Behaviour Policy

Date Approved:	**September 2026** **(FGB)**
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Behaviour Policy

Hollingbourne School is 'a learning community developing hearts and minds'. This school focuses on the development of the whole child, including skills and values as well as knowledge. It is a friendly and caring school, where expectations of all are high. It has an ethos underpinned by the school's key values of: resilience, acceptance, aspiration, integrity, teamwork and respect.

Good behaviour in our school is central to a good education. We need to manage behaviour well so we can provide calm, safe and supportive environment which our children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Through this policy, we aim to successfully create an environment in which behaviour is good and pupils can learn and feel safe. Not only does this support their development in school, it also helps them understand the behaviours needed to be a responsible citizen in the wider world.

We aim to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils will be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. This support is identified as quickly as possible and put in place as soon as possible to avoid misbehaviour occurring.

It is imperative that this policy and processes to manage behaviour are supported by parents. When joining our school, you join us in supporting your child's behaviour when in our care.

Our behaviour policy runs alongside our Zones of Regulation approach which encourages pupils to identify and apply taught tools to manage their level of alertness and emotions. Whilst we support our pupils to remain in the optimum Green learning zone, there will be times where strategies have proven ineffective, which may result in consequences being given for unwanted behaviour. It is important for pupils to learn cause and effect of their behaviour, including the impact this may have on others.

When pupils do show unwanted behaviour, we will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

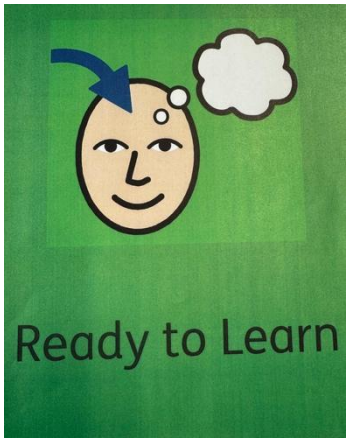
The management of behaviour set out in this policy is in line with our school ethos set out above as well as the school governors' guiding principles.

Expectations

The following expectations are held for ***all members of the school community*** (children, parents, staff and governors) at all times of the school day:

- ***Ready to learn*** (for example showing good listening, completing work set, being prepared with resources for the day, meeting deadlines)
- ***Show respect*** (towards all others- adults and children, towards school environment and wider environment)
- ***Follow instructions*** (given by all adults, whatever their role in school)

These expectations are shared with children on a regular basis both in class and within routines, through discussions and direct teaching, on or prior to class trips and events, as well as through assemblies.







Whole school strategies to support behaviour

We aim to celebrate the positive behaviour of children meeting expectations through praise and rewards. The following strategies are rewards which are used in school:

- Specific and timely praise - can be given by any member of the school community
- Opportunities to show others achievements and successes in work- can be recommended by any member of the school community
- House points - can be given by any member of staff
- Hollingbourne Hero awards - nominated by staff
- Reader of the Week awards - nominated by staff
- Writer of the Week awards- nominated by staff
- Mathematician of the Week awards- nominated by staff
- Stickers - any member of staff can give these

Other whole school strategies adopted to support behaviour include:

- Year 6 VIPS who model excellent behaviour and support others to do so too - further information about this can be found in Appendix 3
- Peer mediators who support any disagreements at break times and lunchtimes. These children are Year 6s who have been formally trained for the role.

Class reward systems

Other reward systems will be unique to each individual class. However, these will be used in accordance to the whole community expectations.

Individual class strategies *could* include:

- Marbles
- House points
- Learner/Pupil of the Week

All classrooms will have a visual display to set out expectations.

Our aim is to focus on the positive, wanted behaviours. This further promotes good behaviour and fosters positive conditions for learning within classrooms and around school.

Managing behaviour which does not meet expectations

Even with rewards in place, on occasion, behaviour will fall short of our expectations. The table below sets out all behaviours, including behaviours which are unacceptable at Hollingbourne Primary School and the consequences which will be given.

	Category	Behaviour	Rewards/ consequences
Level 1	Behaviour falling within or above expectations	Good behaviour for learning. Respectful interaction with all others. Behaviour meeting school values and British values. Behaviour meeting school expectations set out above.	Any of the whole school rewards can be applied.
Level 2	Minor incidents	Initial refusal to work. Disrupting, having a negative impact on environment/ others. Not following instructions after usual reminders. Insufficient work completed/ effort made within realistic time frame.	Initial reminders given of expectations. Verbal reprimand 2 minute loss of break/ lunch to discuss issue. Time in to complete work if appropriate. Communication will be made with parents where level 2 incidents are a cause for concern.
Level 3	Serious incidents/ disruption	Repeated minor incidents. Deliberate damage to property. Prejudice. Leaving the lesson without permission and not following adult requests/ instructions. Extreme rudeness directed at other people. Aggressive behaviour. Peer on peer abuse. Refusal to comply with other sanctions. Theft.	Removal from the lesson (to another class). 5 minute loss of playtime/ lunchtime to discuss issue. Time in to complete work if appropriate. Refer to SLT Discuss behaviour with parents and ensure a clear account has been shared with parents. Log behaviour on CPOMS Potential suspension. Adult to support child to repair.

A PSP (personal support plan) may be put in place to support a child who is consistently involved in serious incidents and disruption. This is aimed to ensure that behaviour improves and falls in line with school expectations. These plans will be written in collaboration with the child and the child's parents - see Appendix 1

Serious incidents will be logged on CPOMS.

Lunchtime/ play times

At Hollingbourne Primary School, we expect children to behave well throughout the school day, despite changes in routine and adults. Children can be rewarded at break times and lunchtimes by using verbal praise, stickers and also distribution of house points. When behaviour falls short of our expectations at break times and lunchtimes, it will be dealt with in the following ways:

Level	Category	Behaviour	Rewards/ consequences
1	Behaviour falling within or above expectations	Good behaviour, including: respectful interaction with all others, behaviour meeting school values and British values. Positive support of peers and younger/ older children. Constructive play. Behaviour meeting school expectations set out above.	Any of the whole school rewards can be applied.
2	Minor incidents	Disrupting other's play, having a negative impact on environment/ others. Unkind words are used towards other children. Exclusion of others from games being played. Not following instructions after usual reminders.	Initial reminders given of expectations. Verbal reprimand. 2 minute loss of break/ lunch to discuss issue. Class teacher will be informed by the member of staff on duty. Communication will be made with parents where level 2 incidents are a cause for concern.
3	Serious incidents/ disruption	Repeated minor incidents. Deliberate damage to property. Prejudice. Leaving the playground without permission and not following adult requests/ instructions. Extreme rudeness directed at other people. Aggressive behaviour. Peer on peer abuse Refusal to comply with other sanctions. Theft.	Staff on duty will escort child to a member of SLT to discuss incident. 5 minute Loss of playtime/ lunchtime to discuss issue (some issues will require a longer loss of time). Refer to SLT. Class teacher informed by member of staff on duty/ SLT. Discuss behaviour with parents ensuring a clear account is shared with parents. Log behaviour on CPOMS

Records of serious behaviour matters are logged on CPOMS. These are analysed by the Headteacher, Deputy Head and SENCO where appropriate to observe trends and patterns. Anonymised analysis is also shared with governors as well as records of suspensions.

For some children, we may need to provide additional interventions to them to follow our behaviour code. We can use a range of strategies depending on the individual. This will be based on their age and stage of development and will be agreed in conjunction with the child's class teacher and the SENCO/specialist teachers where appropriate.

Bullying

Please see related anti-bullying policy

Managing allegations of child on child abuse

We recognise that abuse is not always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child on child abuse' and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'up skirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Up skirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals.

Child on child abuse reported to the school:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children ('teenage relationship abuse')
- physical abuse or otherwise causing physical harm
- physical assault and harm (or threat of harm) with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment – may include misogyny/misandry
- consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated by AI
- causing someone to engage in sexual activity without consent
- Upskirting/voyeurism
- Initiation/hazing type violence and rituals

Staff training and development

At Hollingbourne Primary, we develop our approaches to behaviour as a team, supported by our governors. We regularly discuss behaviour within staff meetings and INSET days to discuss effective and consistent strategies used across the school by all staff. We expect all staff to take responsibility for managing the behaviour of all children in our school, not just of those in a specific class and as such provide training to support this. Behaviour management is also discussed and addressed within our induction process for new staff. Support is offered to all staff who need it through informal conversations, formal observations as well as our supervision process.

Items which are not permitted at school

On the extremely rare occasion that we have reason to believe your child has an item in school which we feel poses a risk to themselves or others, or if we believe they have items which are not permitted at school we have the right to search their belongings.

Items where a search is likely may include:

- Resources taken from school
- Resources taken from another child
- With permission and in exceptional circumstances, mobile phones/smart devices (should be taken to the school office first thing)
- Substances/medicines (should be taken to the school office by the parent before school.
- Sharp tools/implements/weapons.

Reasonable force

“There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’” (pg 22 Behaviour in schools, DfE guidance 2022). At Hollingbourne Primary, we will only use reasonable force as a last resort. This would be to prevent pupils committing an offence, injuring themselves or others, or damaging property.

Behaviour outside of school

"Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable." (pg 26 Behaviour in schools DfE guidance 2022). At Hollingbourne Primary, we will sanction unwanted behaviour outside school if we have evidence that it has occurred and that it happened when:

- taking part in any school organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- it could have repercussions for the orderly running of the school;
- it poses a threat to another pupil;
- or it could adversely affect the reputation of the school.

Appendices

1. PSP form
2. Bullying record.
3. VIP information

Appendix 1- PSP form

PASTORAL SUPPORT PROGRAMME

NAME	GENDER	ETHNIC ORIGIN	DOB	SAT/SAA/ LAC / STATEMENT	UPN	PSP TIME LIMIT and REVIEW DATES
SCHOOL	CLASS TEACHER		DATE OF PSP	CO-ORDINATED BY		

PUPIL PROFILE	
STRENGTHS	DIFFICULTIES TO BE ADDRESSED BY THIS PSP

PUPIL COMMITMENT	PARENTAL COMMITMENT
Signed.....	Signed.....

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Signed.....	Signed.....

PUPIL TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE

AGREED REWARDS	AGREED SANCTIONS: GETTING BACK ON TRACK

Appendix 2 Bullying record (all now held on CPOMS – reports can be run on individual children where necessary).

Appendix 3 VIP information which is shared with Year 6 parents

Dear Year 6 Parents/Carers,

As your child is now in Year 6 and have become red fleece wearers, I thought I'd take this opportunity to let you know the expectations I have shared with them regarding their VIP status. Just to recap, the VIP at Hollingbourne School stands for:

- **V**alues champion – continually display and role model throughout school our six school values of ***Respect, Aspiration, Resilience, Acceptance, Collaboration and Honesty.***
- **I**nspired learner – able to regularly demonstrate a great attitude to their own learning as well as through role modelling able to inspire others to achieve.
- **P**roblem solver – able to work through problems and coming up with possible solutions too.

As you will all be aware, the expectations for children at Hollingbourne are high, however, we expect a lot more from our Year 6 community as they are our oldest students and we are readying them for their secondary school journey.

I would like to take this opportunity to explain the reasons why a student may lose their VIP and red fleece status (which hopefully will not happen). This is to enable you as parents to support your child and help them make correct and sensible choices. It also means you understand the possible reasons that a red fleece may removed. Now, of course, the hope is that all VIPs will have their fleece for the whole year.

General conduct – children must behave in the way that is expected for all students at Hollingbourne. Any incidences or occurrences that call conduct into question may mean a red fleece is removed.

Behaviour for learning – as VIPs are expected to role model at all times (particularly to younger children) the expectation is that during learning times they will be engaged and active. Homework activities are expected to be carried out every week:

- Homework needs to be completed and handed in on time;
- Spellings need to be practised and learnt in readiness for the weekly test;
- Times tables MUST be practised at least four times per week;
- Reading at home must be completed – children must read at least four times per week AND their reading should be recorded in their homework diaries and bring their diary in each Monday to allow this to be checked.

General attitude/manners – again, as key role models in school, VIPs are expected to be considerate, courteous and respectful at all times. It is important that younger members of the school community observe them regularly exhibit good manners at all times when engaging with adults and children alike.