



# Holly Park School

## Behaviour Policy

At Holly Park School we aim to provide a learning environment in which children can achieve their maximum learning potential.

We believe it is the right of all children regardless of sexuality, ethnicity, age, physical or academic ability, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.

Children need security, consistency, praise and encouragement if they are to develop a positive self image and be able to achieve. We aim to teach our children how to behave appropriately so that they become responsible social people within our school and within society.

### **Links to the UN Rights of the Child**

#### **Article 3**

The best interests of the child must be a top priority in all things that affect children.

#### **Article 4**

Governments must do all they can to make sure every child can enjoy their rights.

#### **Article 28**

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

The following document outlines Holly Park's Behaviour Plan in detail.

### **I Aims and Objectives**

#### **Aims**

- At Holly Park School, our behaviour policy is built on the fact that we are a Rights Respecting School, on the Restorative approach and on the Zones of Regulation.
- To build behaviour expectations that are few and simple for the children to understand and remember - Ready, Respectful, Safe and The Holly Park Way
- To ensure that all staff know that behaviour is everybody's responsibility – it is a team effort.
- To build behaviour based on kindness and fairness
- To have regard for children's wellbeing and mental health
- To provide consistency of approach across the school and across staff groups.
- To build good behaviour based on positive relationships between staff and pupils

- To have a culture of kindness and positivity. The culture is set by the way that the adults behave.
- To promote a pleasant and respectful attitude in all our pupils, with emphasis on self-discipline, respect for others, their opinions and property, and courtesy and good manners. We aim to enable all pupils to behave in a way that shows respect for themselves and others
- Commitment to working in partnership with parents and outside agencies in creating a happy, balanced, caring and safe environment in which our pupils can thrive and achieve success.
- To ensure that staff work together to maintain high standards of behaviour.
- To be clear that children's behaviour is often telling us about an unmet need. All staff are aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.
- To teach children rather than punish so that there is future improved behaviour.
- To recognise good behaviour – children going over and above.
- To ensure children recognise there will be consequences for poor behaviour.

### **Objective**

- To promote respect for others and for school property
- To set high expectations of all children
- To promote pride in the school environment
- To ensure children move safely round the school
- To value diversity
- To promote positive behaviour and deal with unacceptable behaviour
- To give positive reinforcement whenever possible
- To ensure the emotional and physical safety of everyone in our school

## **2. Principles**

- Holly Park combines high expectations for educational progress with equally high expectations of behaviour. We base our policy upon the positive reinforcement of good behaviour, promoting self-discipline, the restorative approach and an attitude that the behaviour of adults has a significant impact on how the children behave.
- We expect all members of our community to display good manners and respect for others. We aim to regularly remind our pupils of the Holly Park Helping Hands, which only has 5 school rules to follow.
- We acknowledge that without good standards of behaviour and discipline, then high standards of academic and physical achievement and emotional development of pupils at Holly Park would be impaired.
- The use of Talk Time, positive rewards and an approach that looks at how we can move forward together in a positive way after any unacceptable incident (Restorative Approach) are intrinsic to our management of behaviour.

- By consciously and consistently promoting an atmosphere of good behaviour, the likelihood of poor behaviour is lessened. There is a regular and consistent emphasis on the positive recognition and reward of good work and behaviour. The rewards used to provide for the recognition of good behaviour and the consequences of bad behaviour are set out in the appendices.
- Responses to negative behaviour should not be built on emotional responses. Negative behaviour will be dealt with as privately as possible. Consequences should be administered in a timely fashion.
- There will be no naming and shaming – e.g no names on the whiteboard, no behaviour Charts or ladders with names on. We will avoid making children ‘famous’ for poor behaviour. Behaviour will be dealt with privately NOT publically. Poor behaviour does not need to be publicised.
- Recognition boards will be displayed in every classroom for pupils who display the required positive behaviour. The aim is for everybody to have their name or photo on the board. Children can nominate others to be put on the board. It can be used for reflection at the end of the lesson. The boards need to be refreshed regularly. It should be used to persistently and relentlessly catch children demonstrating the right behaviours.
- We welcome children warmly to school every day. This is done as they enter the school gates and walk in to school by our Learning Mentor and members of our SLT. This is also done by class teachers who welcome children at the classroom door each day.
- Ensure that we are communicating positive behaviour to parents. Communicate positive behaviour home – calls, notes, speaking to parents. This is high-level recognition.

### **3. Roles and responsibilities**

The governing body has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
- Ensuring this policy is published on the school website.
- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.

The Headteacher and SLT are responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this policy,

The senior Mental Health Lead and Mental health First Aiders are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing body, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher
  - Deputy Head
  - Learning Mentor
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home
- Informing the school of any changes in circumstances which may affect their child's behaviour

#### **4. The Role of Parents**

In order for our Behaviour Policy to have maximum benefit for our children, it is vital to involve parents. Parents are:

- Involved in the plan through the sending home of certificates, sticker charts, badges etc
- Informed of the consequences of inappropriate behaviour through phone calls, discussions with staff and more formal meetings. Sometimes the school will send a text message to a parent for more minor behaviour incidents that we feel parents should still be made aware of. The parent may wish to call the school for more information or to discuss. Some incidents do not warrant a call to parents but texts will be sent in order to keep parents informed.
- Given information about their child's behaviour at termly parent consultations and in the annual report
- Informed, as new parents, about the importance of the Behaviour Policy

- Given access to the policy through the school website
- Kept up to date on any whole school behaviour matters through the newsletter as appropriate
- Informed about behaviour in general informally through coffee mornings as appropriate and through workshops with children as needed and at the start of the year 'Meet the Teacher' sessions
- Given opportunity to attend parenting classes run by our Learning Mentor and outside agencies. In these sessions, managing behaviour is often discussed.

## **5. Staff induction, development and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training, which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters, which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training.

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. (see our behaviour chart) Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system (cause for concern log) will be in place to ensure relevant members of the SLT and pastoral team are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

## **6. Conduct**

6.1 The children are taught to treat everyone in our school with respect and fairness. We also have a clear system of consequences should a child not behave appropriately.

Consequences are made very clear on a behaviour chart which is displayed throughout the school. It is important that all staff follow the behaviour chart and do not create their own sanctions. Should children misbehave repeatedly we would endeavour to solve the problem in partnership with their parents. In extreme cases the Headteacher has the right to exclude a child for a period of time, these exclusions may be internal, external or just over the lunchtime period.

6.2 We encourage our pupils to:

- Be respectful towards each other

- Take responsibility for their actions
- Treat others with kindness and care
- Maintain a positive attitude
- Try hard in all that they do.
- Be honest

Simply - Our three main principles for behaviour are:

## **Ready, Respectful, Safe**

These are 3 key principles that make discussing behaviour simple and straightforward

Are you ready?

Is that respectful?

Is that safe?

### **READY to learn**

Arrive at school on time.

Have the correct uniform and PE kit.

Have equipment ready.

Show good listening.

### **RESPECTFUL**

Listen when others speak and respect the property of the school.

Respect that other people have different ideas, beliefs and backgrounds.

Respect that people may look different and have different needs but we all feel the same emotions.

Respect the law and the rules of school and society.

### **SAFE**

Move around school in a safe manner.

Follow instructions to keep safe.

Use equipment safely.

Stay safe online and make safe choices in our community.

When talking to children about behaviour staff should refer to **Ready, Respectful, Safe**

## **7. The Holly Park Way**

Ready, Respectful, Safe is evident in our 5 clear rules that apply at all times and in all places

1. Listen to all staff speaking to you
2. Follow directions the first time
3. Keep hands, feet, objects and hurtful comments to yourself
4. Look after property and treat it with respect
5. Treat others as you would like to be treated

## **8. Giving children strategies to cope with unacceptable behaviour**

We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.

We want to promote pro-active strategies for when children are on the receiving end of unacceptable behaviour, conflict or aggression. If someone upsets or hurts them they should:

### **Do the Hi 5:-**

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report



The Holly Park Way and the High 5 - 'The Helping Hands.' are displayed around the school and children should be reminded of it regularly in assembly and in class.

## **9. Class Charters**

At the beginning of each year, class teachers discuss the Holly Park Way with their classes along with the Convention Of The Rights of the Child. Class Charters should be displayed clearly in classrooms, and are used as a tool for managing behaviour.



## **10. Positive Reinforcement of Good Behaviour**

- 10.1 Children receive regular and justifiable praise in all classrooms and during the Celebration Assemblies, for good work, behaviour, attitudes, thoughtfulness towards others in school and also for activities and behaviour within the home, community or neighbourhood.
- 10.2 Certificates, stickers and House Points are given and children are also sent to the Headteacher and Senior Staff for encouragement and reward. Excellence in all areas of the children's development is praised and rewarded. The purposes of the different rewards used at Holly Park are given in Appendix B.
- 10.3 On entry to the school, each child is allocated to one of the five school houses: Unicorn, Hydra, Griffin, Dragon and Phoenix. House points are collected on a Friday and the house with the highest number of team points wins the House Cup for that week. The house with the highest total of points at the end of the year will be awarded the House Shield.
- 10.4 Whole class achievement in behaviour is rewarded by use of a marble jar. When the whole class have behaved exceptionally well, they will have earned a marble. Marbles cannot be taken away once given. Once their marble jar is full (varying amounts for each phase of the school), they will participate in an agreed activity (negotiated by the teacher with the whole class at the beginning of the marble collection process).
- |                      |                |
|----------------------|----------------|
| Foundation Stage:    | Ten marbles    |
| Key Stage One:       | Twenty marbles |
| Lower Key Stage Two: | Thirty marbles |
| Upper Key Stage Two: | Forty marbles  |

## **11. Consequences**

We consider the following types of behaviour to be unacceptable:

Racism   Sexism   Name calling   Homophobia   Bullying   Physical aggression   Refusal to work  
Refusal to obey school rules   Severe disruptive behaviour

- 11.1 Unfortunately there will be the need for consequences. The staff have identified different categories of misdemeanour, and appropriate sanctions have been matched to these categories (see Appendix A).
- 11.2 Consequences should be applied fairly and consistently to all pupils, according to the agreed 'staged' approach (see appendices), and within a context of positive reinforcement of good behaviour. Some pupils have their own Individual Behaviour Plans and these should be applied to them.
- 11.3 Parents will be kept informed if their child's behaviour is showing cause for concern, and may be called in if the behaviour does not improve. Minor incidents may be communicated by text message – simply to inform a parent. Contact may be made through phone calls or a simple chat at the end of the school day.
- 11.4 Time out is used as part of our planned behaviour programme. Time out is either within the classroom, in another classroom, in an area of the playground or in an office. Time out is NOT seclusion. The individual in time out will be monitored and not left alone. Time out is for a brief time only in order for a situation to be diffused or for time for

reflection. The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

11.5 As part of our consequences, we feel that it is important that only well behaved children should represent the school in outside activities such as football matches, athletics competitions, science days, music and dance festivals etc. If a child cannot behave well in school then we must assume that they will not behave well outside school. Representing the school is a privilege. Children who repeatedly do not follow school procedures should not be chosen to represent the school. We do however accept that children do make mistakes and that one single behaviour episode (depending on its severity) will be excused in relation to representing the school.

11.6 Staff record behaviour incidents on an online system called CPOMs. This then alerts senior staff to the incident so that they can take further action if necessary. The alerts remain logged and therefore build a picture of children over time.

## **12. Exclusion and Suspension**

We have an exclusion and suspension policy.

The Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

## **13. Individual Behaviour Plans**

Some children have more specific behaviour needs and may present persistently challenging behaviour. For a variety of reasons they may find it difficult to follow our school code of conduct. An Individual Behaviour Plan will be set up for any child where there is an identified need for support when their needs cannot be met by the common approach of the school. The plan seeks to provide individualised consequences and rewards in line with the whole school approach. This plan will have individualised strategies which may include a home/school liaison book, a daily sticker chart and specific mentoring sessions. The plan is agreed by the class teacher, Headteacher or Deputy Headteacher, SENDCO and parents. There is generally some intervention or advice by external agencies in making the plan. An individual plan may be drawn up when a child has an EHCP that may relate to behaviour, has had a fixed term exclusion or for a child who is at risk of failure through school disaffection. Individual Behaviour Plans for pupils are shared with everybody who may need to be involved. The Individual Behaviour Plans will reflect appropriate strategies to meet the child's additional needs. Parents will be regularly informed of progress against it.

Our Pastoral team also meet weekly to discuss high level incidents or pupils of great concern. They make an action plan for individual pupils and this is reviewed the following week.

#### **14. Restorative Approach**

- 14.1 At Holly Park Senior leaders, Our Learning Mentor and Class teachers often use Restorative Approach techniques when dealing with the consequences of unacceptable behaviour. The restorative approach can be defined by its fundamental principle, namely that when one person has harmed another, the most useful response is to try to repair the harm done. All staff have had training on the Restorative Approach.
- 14.2 The restorative approach in schools aims to reduce bullying, manage conflict and improve attendance in schools; research evidence supports the restorative approach in schools as a particularly promising approach to improving behaviour and attendance.
- 14.3 The Restorative Approach enables pupils affected by bullying, or other serious behavioural incidents, to communicate and agree on how the harm caused by their actions or done to them is to be repaired. When well-implemented, perpetrators learn to understand the consequences of their behaviour and take responsibility for repairing the harm. When this happens victims usually experience the perpetrator's commitment to reparation which means their fear of re-victimisation is reduced and they are more readily able to put the incident behind them.
- 14.4 The Restorative Approach in schools may involve holding discussions between the perpetrator and the victim with a mediator. School staff often use restorative approaches more informally in dealing with minor behaviour problems.

#### **15. Teaching Responsible Behaviour (Behaviour in the curriculum/ Behaviour For Learning)**

Teachers have a right to teach and children have a right to learn.

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Teaching about behaviour will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson. The Learning Council will support and reinforce what good behaviour for learning looks like at our school.

At Holly Park pupils will be taught about responsible appropriate behaviour. This will be done through:

- Talk times allowing children to discuss behaviour
- Classroom activities involving PHSE, art, drama, role play and discussion
- During assembly
- Modelling good behaviour
- Consistently reinforcing good behaviour
- Ensuring that children understand that their behaviour affects themselves and others in the school

- Redirecting inappropriate behaviour
- The school Council reviewing the behaviour policy annually
- The Learning Council discussing Learning Behaviour within the classroom

#### 15.1 We recognise that;

- an effective and stimulating curriculum;
- differentiation which challenges, engages and stimulates;
- identified learning objectives and outcomes for each task;
- clear and appropriate expectations;
- good classroom organisation and management;
- consistent and clear routines
- constructive and positive feedback

are all crucial to the continued atmosphere of good behaviour at Holly Park in and around the classroom.

#### 15.2 **ALL staff should use effective techniques:**

- Be Kind
- Be fair
- Be consistent – and follow our behaviour plan
- Be calm, firm and positive
- Enforce clear consistent classroom routines so that children feel safe and are aware of expectations
- Give clear specific directions for activities
- Reward good behaviour which is above and beyond
- Have consistently high expectations of children for both learning and behaviour
- Be warm and welcoming and greet children at the classroom door each morning
- Create a positive atmosphere in the classroom built on trust
- Create positive relationships with each child – make children feel important, valued and like they belong
- Communicate positive behaviour home – calls, notes, speaking to parents

### **We have Five Pillars of Pivotal Practice Underpinning Behaviour**

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow-up.

#### 15.3 **When behaviour is off-task staff should:**

- Use non-verbal cues – e.g a look, a hand on the shoulder etc
- Praise the pupils nearby doing the right thing
- Say the child's name quietly
- Not shout
- Consider their own tone, body language, choice of words carefully
- Deal with negative behaviour as privately as possible
- Not give negative behaviour any status – reduce the celebrity status of poor behaviour
- Respond with deliberate calm and without emotion

- Not bring up past misdemeanours
- Use choices or options so the child feels they have a way to move forward
- Focus on the outcome that is desired
- Not get into an argument with the child – avoid power play. Use statements such as:  
     I understand.....  
     I need you to.....  
     Be that as it may.....  
     I hear you.....  
     When you are ready.....  
     You can choose to either..... or.....
- Ask questions and not make accusations
- Be unshockable
- Separate the child from their behaviours
- Move into listening mode – do not give the child lengthy speeches – they won't be listening!
- Not allow dealing with the behaviour to dominate a lesson – have a clear script to respond quickly:  
     I notice that you..... Or You have chosen to.....  
     This is what I need you to do now..... Or This is what I need to see today.....  
     Thank you for listening

Move away and give the child space to reconsider and have a chance to respond  
 If necessary the behaviour can be followed up more fully more privately

Do all you can to avoid:

- Humiliating – it breeds resentment
- Sarcasm - it damages you
- Over-reacting - the problem will grow
- Shouting - it diminishes you
- Blanket punishments - the innocent will resent them (as will their parents)
- Over-punishments - never punish what you cannot prove
- Audiences - the desire for a student to entertain to avoid embarrassment can exacerbate the problem
  - Empty threats.

15.4 For more disruptive behaviour staff should take pupils aside and ask:

- What they did that was inappropriate
- What they should do differently
- What is expected next time

15.5 Staff should lower their voices to get attention or when reprimanding. Shout only in violent or H&S situations or when necessary to startle and gain attention quickly. Have a clear cue to gain attention – e.g clapping, counting -3,2,1 etc

15.6 Classrooms should always be tidy, attractive and have up to date displays. Staff should make clear to pupils what is expected of them. Staff should try to defuse possible situations before

they occur and continually observe and scan the behaviour in the classroom. Staff should always listen to pupils.

15.7 Staff recognise that praise is a powerful tool for developing confidence, raising self-esteem and positive appropriate behaviour. At Holly Park we aim to develop a warm, welcoming, positive ethos by use of praise. We aim to:

- Greet pupils each day in a positive way
- Praise each child in some way during a school day
- Smile when we praise
- Use terminology such as 'Thank you for...., I like the way you....'
- Use children's names when we praise to show we value them as individuals
- Be specific in our praise e.g 'Thank you Joe for tidying up so well.'

15.8 In class children should come in and out in an orderly manner. They should address staff by their name and they should ask permission to leave the room so the teacher knows where they are. (except in EYFS where the toilets are situated within the learning environment)

## **16. Zones Of Regulation**

At Holly Park we use Zones Of Regulation. These are displayed around the school and in all classrooms. These are revisited throughout the school year so that children are familiar with them and so that they are embedded. Children have tool boxes to help them to manage and regulate their emotions. In EYFS and KS1 these are whole class tool boxes. In KS2 they are individual tool boxes. SEND children often have their own customised tool boxes. Zones of regulation help children to manage their behaviour and this is part of our whole school policy.

## **17. Playground Charter**

As a Rights Respecting school, we have introduced a playground charter. These are displayed around the school playgrounds. They were created by the Rights Respecting Champions. The Rights support playtime behaviour

## **18. Playtimes, Lunchtimes, Assemblies and moving round the school**

18.1 The same rules apply at playtimes and lunchtimes. The school is committed to making playtimes and lunchtimes as positive, safe and enjoyable as possible. Mealtime supervisors are employed by the school to support and supervise the children as they eat and as they play at lunch. They also run a variety of activities for the children. Our Learning Mentor is on duty at playtimes and lunchtimes. The Learning Mentor and The Senior Mealtime Supervisor are the first point of call for any behaviour issues at lunchtime. Every lunchtime a member of the Senior Leadership Team is on duty. Repeated instances of challenging behaviour may result in a pupil being temporarily excluded from staying at school through the lunchtime period. However, children should also be praised and acknowledged by supervisory staff for playing well and showing respect and kindness.

Children should follow the playground rota for use of designated areas. Children should only enter the building to go to the toilet or to collect a coat or lunch bag. Children should follow the routine for the end of playtime – move line up on the bell.

Adults should defuse potential incidents or situations whenever possible. They should continually observe and scan the behaviour in the playground. They should be in the designated area as defined by the duty rota. Adults on duty should not be talking with each other. Adults should apply the school rules. Adults should listen to children always listening to all sides of a story before reaching any decision.

### **Lunchtime Rewards and Consequences**

Our rewards and consequences follow the same rules as in our behaviour policy for lesson time (see behaviour policy)

We expect the same standard of behaviour at playtimes as during lesson time

House points are awarded for good behaviour – e.g holding a door open, picking up some litter etc

At lunchtimes, the MTS give out golden raffle tickets for good behaviour. Children then take these back to class and write their name on. Each ticket earns them a housepoint. Every raffle ticket is put in the golden box for the class. At the end of every half term a raffle ticket is drawn out of each golden box in an assembly and the winners are given a special treat. The more raffle tickets a child has in the box the greater their chance of being drawn out.

There is also a special golden book for very special behaviour or acts of kindness. Names can be written in this book and the names will be read out in assembly each week.

The MTS can also add names to a class book for any children whose behaviour is of concern at lunchtime. There is a book kept in each classroom.

- 18.2 In assembly we expect pupils to continue to follow the school behaviour policy. We also expect pupils to sit legs crossed, lips closed and eyes to the front keeping hand and feet to themselves.

Each class teacher needs to leave enough time to prepare children for assembly. They should walk with the children ensuring they are quiet. Take responsibility for the behaviour of their class during assembly – catching their eye and moving them near an adult if necessary. They should ensure children enter and exit in silence. All staff should act as positive role models and set a good example of appropriate assembly behaviour e.g not talking to other staff in assembly.

Children who are misbehaving will be moved to the front of the hall or to sit next to an adult.

- 18.3 When moving around the school children should always walk and should move about quietly.

Adults should remind the children of our expectations and give praise for children or classes who do this well. Adults should stop their class line at points on the journey to check the children are together. Adults should remind children who are running to stop and walk.

## **19. Equal Opportunities**

We have an Equal Opportunities Policy which underpins all our other guidelines and policies. We actively oppose racism and sexism and aim to promote respect for others. Parents will be informed immediately if their child makes a racist comment or displays any other form of racist behaviour. All incidents will be recorded and school governors informed of serious harassment.

The school will ensure that the decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **20. Incidents involving drugs or other harmful substances**

The school has an anti-drug policy which reflects the interests of the whole school community. Advice from the local Drug Action Team will be sought following any incident in order to help support any pupil involved.

## **21. Personal Contact – Positive Handling**

The following examples of contact are deemed appropriate for the staff and pupils at Holly Park:

- Comforting and consoling children where appropriate and in a clear and open manner.
- Removing a child from danger or from hurting another child may need the restraining action of a staff member.
- Physical exercise - in a clear and open manner.
- In the swimming pool whilst learning to swim - life saving.
- Helping a child to change clothing i.e. a young child for P.E., or a child who has become unwell and needs changing.
- Treatment for injuries
- Resuscitation or other life saving procedures.

We have a positive handling policy.

### **21.1 Physical intervention**

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the Headteacher or Deputy Head and the pupil's parent will be contacted. Where appropriate, the headteacher



may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **22. Bullying**

The school has a separate Anti-bullying policy, but these key principles are intrinsic to our philosophy of behaviour management:

- All staff are firmly committed to preventing acts of bullying
- We have a school policy that is applied by all staff. Allegations of bullying are taken seriously and investigated
- Victims of bullying will be supported. No one deserves to be bullied even if their behaviour is irritating or annoying
- Through the curriculum, activities are planned to develop positive relationships and to discuss issues associated with bullying
- The school applies a range of sanctions which can lead to exclusion

## **23. Extremism & Radicalisation**

As part of Holly Park's commitment to safeguarding and child protection we fully support the government's *Prevent Strategy*.

The Prevent strategy is a government strategy designed to stop people becoming terrorists or supporting terrorism. It:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health)

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Talking about internet activity and websites that may involve radicalisation
- Increase in prejudice-related incidents committed by that person – these may include;
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organizations

Although incidents involving radicalisation have not occurred at Holly Park School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

#### **24. Pupils' conduct outside the school gates**

In accordance with Department for Education guidance about school behaviour and discipline the school has the power to discipline pupils for misbehaving outside of the school premises.

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member, other pupils, parents or is reported to the school by passers-by, the school will follow the behaviour policy and act accordingly.

The school may take action for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school

- Wearing school uniform
- Is in some other way identifiable as a pupil at the school.
- Is taking part in online bullying outside of school.

There can also be consequences for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

The school can implement consequences for misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **25. Nursery**

Our nursery follow the ethos of this behaviour policy particularly with regard to praise and reward however it would be inappropriate for them to follow all of the reward and consequence schemes that we have.

As a school we recognise that positive behaviour is best developed and encouraged from a very young age. Our nursery therefore plays a very important part in establishing good behaviour patterns.

The prime focus of a behaviour policy should be to support and encourage positive behaviour rather than dwelling overtly on the negative aspects which can be damaging to children's self-image and confidence. It would be unrealistic, however, to deny the existence of negative behaviour in children.

In Nursery children are rewarded through verbal praise and feedback to parents

Strategies to support positive behaviour and cope with unacceptable behaviour:

- Rewards that are intrinsic and meaningful to children should be used including:
- Expression of genuine interest in individual children's development and learning
- Individual care, attention and respect
- Giving children a sense of responsibility and trusting their judgements
- Praising children's achievements and positive behaviour

In monitoring positive behaviour we aim to help children develop:

- An understanding of and respect the needs, feelings and views of others, accepting and enjoying our differences as well as our similarities
- Confidence, a positive self-image and social skills in order to be a responsive and responsible member of society
- A sense of responsibility for their actions understanding cause and effect

- An understanding and respect for the environment in which they live, both within the school and home and in the wider setting
- The ability to care for, maintain and enhance the environment understanding the consequences of neglect. (With young children this will apply to their immediate environment)
- An understanding of actions that could be dangerous to themselves and others and an ability to act safely and with consideration
- The confidence to anticipate and prevent dangerous acts, alerting an adult if necessary
- An understanding of and respect for the needs of others for space, quiet and calm in order to reflect and learn
- The ability to assist others in their learning in a sensitive and constructive manner

We will achieve these aims by:

- Helping children develop key attitudes and skills including cooperation, responsibility and problem solving. Providing a good role model where staff work in harmony with each other, share aims and adopt a consistent approach towards developing positive behaviour in children
- Creating a well-organised nursery environment that will encompass the full range of children's learning and developmental needs. It will be stimulating, extending children's learning, but will also provide opportunities for children to be reflective and calm. The environment will provide choices for the children and help them achieve their goals, where space is provided for activities ranging from energetic play to quiet seclusion.
- Liaising closely with parents, encouraging an atmosphere in which parents and staff can approach each other and work together to support the child's development
- Maintaining high and clear expectations of children's behaviour together with a positive attitude towards children's behavioural difficulties
- Challenging derogatory remarks including those of a racist or sexist nature
- Explaining and setting realistic boundaries for children showing challenging behaviour
- Maintaining children's respect for their parents whilst explaining that some behaviour which is acceptable at home is unacceptable at school. Children can then be helped to understand that behaviour needs to be different in other settings
- Acknowledging that good planning and time management aid constructive learning and positive behaviour
- Providing planned opportunities for children to discuss with an adult feelings and behaviour; for example circle time and Persona dolls
- Acknowledging that leadership and support in maintaining these common aims must come from the SLT and Governors

Unacceptable behaviour should be dealt with immediately. Adults should stay calm and reassure the child that it is the behaviour not the child that is unacceptable or disapproved of. The opportunity for a 'fresh start' is always planned for. Staff should deal with behavioural issues and incidents, not parent helpers volunteers or work experience students. At each point the child will be helped towards positive behaviour with suggestions and explanations or by the adult joining the play to provide a model.

## **25.1 When children misbehave**

At times a stern face and voice is required to show extreme disapproval. This can shock and frighten small children and reassurance and comfort should be given as soon as possible. It should be made clear to the child that it is the behaviour not the child you disapprove of.

Children are spoken to and it is made clear why they should not behave in a certain way. We deal with an incident as quietly and as positively as possible – don't make it public! Shouting at children is counterproductive unless possibly a very dangerous situation is about to occur and the child is out of reach. Children are encouraged to apologise to each other. Parents are kept informed and the staff work in partnership with parents. Thinking time may be used.

It is dangerous to label children. Remarkable changes can take place in children's learning and behaviour in their early years.

Children with poor attendance or punctuality will find difficulty in making and retaining social contacts. Good social development is important for children's positive behaviour and it will be helpful to discuss this with parents to ensure regular and punctual attendance.

Children fighting over a piece of equipment should be helped to make decisions to find their own resolutions. This is best done if the adult is holding the disputed object. Younger children will need an adult to discuss with them how the situation can be best resolved.

If a child destroys another child's play e.g. blocks, sand and water, they can be encouraged to help to assist in putting matters right. It may also be helpful to steer the child towards a legitimate 'set up and destroy' activity e.g. making their own tower to knock down.

Helping to put things right will help them to understand cause and effect and acknowledges that they are also capable of creating order eg mopping up water they have deliberately poured on the floor or sweeping up sand they have thrown. It also allows the adult an opportunity to praise.

If a child has been hurt because of another child's aggression the injured child should be comforted while another member of staff addresses the aggressor who may be encouraged to comfort or assist with minor first aid that may be needed, chatting and explaining during this process.

In some extreme cases restraint may be necessary for the child's own safety or the safety of others. This should be done in accordance with the positive handling policy.

In the rare case of severe physical aggression or violence towards another child or member of staff then the child will be asked to miss a nursery session.

If this aggressive behaviour continues then the child may miss up to a week of nursery at a time. On the child's return to nursery, a member of the nursery team will speak with the parent and child.

The nursery staff will try to work with the parent and child to avoid further situations and support the child. Outside agencies may need to be involved at this point. However, in very rare circumstances, as nursery is not a statutory part of schooling a child who is continually aggressive may be asked to leave the nursery.

## **26. SEND**

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the approach will be to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **27. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.

- Tobacco, cigarettes, cigarette papers, vapes.
- Aerosols
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Under the schools' statutory power, the school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used:

- E-cigarettes and vapes
- Lighters and matches
- Aerosols
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

## **28. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data (CPOMS)
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff and pupils, on their perceptions and experiences of the school behaviour culture

Data will be monitored and objectively analysed termly by the Headteacher and the SLT. This will also be presented to governors. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support.

## **29. Monitoring and Review**

- 29.1 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Staff and Pupil Welfare Committee.
- 29.2 The behaviour data is monitored termly by the S&PW committee and is reported on termly in the Headteacher's report to governors
- 29.3 Staff will attend courses on behaviour management as appropriate.
- 29.4 This policy will be reviewed on an annual basis.
- 29.5 This policy should be read in conjunction with the Exclusion Policy

## **Document Control**

### **Revision History**

Version	Revision Date	Revised By	Revision
1.0	Autumn 2013	Ann Pelham	Revised
1.1	Summer 2014	S&PW Committee	Amended, adopted & ratified
1.2	Summer 2015	S&PW Committee	Amended, adopted & ratified
1.3	Summer 2016	S&PW Committee	Amended, adopted & ratified
1.4	Summer 2017	S&PW Committee	Amended & ratified
1.5	Summer 2018	S&PW Committee	Amended & ratified
1.6	Summer 2019	S&PW Committee	Amended & ratified
1.7	Summer 2020	S&PW Committee	Amended & ratified
1.8	Summer 2021	S&PW Committee	Amended & ratified
1.9	Summer 2022	S&PW Committee	Amended & ratified
2.0	August 2022	SLT	Amended and revised based on research
2.1	Summer 2023	S&PW Committee	Amended & ratified

### **Signed by**

19	Name	Signature	Date
Headteacher	Ann Pelham		July 2023
Chair of Governors	Clare Hegarty		July 2023

### **Distribution**

Shared with
<ul style="list-style-type: none"><li>• Staff via school server</li><li>• Parents via Website</li><li>• Governors via committee meetings</li></ul>

Date for next review
Summer 2024

Appendix A: HPS Behaviour Chart

Appendix B: Rewards

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct



- Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

# HOLLY PARK PRIMARY SCHOOL

## Behaviour Chart

Behaviour	Consequences Have a Restorative Conversation Identify the best tools to use in this situation next time	
Level 1 behaviours include or are equivalent to...	Level 1	
<ul style="list-style-type: none"> <li>▪ Not lining up well</li> <li>▪ Talking out of turn or calling out</li> <li>▪ Inappropriate noise</li> <li>▪ Being off task in class (not working)</li> </ul>	<p><b>Managed by class teachers</b></p> <p><b>One off use of behaviours:</b></p> <p>Verbal warning </p> <p>↓</p> <p>Move to a different place in the classroom</p> <p>↓</p> <p>Move to a different class in the same phase</p>	<p><b>Managed by class teachers</b></p> <p><b>Repeated use of behaviours</b></p> <p>Miss part of a playtime</p> <p>CPOMS completed</p>
Level 2 behaviours include or are equivalent to...	Level 2	
<ul style="list-style-type: none"> <li>▪ Distracting others</li> <li>▪ Throwing things</li> <li>▪ Deliberate shoving</li> <li>▪ Spoiling something that belongs to someone else</li> <li>▪ Lying</li> <li>▪ Teasing which upsets others</li> <li>▪ Name calling / roasting / banter</li> <li>▪ Wrestling and play fighting</li> <li>▪ Walking out of class without permission</li> <li>▪ Being a Bystander or calling someone “a snitch”</li> <li>▪ Not respecting someone’s personal space or privacy</li> </ul>	<p><b>One off use of behaviours:</b></p> <p>May be Managed in class – thinking time, time out</p> <p>Playtime or lunchtime missed.</p> <p>CPOMS completed if deemed necessary</p>	<p><b>Repeated use of behaviours</b></p> <p>Sent to see Learning Mentor</p> <p>Playtime or lunchtime missed</p> <p>Parents contacted</p> <p>CPOMS completed</p>
Level 3 behaviours include or are equivalent to...	Level 3	
<ul style="list-style-type: none"> <li>▪ Consistently repeated Yellow Level behaviours</li> <li>▪ Inappropriate bad language including swearing</li> <li>▪ Spitting</li> <li>▪ Kicking, slapping, punching, biting, pulling hair and hurting others</li> <li>▪ Rudeness</li> <li>▪ Threatening others</li> <li>▪ Theft</li> <li>▪ Vandalism (including graffiti and deliberate breakages of items)</li> <li>▪ Defiance</li> <li>▪ Fighting</li> <li>▪ Racist and Homophobic name calling</li> <li>▪ Intimidation – scaring others so that they do as you want (either by an individual or group)</li> <li>▪ Bullying including online bullying</li> <li>▪ Extreme physical violence</li> <li>▪ Attempting to leave the school grounds</li> <li>▪ Endangering their own and others’ health and safety</li> </ul>	<p><b>One off use of behaviours:</b></p> <p>Sent immediately to SLT</p> <p>Miss playtimes for a fixed period</p> <p>Miss special events e.g. parties and sporting competitions</p> <p>Individual Behaviour Chart if deemed necessary</p> <p>Behaviour Support Plan to track behaviour throughout the day – text parents daily</p> <p>Parents contacted</p> <p>CPOMS completed</p>	<p><b>Repeated use of behaviours:</b></p> <p>Internal exclusion or Fixed term exclusion as appropriate</p> <p>External agencies may need to be involved (Ed Psych, Early Help, CAMHS etc.)</p> <p>CPOMS completed</p>



# Holly Park Primary School

## Playground Charter



<b>Rights</b>	<b>The rights holders will</b>	<b>The duty bearers will</b>
Article 2 – no discrimination Article 15 – setting up and joining groups	Be a good friend to others and treat everyone with respect	Help everyone with friendships
Article 31 – rest and play	Take turns with equipment and share fairly	Make sure there is equipment for children to play with
Article 39 – getting help if hurt	Take those who are hurt to the medical room	Give medical help to those who need it
Article 19 – the right to be safe	Make sure they do not hurt others physically or verbally	Teach children the correct way to handle problems

## HOLLY PARK PRIMARY SCHOOL

### Rewards

Reward	Given by	Reason	Purpose
<b>Housepoints</b>	All members of the school staff	Housepoints are given for non-academic, social or behavioural success, effort or achievement – e.g. good behaviour, helpfulness, responsibility etc	Housepoints will be collected on a weekly basis. Each week, a cup will be given to the house with the highest number of points. At the end of the year, one house will receive the House shield for the highest number of points overall.
<b>Stickers</b>	Any member of staff working directly with a child or group of children	Stickers are given for success in demonstrating our Learning Skills, or for demonstrating great effort	Once 30 stickers have been collected by a child, they will be presented with a bronze star. The next 25 stickers earn a silver star and so on.
<b>Star of the Week</b>	One certificate to be decided by the class teacher, a second certificate to be nominated by the class	These have the general purpose of rewarding children for being good members of the school or class community – e.g. hard work, kindness, generosity and notable effort	Certificates are given out in the Celebration Assembly. They are then displayed on the Hall display boards before being signed by the Headteacher. They are then sent home.
<b>Headteacher's Award</b>	The Headteacher	Individual children who produce exceptional work will be rewarded with a Headteacher's Award. They are sent to the Head with a brief description of what it is that makes the work exceptional.	Headteachers awards are given out in Headteacher's Assembly. They give a public acknowledgement of effort and achievement
<b>Marbles</b>	Class teachers, Senior Teachers, Senior Managers	Marbles are given as a whole class reward for exceptional behaviour, or to encourage improvements in behaviour	Once the agreed number of marbles have been earned, the children will participate in a pre-negotiated reward activity – e.g. a whole class picnic one afternoon, and extra session in the ball area, etc

