Who else was affected by your behaviour?</li> <li>4. What have you thought since?</li> <li>5. How can we make this right?</li> </ol> <p>All documentation is added to each individual child's portfolio.</p> <p>Further activities that children will be exposed to are:</p> <ul style="list-style-type: none"> <li>• Axis of emotion</li> <li>• Breakwell Assault Cycle</li> <li>• Friendship Venn</li> <li>• Blob Blanks resources</li> <li>• Roots to Fruits</li> <li>• Mood Diary Scale</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflection sheets</li> <li>• Solution cicles</li> <li>• Stress container questioning</li> </ul> <p>Children may require a 'soft start' to integrate back into the classroom – this could be working outside of the classroom before re-joining the lesson.</p>
<p><b>Logical and natural consequences</b></p>	<p>As part of our approach to behaviour at Hollinwgood, we enroll logical and natural consequences for all our children. Depending on the situation, repercussions or outcomes relate directly to a child's actions or choices. No child will be sanctioned for their choices in behaviour in a way that is detrimental to the child. The consequences are connected to the behaviour, allowing the child to understand the cause-and-effect relationship. As part of our reflection process, a child will have to restore their actions in a way that is valuable to them. The purpose of using such consequences is to help the student recognise the impact of their behaviour and take responsibility for their actions.</p> <p>Examples:</p> <p>In the event that a child is in a state of dysregulation and is throwing equipment around a classroom, the SLT member will reassure the child that they are available to support them, and remind them that they will have to restore the area. The time at which the child restores the area is decided by SLT – this may be during a break time, where there is less disruptuion to the other children.</p> <p>In the event that another child or member of staff is hurt, a meeting will be held by SLT, and will involve all parties. This will provide the opportunity for the person hurt to explain how they feel as a result of the child's actions. The child will be given the opportunity to apologise. With the support of parents/carers, the local PCSO may be invited to the meeting to reinforce what it means to be a good citizen.</p>
<p><b>Behaviour report cards</b></p>	<p><b>Step 1: White behaviour report</b></p> <p>If 3 reflections are issued to a child within a half term period, the child is placed on a white behaviour report for 1 week. A personalised plan will then be agreed between parents, class teacher, Behaviour Lead and a member of the senior leadership team in order to support the child to effectively manage their behaviour in school. The plan will include agreed strategies, rewards and sanctions for the individual child, so that they are able to come off the report after 1 week.</p> <p>The child is responsible for having the report signed after each lesson and at playtime by an appropriate staff member.</p> <p>Parents are responsible for checking their child's report card at the end of each day and attending a review meeting at the end of the week. Parents are also responsible in supporting school to address their child's ability to improve the behaviour.</p>

	<p><b>Step 2: Yellow behaviour report</b></p> <p>If there is no improvement in behaviour then the child will go onto a yellow behaviour report for 1 week and a further meeting will be held between the class teacher, parents and a member of the SLT. A plan involving behaviour targets may be considered to support the child and a one-page profile may be put in place to enable school and home to work together to meet the child's individual needs.</p> <p><b>Step 3: Red behaviour report</b></p> <p>If there is still no improvement, the child will go onto a red behaviour report and a meeting will be held between the head teacher, class teacher and parents to discuss next steps, which may include involving outside agencies such as a behaviour specialist or the educational psychologist. In extreme cases a child may be excluded from school. In such cases, the latest national guidelines will always be strictly adhered to and governors informed.</p>
<p><b>Physical restraint</b></p>	<p>All physical restraint should be completed alongside our <b>'Positive Handling Policy'</b></p> <p><u>Summary of the policy:</u></p> <p>In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:</p> <ul style="list-style-type: none"> <li>• Causing disorder</li> <li>• Hurting themselves or others</li> <li>• Damaging property</li> </ul> <p>Incidents of physical restraint must:</p> <ul style="list-style-type: none"> <li>• <b>Always be used as a last resort</b></li> <li>• Be applied using the minimum amount of force and for the minimum amount of time possible</li> <li>• Be used in a way that maintains the safety and dignity of all concerned</li> <li>• Never be used as a form of punishment</li> <li>• Be recorded and reported to parents</li> </ul>

## Appendix B – Rewards

Children can earn rewards through consistent demonstration of the 'Hollingwood Way'. The '3 R's' underpin children's behaviour within school and each child values this approach in earning rewards.

Examples of how children might demonstrate the Hollingwood Way:

The Hollingwood Way		
Respect	Resilience	Responsibility
<ul style="list-style-type: none"> <li>- Having kind and caring hands and feet</li> <li>- Using kind words</li> <li>- Being proud of their work and school</li> <li>- Being a helpful friend</li> <li>- Being polite</li> <li>- Supporting peers and staff</li> <li>- Showing good manners</li> </ul>	<ul style="list-style-type: none"> <li>- Being confident</li> <li>- Trying their best</li> <li>- Being brave and prepared to take risks</li> <li>- Looking for and making the most of opportunities</li> <li>- Working hard</li> <li>- Asking questions</li> <li>- Being inquisitive</li> </ul>	<ul style="list-style-type: none"> <li>- Being prepared to learn</li> <li>- Listening to instruction and other people's views</li> <li>- Having a positive attitude</li> <li>- Looking after equipment and property</li> <li>- Being a good friend and team player</li> </ul>



## Appendix C – Behaviour escalation curves

### Escalation of behaviour flow chart:

The escalation flow chart provides a clear and consistent routine for all staff to follow when issuing warnings to children.

### When should a warning be issued:

All warnings are in line with our school rules. If children are not demonstrating 'the Hollingwood way' through showing a lack of respect, resilience or responsibility, they will be issued a warning.

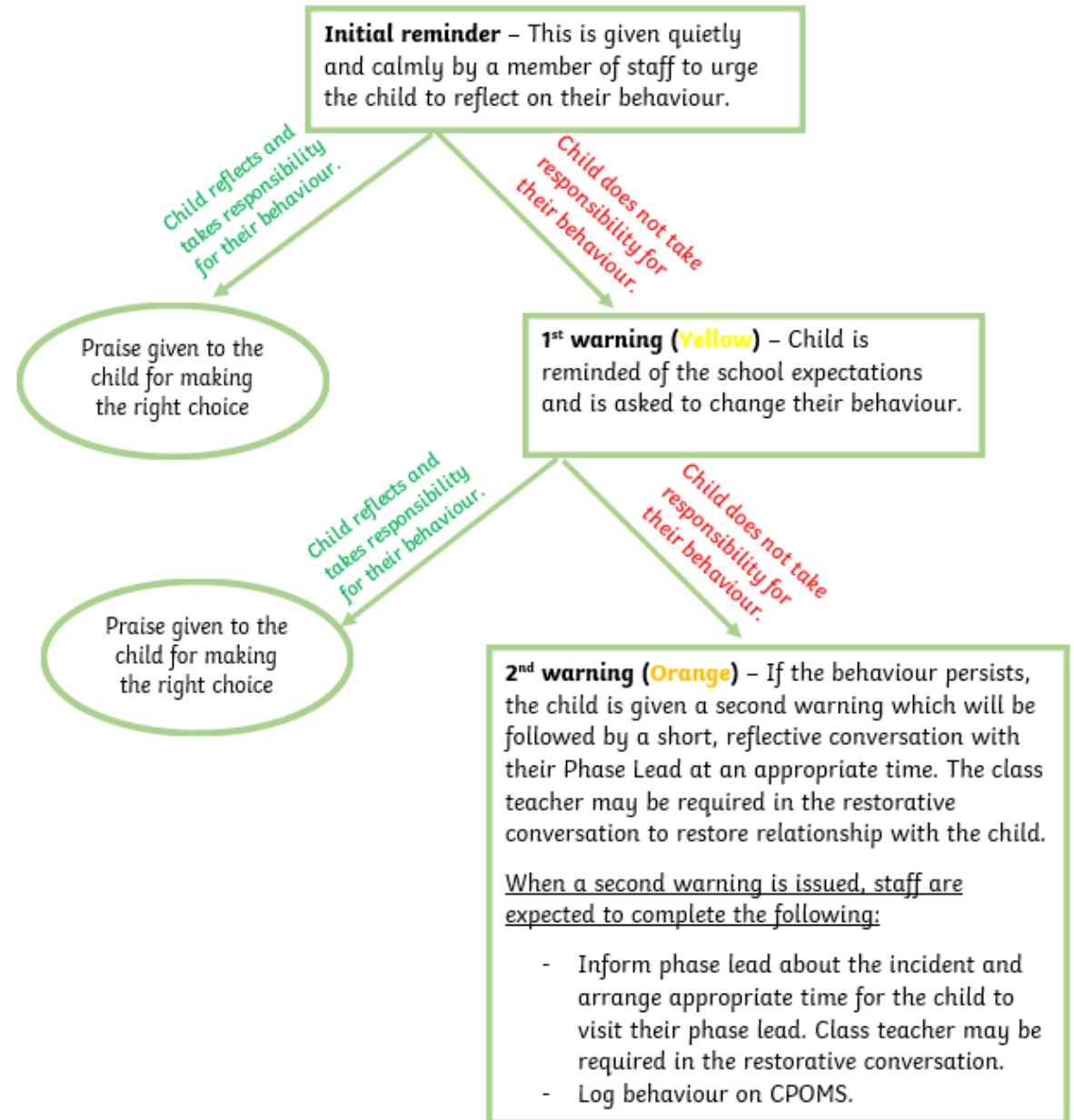
Examples behaviours against the 'Hollingwood way':

- Defiance
- Disruptive behaviour
- Not following teacher instructions
- Lack of respect to staff or children

### Behaviour script:

When issuing a warning, always relate it back to the rule that is being broken. Is the child not being respectful, resilient or responsible.

'I have given you a reminder to reflect on your behaviour but sadly you are consistently talking to your partner and showing a lack of respect, that will be a first warning.'



Serious behaviour escalation flow chart:

If the behaviour continues or the child becomes dysregulated and exhibiting challenging behaviour, staff should follow the 'serious escalation flow chart'. This provides a consistent routine for all staff to follow when supporting children.

