



BEHAVIOUR POLICY

Holymead Primary School

DATE OF LAST REVIEW: 16/7/2026

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1. RATIONALE

Everyone at Holymead Primary School has the right to feel welcome, safe and secure. Our school is committed to actively working to prevent incidents of inappropriate behaviour and ensure that all members of the school community – pupils, staff, parents and carers, and visitors – feel safe. Our School Behaviour Policy is designed to support the creation of a safe, calm, learning environment built upon our core values of Kindness, Courage, Curiosity and Community. This policy relates to behaviour in school, during school trips and visits, at extracurricular clubs and activities, at our school wraparound provision, when pupils are walking to and from school, as well as on-line behaviour (e.g. social media, gaming, etc.). Pupil behaviour out of school hours that has an adverse impact on school life is also covered by this policy. We expect everyone in our school community to accept responsibility for their behaviour. We are committed to teaching pupils about our core values, the ethos of being a UNICEF Rights Respecting School and strategies for self and co-regulation to support pupils in building a positive learning attitude, and promoting self-esteem and self-control.

2. PHILOSOPHY

Our commitment to being a UNICEF Rights Respecting School is central to our school culture and is the basis of the philosophy of our behaviour policy. The UK Committee for UNICEF (UNICEF UK) works with schools in the UK to create safe and inspiring places to learn, where pupils are respected, their talents are nurtured and they are able to thrive. The central theme underpinning our philosophy is that pupils should become aware of their rights, and that they learn how to respect the rights of others, and their environment.

3. EXPECTATIONS OF ADULTS

We expect all school staff to:

- Build positive relationships with pupils
- Work in partnership with colleagues, parents and other members of the school community
- Model, teach and recognise positive behaviours
- Respond calmly to pupils' behaviours
- Engage in continuing professional development and put into practice the strategies that have been shared, taught and learnt



- Follow the school's behaviour policy at all times
- Record any incidents in line with the school's behaviour policy
- Be reflective practitioners
- Adapt practice to support pupils with additional needs e.g. SEND

We expect all parents and carers to:

- Model positive and respectful behaviours through their interactions with their own child/children, school staff and other members of the school community
- Support the school in implementing the school behaviour policy
- Support the school in upholding sanctions as outlined in the school behaviour policy
- Recognise that their child/children are responsible for their behaviour and should be held accountable for their behaviour
- Support pupils in reflecting on their behaviour and taking responsibility for their behaviour
- Support pupils in managing their online behaviour (both in school and outside of school)
- Adhere to the school's code of conduct for parents and carers



4. BEHAVIOUR MANAGEMENT

As part of the Rights Respecting School initiative, pupils should be involved in the rule making process and contribute to the creation of classroom charters to support and promote positive behaviour management (Article 12). These rules need to cover things such as:

- Treating adults and each other with respect
- Listening to adults and each other
- Respecting the rights of others
- Being kind and tolerant
- Trying to do our best
- Helping others to learn
- Working appropriately - quietly and sensibly at times, independently or collaboratively
- Playing appropriately e.g. sharing, not hurting others
- Looking after the school environment and respecting property
- Upholding the rules agreed upon
- Rewards and sanctions in response to pupil's behaviour

These can be linked to Article 31: All pupil have a right to relax and play, and to join in a wide range of activities and also Article 14: The right to think and believe what they want...so long as they are not stopping other people from enjoying their rights.

Class Charters

Each class creates a positive class charter in Term 1 which refers to our school rules, and outlines the expectations of all members of the class team as part of their Jigsaw (PSHE) learning. This is agreed via discussions with the whole class and is clearly displayed in each classroom and referred to throughout the year. These charters use positive language around behaviour (e.g. "This is what we do" rather than "This is what we don't do", "We listen to each other and let people finish what they are saying" rather than "We don't interrupt people").

Recognising Good Behaviour

Holymead Primary School recognises that 'young people should be encouraged to reach the highest level of education they are capable of' (Article 28). Therefore, pupils receive recognition for positive behaviour; this is effective in building pupils' self-esteem and encouraging positive behaviour. At Holymead, we link these positive behaviours to our school values of Kindness, Courage, Curiosity and Community (see below Values Tree).



Whole school recognition system: Values Tree

We recognise, reinforce, promote and celebrate positive behaviour by linking these to our school values of Kindness, Courage, Curiosity and Community.

As a class, students will work together to promote, demonstrate and recognise our school values. This approach will help reinforce these values, encouraging both pupil and adults to model them and engage in discussions about them. When members of the class demonstrate one of our values, a leaf will be added to the corresponding Values Tree. Once the leaves on all 4 trees have been filled, the class will earn a shared reward.



Whole class possible rewards:

- Film and popcorn
- Extra playtime
- Extra iPad time
- Icing a biscuit/cooking
- Mini disco
- Art session
- Outdoor learning session
- Playing on playground at the juniors (for infants)
- Games afternoon
- Class quiz and small prizes (e.g. pencil, rubber)
- Extra PE
- Bringing a teddy to school
- Other (class teachers to agree with senior leaders)



Celebrating Successes

We celebrate successes in many ways, including:

- Verbal praise and feedback
- Postcard home to recognise good behaviour linked to our values.
- Postcards given out in assembly each Friday in EYFS and KS1.
- Postcards given out in assembly once a term in KS2.
- Email home to each parent/carer at least once a year with a short message celebrating something positive about their child e.g. good work, hard work, kind behaviour, representing the school's values.
- Verbal praise to highlight positive behaviour, effort, good work, promotion of school values.
- School stickers
- Individual certificates e.g. Writer of the Term, Mathematician of the Term, Postcards home
- Sharing work/behaviour with senior members of staff (e.g. Headteacher, Deputy Headteacher, Maths/English/Subject Leaders, EYFS Leader)
- Parents made aware of the positive work/behaviours e.g. spoken to, phone call home, parents/carers' evenings.

Responding To Low Level Disruption

- Asking the child if they are ok, need help
- Proximity praise (praising the child nearby who is behaving appropriately)
- Giving out positive praise to those who are behaving appropriately
- Tactical ignoring
- Waiting and scanning
- Pause in teacher talk
- Moving towards the child or group
- Using humour (never sarcasm) to diffuse
- Use of individual's name within a sentence
- Reminder of potential consequences
- "When.... then" instructions
- Speak quietly, calmly and assertively
- Give a choice whenever possible
- Describing the behaviour, not the child as the problem



Teacher (School staff) voices

We expect all adults in school to talk to pupils in a calm and respectful manner. However, we recognise that on occasion an adult may need to raise their voice to gain attention or control of a situation, most notably when there is a risk to the health, safety and wellbeing of the child or others.

De-escalation

Where pupils' are not behaving in line with the school's expectations as set out in this policy, the focus of adults will be to address the behaviour through de-escalation. The primary focus is to support the pupil in addressing their current behaviour and avoid more serious breaches of the behaviour policy occurring. Staff will follow behaviour management scripts to help them support pupils consistently and effectively. Staff will allow pupils the time and space to regulate their behaviour; we know that it may take different pupils different lengths of time to go from crisis to calm.

De-escalation Guidance

1. Adopt an open stance (non-threatening).
2. Allow for a period of silence and remain quiet/silent if the young person needs this.
3. When speaking use short, calming phrases to offer reassurance.
4. Slow down your movements and your voice. Keep your volume and pitch low.
5. Be patient and wait. Let the young person talk when they are ready; listen and try not to fix a problem until they are calm and ready to reflect.
6. Avoid back and forth conversations. Do not ask why did you do/say that?

Zones of Regulation

We have implemented the use of Zones of Regulation across the school. Zones of Regulation is used to support our pupils to develop their self-regulation skills and emotional control, with support from adults in school.

The Zones of Regulation uses four colours to help pupil self-identify how they are feeling and to categorise this feeling into a colour zone. They then use their 'zones toolbox' to support them to move between the blue, yellow or red zones back into the green zone.

The adults in school use the language associated with the zones to support pupil to understand and regulate how they are feeling. While some pupils may be able to self-regulate using their zones toolbox others may require more adult support. Where necessary class teachers will use regulation strategies to refocus their whole class.

The **ZONES** of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Angry Terrified Elated/Ecstatic Devastated Out of Control

Behaviour Management Scripts

We recognise the importance of consistency in establishing effective behaviour management systems. This relates to what we say, how we respond and how we act. At Holymead we have developed Behaviour Management scripts to support all staff in responding to behaviour issues calmly and consistently.

The scripts build on, and are linked to, the Zones of Regulation:

Introducing a shared vocabulary

1 Expected and Unexpected Behaviour	2 "You can change each other's feelings"	3 Okay thoughts Confused thoughts
 		

Behaviour Management Script

Look for opportunities to praise and highlight positive behaviours:

- Thank you (in response to following instructions/signals to listen and pay attention).
- Well done for.... (could be an individual or a group).
- I can see how hard you are all working.
- I am really impressed with how well you are listening.

Remind pupils of our school rules:

- Remember we take our coats and hats off when we are in class.
- Our school rule is that we listen to each other/we work without talking sometimes/we don't hurt each other.
- Our class charter says we respect each other/we share resources/we only say kind words to each other.

Describe the reality of behaviours:

- Maisie you still have your coat on.
- Peter you are tapping your ruler on the table.
- Teddy please can you sit down.
- Cassie you are swinging on your chair. I don't want you to hurt yourself.



- Darcie you are talking over me. Please let me finish what I am saying. I can then listen to you.

Giving clear instructions:

- I need you to sit down.
- I need you to stop talking while we are working.
- I want to see you starting your work. How can I help you get started?
- I need you to put the ruler on the table.
- Directed choices: e.g. Put your drink on my desk or in your bag. Thank you.

What and Where questions:

- What should you be doing now?
- What do you need to get to be able to do your work?
- Where should you be right now?

Show you care:

- This isn't like you Gina.
- I can see your upset about something.
- We can talk about whatever is upsetting you.
- We can talk about it later if you need some time right now.
- How can I help you right now?
- I can see you need a bit of time to settle.

When and Then:

- When we have done the first question together then you can have a go at the next one on your own.
- When you have done 2 questions show me your work and then we can look at the next 2.
- When you have written 3 sentences then you can go out to play.

Strategies to remember:

- Say thank you (even, and especially, when pupils respond positively to the simplest instructions).
- Speak calmly, clearly, and be mindful of tone and volume.
- Be surprised by unexpected behaviour.



- Speak to pupils quietly and privately to avoid an escalation of unexpected behaviour (e.g. deliberately ignoring instructions).
- Remind pupils that you care about them e.g. I want to make sure that you can go out to play and enjoy time with your friends. Please help me make sure this happens.
- Allow pupils take up time to follow instructions.
- Repetition: state clearly what you expect pupils to do and repeat in the same way – calmly and without escalation of tone or volume.
- Professional judgement used to decide on distractions or other strategies which may be helpful to re-direct the behaviour e.g. “I wonder if you can help me get all the pencils sharpened for the next lesson?” “I’m going to move you onto this table so you can see the board more clearly.” “Let’s go for a walk and see what we can see outside.”

Behaviour Management Script: Serious Issues

Serious behaviour issues can be defined as behaviours that pose a risk to either the safety or wellbeing of the pupil(s) exhibiting those behaviours and/or others.

Where a pupil is exhibiting extreme behaviours adults should focus on de-escalation strategies to ensure the safety of the pupil, other pupils, themselves and other adults. This will require ongoing, dynamic risk assessment of the situation to decide the most appropriate and effective response. The priority is to ensure that everyone is safe.

Additional phrases and key vocabulary (in addition to scripts above):

- I can see you’re upset.
- It’s OK. You’re safe.
- Let me know if I can help.
- I know something must have happened; when you’re ready maybe you can tell me about it.
- Is there anything I can get you?
- We don’t have to talk right now.
- Can you remember that it helped last week when E.g. we did some drawing, we went to The Nest, we went for a walk in the playground, you read some books in a quiet area.
- It’s not a good idea to go back to class/playground etc. yet.

5. GRADUATED SUPPORT AND RESPONSES

Yellow Level Low level breaches of school behaviour policy.	Amber Level Repeated Yellow level breaches of school behaviour policy. More disruptive behaviour.	Red Level Repeated Amber level breaches of the school behaviour policy. Serious breaches of the behaviour policy.
Examples		
Not following everyday organisational rules e.g. running in the corridor, being silly in the toilets, taking play equipment without asking, talking in class/assembly. Excluding others e.g. from games, during group work. Bringing sweets into school. Unkind comments e.g. your drawing is rubbish, you're not good at sports, can't you even do that. Not handing a mobile phone in at the start of the day. Refusing to follow instructions from an adult. Low-level disruption e.g. tapping pens on table, talking when teacher is giving instructions, talking during independent work tasks, pushing/poking peers. All of the above is applicable to pupils' online behaviour (both in school and outside of school)	Continuation of Yellow Level behaviours. Disruptive behaviour. Unkind behaviour towards peers. Refusal to follow instructions from a member of staff. Swearing. Spitting. Hitting. Interfering with another person's property and/or equipment. Defacing and/or damaging resources and/or equipment. Leaving the classroom without permission. Ignoring an adult when they are speaking to a pupil. Interrupting an adult when they are speaking to a pupil. Refusing to follow instructions given by an adult. Significant disruptive behaviour e.g. throwing/flicking objects,	Repeated Amber level breaches of the school behaviour policy. Name-calling or abuse involving any protected characteristic as defined by current equality legislation. Walking away from an adult when being spoken to. Misuse of classroom equipment that poses a danger to themselves or others e.g. scissors, glue guns, DT equipment. Stealing. Damage to resources, equipment and property. Vandalism. Anti-social behaviour on the way to and from school. Bullying i.e. repeated and persistent threatening, intimidating or harming behaviour. Sexualised language and gestures.

	calling out, making noises, any behaviour that prevents the teacher being able to teach and pupils being able to learn. Name calling e.g. you're stupid, you're an idiot, you're ugly. All of the above is applicable to pupils' online behaviour (both in school and outside of school)	Inappropriate touching of themselves or others. Threatening and/or intimidating behaviour. Behaviour that could harm the education or welfare of the pupil or others such as staff or pupils. Serious physical assault against a pupil. Serious physical assault against an adult. Verbal abuse or threatening behaviour against a pupil. Verbal abuse or threatening behaviour against an adult. Use, or threat of use, of an offensive weapon or similar item. Bullying. All of the above is applicable to pupils' online behaviour (both in school and outside of school)
Actions & Potential Consequences (can include but are not limited to)		
A reminder of the expected behaviour. Talking to pupil about the impact of their unexpected behaviour. Providing opportunities for pupil to apologise to any affected persons. Restorative strategies. Confiscating equipment for the remainder of the day.	A reminder of the expected behaviour. Talking to pupil about the impact of their unexpected behaviour. Providing opportunities for pupil to apologise to any affected persons. Confiscating equipment for the remainder of the day. Conversation with parent/carer.	Missing play time/lunch time play (part or whole). Reflection Time spent in another class. Reflection Time spent working independently (supervised by an adult as part of Internal Alternative Provision). Meeting with parents/carers and child.



Conversation with parent/carer. Restorative strategies.	Reflection Time spent in another class. Reflection Time spent working independently supervised by an adult. Restorative strategies. Missing play time/lunch time play (part or whole). Meeting with parents/carers and child.	Restorative strategies. Suspension from after school clubs and/or extracurricular activities and events. Suspension from school trips (including residential visits) as result of an individual risk assessment. Suspension. Fixed Term Exclusion.
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- Class Teachers are expected to follow up with pupils in relation to behaviour issues.
- LSAs and other staff should refer any behaviour issues to the relevant class teacher; the class teacher will decide on the relevant course of action including any potential consequences.
- Class Teachers can refer to members of SLT for support with more serious behaviour issues.



6. POSITIVE HANDLING

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

All staff are regularly Team Teach trained. Team Teach is an award-winning 'positive handling' training which helps staff support pupil with challenging behaviour, emotional and behavioural difficulties or social, emotional and mental health issues. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention. All staff are familiar with DFE guidance 'Use of reasonable force and other restrictive interventions in schools'.

7. SCREENING, SEARCHING AND CONFISCATION

Whilst it is unlikely that pupil will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the school's Senior Leadership Team should be informed immediately.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Teachers have the power to search without consent where they have reasonable grounds for suspecting pupils may have a prohibited item.

8. INCLUSION

This policy describes the procedures used for all pupil within the school. However, there are times when a child may require an individual behaviour plan or pastoral support plan tailored to their specific needs, which will be used in conjunction with this policy. In this case, a plan will



be created with the input of key professionals, the child and parents/carers. Parents/carers and all professionals will be informed of the plan in order to ensure a consistent approach for the child concerned. This plan will be reviewed regularly (at least termly) with parents/ carers, and where possible the child.

The central theme underpinning our philosophy is that pupils should become aware of their rights, and that they also learn how to respect the rights of others, and their environment. We therefore expect pupils to learn to accept that expected/positive behaviour is rewarded and unexpected/negative behaviour can result in sanctions or consequences.

We recognise that pupils' individual needs should be taken into consideration when determining appropriate sanctions. These may include, but are not limited to, Special Educational Needs and Disabilities (SEND), Adverse Childhood Experiences (ACEs), specific context and circumstances at the time of any unexpected behaviour.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of individual pupils.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Our school is committed to supporting pupils with additional needs and will make reasonable adjustments to support pupils in managing their needs. All pupils are responsible for ensuring that their behaviour does not harm the education or welfare of themselves or others such as staff or pupils in the school.

9. SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.



To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss the specific needs of individual pupils.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

10. SUSPENSIONS AND EXCLUSIONS

Holymead Primary School will enact any and all Suspensions and Exclusions in the line with DfE guidance (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024).

Suspension and Reintegration

Suspensions and exclusions will only take place in the most exceptional of circumstances, for example in response to a serious breach or persistent breaches of the school's behaviour policy, and/or when allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. The headteacher alone has the authority to issue a suspension or exclusion.

Prior to a child's return, members of the Senior Leadership Team will meet to plan a strategy for the pupil's reintegration to school. This will include further analysis of the child's circumstances and behaviour to identify any unmet needs or opportunities for further support, including from external services.

Upon the child's return a member of the Senior Leadership Team will facilitate a meeting between the child, their parents/carers and any other appropriate staff members to discuss the child's reintegration and future support including, where appropriate, the modification (or introduction) of an individual behaviour plan.

In order to support successful reintegration the pupil may spend some time out of class undertaking reflection. Importantly, a reintegration day is not a further sanction and pupils will be supported by an adult. Senior Leaders, the class teacher and pastoral support colleagues will meet to review the support in place for pupils who have been given a fixed-term external exclusion.

If a child is at risk of permanent exclusion the SLT will notify Bristol City Council Education Team.



Permanent Exclusion

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

The decision to exclude a pupil permanently will only be taken

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

11. RECORDING AND MONITORING

Yellow Level Low level breaches of school behaviour policy.	Amber Level Repeated low level breaches of school behaviour policy. More disruptive behaviour.	Red Level Repeated Amber level breaches of the school behaviour policy. Sreious breaches of the behaviour policy.
Examples		
Class Teacher to monitor and record on Arbor (School MIS) if necessary (e.g. repetitive behaviour)	Recorded on Arbor (School MIS) AND WHEN APPROPRIATE If there is a Safeguarding issue relating to the behaviour the incident will be recorded on the CPOMS system. In addition to the above the incident may be recorded as follows: Recorded in individual behaviour logs for specific pupils (where there is persistent unexpected behaviour). Any behaviour relating to discrimination (e.g. racism, homophobia, disablism) will also be recorded using the relevant BCC discrimination record templates.	Recorded on Arbor (School MIS) AND WHEN APPROPRIATE If there is a Safeguarding issue relating to the behaviour the incident will be recorded on the CPOMS system. In addition to the above the incident may be recorded as follows: Recorded in individual behaviour logs for specific pupils (where there is persistent unexpected behaviour). Any behaviour relating to discrimination (e.g. racism, homophobia, disablism) will also be recorded using the relevant BCC discrimination record templates.



BEHAVIOUR POLICY

This Policy was issued for implementation on:	16.07.25
The policy will be reviewed:	16.07.26
Reviewed by Andrew Jones	16.07.26
This policy will be renewed:	16.07.27



Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.