



Holly Park School

Behaviour principles written statement

Holly Park is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the Headteacher and the governing body, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the Headteacher, who will view each case in light of these principles and any relevant policies.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the Headteacher and governing body, and is clearly set out within the school's Behaviour Policy and Positive Handling Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

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 **Ready Respectful Safe** and 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.

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. We ensure that we are communicating positive behaviour to parents. Communicate positive behaviour home – calls, notes, speaking to parents. This is high-level recognition.

General expectations

The school has high expectation for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community. These are readily available on the website to read and general expectations will be displayed in classrooms and around the school. The school’s emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are not tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

Monitoring and review

This statement is monitored annually by the Headteacher and governing body. This duty has been delegated to the Staff and Pupil Welfare Committee and will be monitored alongside the Behaviour policy.

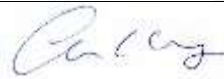
This statement should be read in conjunction with the Behaviour and Equality Policy

Document Control

Revision History

Version	Revision Date	Revised By	Revision
1.0	January 2023	Ann Pelham	Written by Headteacher
1.1	Summer 2023	Govs S&PW	Reviewed and ratified
1.2	Summer 2024	Govs S&PW	Reviewed and ratified
1.3	Summer 2025	Govs S&PW	Reviewed & ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		July 2025
Chair of Governors	Clare Hegarty		July 2025

Distribution

Shared with
• Staff via school server • Parents via Website • Governors via committee meetings

Date for next review
Summer 2026

Other Related Policies

The Behaviour Policy

The Equality Policy