



## **Wellbeing and Behaviour Policy**

**Approved by FGB on July 1<sup>st</sup> 2019**

This Policy was written collectively and approved by the whole of the Holmwood staff. It was agreed by the Governing Body. It has been reviewed and updated regularly by staff and the Governing Body.

### **INTRODUCTION**

All children within the school are entitled to a balanced and broadly based curriculum. Although this may be modified to accommodate different learning needs, it will be essentially the same as in any mainstream primary school.

In all aspects of this school's provision all pupils will be treated equally irrespective of race, disability, gender, sexual orientation, religion or belief.

All of our children are entitled to a caring and supportive environment.

Consequently, high expectations of behaviour need to be established for all children.

Most of our children need to be taught how to behave, how to play and how to work successfully.

Within our Mission Statement we define our goal as to "Develop a positive self image in each of our children" as we strive to promote personal growth, acknowledging individual strength and needs.

We aim therefore to:-

- Help our children to develop the ability and skills to behave in ways which are acceptable to the school population.
- Enable our children to acquire the necessary interests, attitudes, values and personal resources that they may become responsible citizens in a rapidly changing world.

### **APPROACH**

- We believe that the most effective way of encouraging good behaviour is by providing the right emotional and physical environment for learning.
- All members of staff are expected to develop strong, supportive relationships with the pupils, and set good examples at all times.
- By providing a high quality environment for learning, we aim to give the message 'You are worth it' to the children in our care.
- We will maintain high expectations of behaviour, and will challenge behaviour that is not acceptable.
- All staff will use positive approaches to building self-esteem, effective communication, praise, encouragement and strong links with the family.
- There are clear expectations about pupil's behaviour set out in a simple set of Whole-School Rules and Class rules
- All staff should take opportunities to draw attention to children doing well and comment positively.
- We will work with Parents, carers, other schools, agencies and the LA to support Positive Behaviours. We encourage full participation through our Home – School – Child Agreement.
- We will provide opportunities for children to take greater ownership of their recreational time by providing a range of opportunities and choices for play and activities.

- Various Behaviour Management approaches are established to respond to individual needs, class needs, level needs and whole school needs. It is accepted that individual needs and approaches may be different.
- As a last resort Physical Intervention may have to be used. (Team Teach)

## **UNACCEPTABLE BEHAVIOUR**

A Zero Tolerance approach is adopted in Holmwood School. Unacceptable behaviours are addressed with a range of responses and strategies. They will be addressed remembering the PRINCIPAL OBJECTIVE (How would I feel if I were in this person's shoes?), using Reflective Listening and the Help Script. (Team Teach)

Approaches will include: -

- Helping children learn that certain behaviours are unacceptable or inappropriate depending on the circumstances.
- Praising and/or rewarding good behaviours.
- De-escalating the situation using the range of approaches adopted in the school.
- Helping children to manage their own behaviour.
- Enabling children to make the right choices.
- Supervised withdrawal from activity. \* see below
- Restricted activities – Small Scale eg missing a treat (the order of restricted/supervised depends on the circumstances)
- Restricted activities – Large Scale eg no treat or no football/outings – (all situations depending on circumstances)
- Working through part or all of 'Chil Time'
- Detentions: A lunchtime Detention can be set up or arranged within the school - again circumstances depending, as these often don't work for pupils who are used to that sort of attention and will do anything to gain it.
- After-school detentions may sometimes be arranged by agreement with the head teacher and parents under very special circumstances

Further information regarding strategies and approaches are to be found in the Team Teach handbooks and teachers' Teaching & Learning files.

\*It must be remembered that a minute or two is a long time for a child and can be more effective than a longer time out of a learning activity, game or play. The accepted approach is to impose 1 minute for the first offence and add extra minutes for non-co-operation, repeated offences or escalation. As soon as the time becomes non-retrievable for the child, then they know it isn't worth bothering any more. By being able to negotiate time against behaviour and apology / remorse we can have a greater control of both the short-term and long-term outcomes.

Obviously a more serious offence for an older child would normally equate with a longer time out, but could still be redeemable by the child fully realising the situation and making appropriate amends.

## **SERIOUS INCIDENT**

A SERIOUS INCIDENT is one where a child has needed a physical response by a member of staff as a last resort after every other approach was used, and where the child was in danger of hurting someone or damaging property. A SERIOUS INCIDENT is also where a child has caused unacceptable hurt or damage to a person or property before an adult could intervene. Where a serious incident occurs, or where an incident requires physical intervention then a SERIOUS INCIDENT REPORT must be completed by the supporting adult. There must always be a de-briefing for the child in order to learn from any mistakes and the intervention process.

This report must be completed as soon as possible by supporting adults.

A copy will be sent to parents at the earliest opportunity with the supporting letter for the parent's signature.

The original must be put in the Headteacher's office in the second in-tray down to be reviewed/filed

## **OFFENSIVE LANGUAGE REPORT**

Where a child causes serious offence by using unacceptable language, then a yellow Offensive Language Report should be filled in and a photocopy sent home. The original must be put in the Headteacher's office in the second in-tray down to be reviewed/filed.

## **SCHOOL ENVIRONMENT**

We have designed the school to be as safe as is practically possible. Some of the additional features to encourage appropriate behaviour and support children include:

- All areas have been designed to promote good behaviour and work habits as well as encourage responsibility and collective ownership.
- Main Entrance & Reception, celebrating the strengths of the school with Awards, Trophies, Posters, Photographs and Displays. Comfortable seating.
- All classrooms are designed with the Health & Safety of the pupils and staff paramount. All windows have interim catches that restrict full opening except in an emergency. Most classrooms in KS2 have only one entrance/exit to manage pupil movement effectively. Every class (including the Intervention Room) has a telephone link to maintain effective communication and support through the school. Additional features include Interactive Whiteboard surrounds that prevent them being knocked or lifted off the mounts.
- Classroom door handles have been introduced at the top of the doors in classrooms where (usually younger) children have put themselves in danger by running out. These handles can be fixed to stay open once the children have learned to stay within the classroom parameters. Children must never be left unsupervised inside a classroom with a closed door.
- Hall, fully carpeted to make seating on the floor more comfortable, with a range of chairs / benches for staff and pupils to use. An electric screen, projector for computer, high quality Sound System and lighting. A full range of musical equipment is accessible at all times.
- Intervention Room, where individual or small groups of pupils can work or be supported outside their classroom. This room is fully resourced as a small classroom including appropriate furniture, sink, computers and Interactive Whiteboard.
- Community Room & Food Technology Area, designed as a small studio/flat with full cooking & washing facilities, fridge, etc. This room is used by services if required such as Speech Therapy. Our EYFS and some KS1 have their lunch in this room.
- Library with work area and soft seating.
- Multi-Sensory Room with large Bean Bags, and a large range of equipment to support anxious children.
- Colourful Room designed to support children in crisis.
- Bistro / Restaurant offering a high quality eating environment that promotes adult-style attitudes and encourages good social interaction during mealtimes. This is decorated to a high standard with dimmed lighting and a sound system.
- ICT suite designed as a Space Ship - Air conditioned with a range of lighting options including ultra-violet. Surround Sound with facilities for Cinema Projection from VCR, DVD or Internet.
- Shower and changing facility with disabled toilet and wardrobe.
- Uni-sex toilets throughout encouraging a family atmosphere.
- 3 separate hard-surface outside play areas with a good-sized field. Adventure Play Area, Early-Years multi-purpose Play Area and fencing around the EYFS/ KS1 areas
- Roller mesh preventing access to the roof, and escape over the railings
- Space for Sport and the Arts: An exceptional PE, Games, Sports and Dance facility providing a full range of opportunities for Education, Study Support and Community Projects.
- A Creative Curriculum with a bias towards Sport and the Arts acknowledging and providing for the wide range of learning styles, predominantly kinaesthetic

## **CARE PLANS.**

Where children behave in ways that might put other pupils or staff at risk, or where their behaviours may be unacceptable within a social community, staff need to make an individual risk assessment / care plan. This Care Plan needs to contain as much information as possible so that staff can understand what might be the antecedents or triggers to the different behaviours. This can be one of the most valuable tools available and must be regularly up-dated and shared with those staff who work with the child. By knowing what a child's special educational needs are, what interests or upsets them and what has prompted such behaviours previously, staff can learn to steer the situation towards rewarding good behaviours rather than responding negatively to undesirable behaviours.

## **CHIL TIME (Child Initiated Learning)**

Because young children tend to 'live for the day', rewards and consequences should be immediate. Consequently we have devised and set up a Reward structure that acknowledges good behaviours, attitudes and work ethics by having a short period at the end of each day where all children who deserve it can choose from a range of activities within the classroom or school. It is expected that the activities have a learning value both academically and socially, and can include games, computers, Art, Sport etc in their own classroom or by negotiation with friends in other classrooms.

Children earn the chil time and all or part of this time can be withdrawn to complete work or make up for lost time due to unacceptable behaviour.

## **BEHAVIOUR PROFILES.**

Because we were unable to find a teacher friendly tool for assessing and monitoring pupil's behaviours we have adapted the QCA guidance 'Supporting school improvement' (Emotional and behavioural development) 2001 (ref: QCA/01/7/17) to suit our needs. These are updated by class teachers regularly.

## **SCHOOL COUNCIL**

We now have an established School Council made up of one pupil from every class. This is run by the PHSE co-ordinator and it has a high profile in the school. There is a meeting each week where school issues are discussed and any concerns or needs can be taken to the Headteacher.

## **DOT SYSTEM**

Dots can be awarded for any positive behaviour or good work where the teacher feels appropriate. This gives the flexibility necessary when working with children who have unique and complex special educational needs.

- The whole school is divided into four Family Groups called Colour Groups. Each group has a full cross-section of children from the whole school.
- Each child has a Dot Sheet
- The Dot Sheet may be divided into weekly pictures.
- Children can be awarded up to 4 dots per day for putting in effort to raise their standard of achievement.
- When more than one child achieves maximum dots, then one or two pupils are chosen for extra effort.
- On the last day of the week there is a Colour Group Assembly which recognises and rewards the children who have tried their best. Certificates are awarded to pupils who have achieved Class Champ award

## **LUNCHTIMES AND PLAYTIMES**

During the last few years the school has been giving pupils more choice in activities during recreation time. We now have a range of activities on offer to the pupils.

**KS1:** The all-weather extension gives greater scope for playing outside or under cover.

A pathway around the soft-surface pitch means more cars / bikes etc can be used at the same time.

An adventure climbing frame and house has presented even more scope for creative and appropriate play.

A fence around the perimeter keeps younger pupils safe.

**KS2:** Benches and tables have been purchased and fixed to provide opportunities for quieter activities.

An extension to the Adventure Play Equipment gives more opportunities for climbing etc.

Indoor clubs have become established including:

ICT activities with Cinema and/or Wii

Range of activities and games led by staff including skipping, football, basketball, etc.

Detention time: Time-constrained withdrawal of activities as disciplinary measure.

## **RAISING ACHIEVEMENT ASSEMBLY**

Holmwood School has developed a weekly Assembly where good work from every class is celebrated.

During the Assembly Special Cups and Trophies are awarded each week for:

- **GOOD CITIZENSHIP:** This Cup was given by P.C. Peacock to recognise pupils who have worked hard at becoming a more responsible citizen.
- **SPORTS PERSON:** This Trophy is for the pupil who has shown good sportsmanship during a competition, match, game or playtimes.
- **ARTIST:** Given by the Lingfield Silver Band for the pupil who has contributed the most in promoting music.
- **I'VE MADE A TEACHER SMILE:** Where a member of staff can nominate someone for doing particularly well in some respect.
- **CLASS OF THE WEEK:** For the class where there has been the greatest group effort to provide a happy and supportive classroom environment.
- **SAM'S HEALTHY EATING AWARD:** Our school cook nominates a child who is making an effort to establish healthy eating habits.
- **PLAYGROUND HELPER OF THE WEEK:** Sometimes linked to the school 'BUDDY' system where an older child has been playing successfully with KS1 children.
- **FRIENDSHIP TROPHY:** A very popular award where pupils can nominate another child who has been a particularly good friend to them.
- Writer of the Week
- Mathematician of the week
- Reader of the week
- Scientist of the weeks

By celebrating and rewarding responsible citizenship, good sportsmanship and good behaviour, we establish and maintain our school ethos of care and nurture whilst striving for things that are worthwhile. Pupils who have won the trophies keep them for the week in pride of place in their own classroom. Pupils are also awarded a certificate to take home to show parents/carers. The School Council and Governors support the Achievement Assembly

## **ANNUAL ACHIEVEMENT AWARDS**

At the end of the Summer Term, Trophies, Shields and Cups are awarded to individual pupils who have achieved particularly well during the school year. We try to inspire our

pupils to work hard for these awards, show that they are achievable, and celebrate endeavour. Improving behaviour is implicit within each award, as we are showing that energy used effectively achieves longer lasting, higher profile and tangible rewards, although it is not necessarily a pre-requisite in every case (e.g. ARTIST)

- GOVERNORS ACHIEVEMENT AWARD EARLY YEARS: For the pupil in the Foundation Stage who has achieved particularly well overall.
- GOVERNORS ACHIEVEMENT AWARD Key Stage 1: for the pupil in Y1 or Y2 who has achieved particularly well overall.
- GOVERNORS ACHIEVEMENT AWARD Key Stage 2: for the pupil in Y3/4/5/6 who has achieved particularly well overall.
- HOLMWOOD SCHOOL ENGLISH AWARD: for the pupil who has achieved the most in Literacy.
- HOLMWOOD SCHOOL MATHS AWARD: for the pupil who has achieved the most in Numeracy.
- BEN LAIRD AWARD FOR IMPROVEMENT: for the pupil who has made the most improvement in any area across the school. (Ben Laird retired from being Chair of the Governing Body after many years highly valued service in 2003).
- SPORTSPERSON AWARD: for the pupil who has contributed the most to sport in the school.
- ARTIST AWARD: for the highest quality or most creative artwork.
- EXCEPTIONAL ACHIEVEMENT AWARD: For outstanding improvement.
- ROTARY CLUB OF CLEVELAND CITIZEN OF THE YEAR: for the child who has shown the greatest responsibility overall and has proved to be an excellent citizen.
- Dr Lwynn Award for Emotional Health
- Tom Glasper Reading award.

### **PHYSICAL INTERVENTION**

Schools have clear guidelines from the DfE, "The use of Reasonable Force", on when physical intervention may be used.

We believe this should be a last resort and following every possible de-escalation technique. Any physical intervention will be graded and offer appropriate opportunities for de-escalation throughout. All staff will be trained and rehearsed in managing conflict and aggressive behaviour, including physical intervention where absolutely necessary. Training will be provided on a regular basis. Approaches will be reviewed in the light of Government & LA recommendations and amended where appropriate.

Only staff/carers who have received appropriate training are allowed to use physical intervention and such intervention must be within the guidelines of that training. The Headteacher will exercise discretion in nominating people (other than Teachers) who are allowed to use physical intervention.

Additional guidance on Physical Intervention is given to every member of staff who has completed the Team Teach training.

Following every Physical Intervention a SERIOUS INCIDENT REPORT must be completed (see above).

### **EMERGENCY CLASSROOM SUPPORT**

Due to the challenging nature of some of our children we have established routines to support each other where necessary.

Where a situation has escalated to the extent that further support is required, the options are:

1. to send for a supportive adult in the school who may have a particular relationship or understanding with the child(ren) needing help.
2. to send for any supportive adult from a nearby classroom.
3. to move the rest of the class or group out and into another area.

Every class in Holmwood has an in-house telephone to communicate across the school

## **EXCLUSIONS and ENLISTING FAMILY SUPPORT**

In Holmwood we do not normally consider Exclusion as an appropriate tool for supporting children, their families and the LA. However, where there is a serious breach of the School Code of Conduct, or where the Health & Safety of pupils or staff is at risk, then the Head Teacher may decide to use an exclusion when all other avenues have been explored.

In most situations where behaviour has reached beyond acceptable and operable levels we would rather enlist the help and support of the family so that we can work together to support the child towards learning more acceptable behaviours.

As a last resort (such as a Health & Safety risk) this may be managed as follows:

1. The child concerned will be sent or taken home as soon as is practically possible after the incident. This can only be agreed by the Headteacher, or in her absence, the next most senior teacher.
2. A fixed-term exclusion must be reported using the proformas held in the Headteacher's office
3. The child will be invited back into school the following morning with his/her parents.
4. A meeting will take place with the family and the Head Teacher.
5. The Home-School-Child Agreement is completed and signed by all.

We have found that a more effective approach is for the pupil to make up for the unacceptable behaviour in school during recreational activities or after hours. The 'after hours' option has been used a number of times, and often has a much more desired outcome than exclusion. Before attending Holmwood School, some of our pupils have behaved in an unacceptable manner in order to achieve an exclusion.

When an 'After-school detention' takes place, the following procedures must be used.

1. Arrangements must be made for at least one additional member of staff to be available.
2. Parents must be consulted as soon as possible in order to obtain their verbal agreement. Where this is not possible, appropriate arrangements should be made for the pupil to go home as usual and alternative consequences considered.
3. It is usual for the member of staff who requests the detention to stay.
4. There must always be a senior member of staff present.
5. Parents must be consulted and assured of the child's safety and whereabouts.
6. The detention should be arranged as soon as is practicable after the offence.
7. Where possible, parents can be asked to collect the child after the detention.
8. If the child needs taking home by a member of staff, then parents must be rung immediately before the journey starts to ensure full protection of staff against any allegations.

When there is a Serious Incident by a KS2 pupil, where another pupil or a member of staff have been injured, in order to avoid an exclusion and as a last resort, Holmwood have developed an area where pupils, with parental consent, can be taught away from peers. (Reflection Room) – **See Seclusion Policy**

Should all strategies have been exhausted the Educational Psychologist or CAMHs will be asked to enter into a dialogue with the school and the class teacher. A range of approaches and the option of a re-assessment will be considered. An Annual Review, or an interim review would be called where all involved agencies and the LA would be invited. The appropriateness of the place in Holmwood would be the main agenda item.



By the end of Primary School the pupil should know:

### **Mental wellbeing**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online

### **Physical health and fitness**

- The characteristics and mental and physical benefits of an active lifestyle.

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol and tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination

### **Basic first aid**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

*Holmwood School*  
*Covenant*

*I have a right to be happy, and to be treated  
with kindness in this school;  
This means that no one  
should laugh at me, ignore me, or  
hurt my feelings.*

*I have a right to be myself in this school;  
This means that no one should  
treat me unfairly because I am  
different in any way.*

*I have a right to be safe in this school;  
This means that no-one should  
Hit me, Kick me,  
Push me or pinch me,  
Call me names, or do anything else to hurt me.*

*I have a right to hear and be heard in this school;  
This means that no one should  
Yell – scream – or shout  
And my thoughts and wishes will be listened to  
in any plans we make.*

*I have a right to learn about myself in this school;  
This means that I will be  
free to express my views without hurting anyone's feelings  
This means that my feelings  
will be respected  
And I will respect the feelings of others.*

