



The Holmleigh Way Positive Behaviour and Wellbeing Policy

The Holmleigh Way: Rules:

- Do our best
- Be ready
- Be respectful
- Be safe
- Be kind

The Holmleigh Way: Values

- Honesty
- Integrity
- Kindness
- Resilience
- Respect
- Trust

The Holmleigh Way: Stay on Green Behaviour System

Purpose:

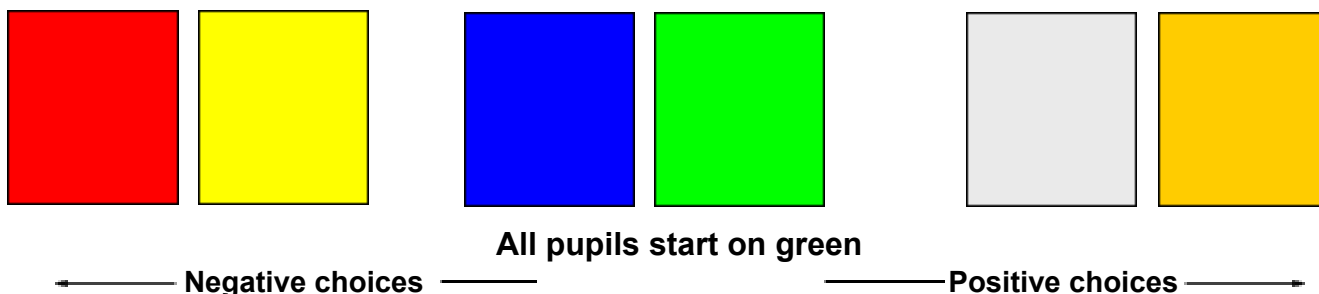
- Teach pupils about expected behaviour and positive behaviour choices, and how these support learning and wellbeing.
- Provide opportunities for pupils to develop and use the skills, habits and vocabulary linked to positive behaviour, wellbeing and behaviour for learning.
- Help pupils to recognise good behaviour choices, and provide them with opportunities to practice and reflect on these.
- Provide a framework to help staff and pupils work together to build a cohesive and positive classroom ethos, and effective learning environment.
- Help pupils to reflect on inappropriate behaviour and repair /rebuild poor behaviour choices.
- Maintain inclusion of all pupils through providing clear and consistent guidance.

Core principles:

- All staff act as a calm, positive and consistently good role model for pupil behaviour.
- Explicit promotion of positive behaviour choices and the Holmleigh Way through noticing, naming and teaching.
- Integrated system that is consistently delivered within daily teaching to promote positive behaviour; supporting learning, wellbeing and the classroom ethos.
- Pupils who regularly follow the rules are noticed and rewarded.
- Pupils have the opportunity to make positive choices about their behaviour, repair poor choices and influence outcomes.
- Least intrusive management of poor behaviour supports pupils to reflect on, repair and rebuild poor behaviour choices.
- Consistent application supports a high standard of behaviour management and strong behaviours for learning.

The Stay on Green Framework

- All pupils have a pocket with their name on. All pupils start each day or each half day (KS1) with a green card in their pocket.
- If pupils make positive individual choices about their behaviour they insert the appropriate coloured card (bronze, silver, gold).
- If pupils make negative individual choices they insert the appropriate coloured card (blue, yellow, red).



Positive Reinforcement

Teaching pupils about school expectations

It is important to teach pupils what behaviour is expected in the school. This includes Opportunities are provided for pupils to discuss these through a range of approaches, e.g.

- School rules
- The Holmleigh Way
- PSHE/Circle Time
- Behaviour plenary
- Assemblies
- Display
- Give Me Five
 - Magnet Eyes
 - Active listening with listening ears
 - Smart sitting
 - Lips still
 - Brains switched on

Green Behaviour

Green behaviour is expected behaviour that is shown when pupils are following the Holmleigh Way, core values, positive behaviour for learning.

Pupils start on green and aim to stay on green or above throughout the day or half day (KS1). If they achieve this they earn a point towards their whole class **green** total.

Rewards

The system includes both the individual rewards and the opportunity for pupils to earn green points for the whole class reward.

It is important to notice and name examples of pupils showing positive/expected behaviour and award awards appropriately.

Once an award has been given it can not be taken away even if the pupil needs to move to a consequence.

Individual

The following colours are positive reinforcement:

- Green** If pupils remain on green all day or half day they receive one green merit point to go towards a whole class total.

Bronze	The pupil places a bronze card in their pupil pocket. Explicit positive feedback and two green points.
Silver	The pupil places a silver card in their pupil pocket. Explicit positive feedback and text home.
Gold	The pupil places a gold card in their pupil pocket. Explicit positive feedback, text home and a golden leaf.

Whole Class

The class will work together towards a whole class reward through collecting green points. These points will be rewarded if the pupil is still on green at the end of each day (Key Stage 2) or half day (Key Stage 1).

Points can also be collected from staff outside the classroom e.g. in assembly, in the playgroup, during small group work time.

If the class reaches the whole class total at the end of the week then the class will have some 'green time'. All children will participate. Pupils will engage in an educational and/or team building activity. A list of possible activities will be developed with the pupils/as a whole school.

Redirecting Behaviour

Integral to good teaching is the skill of redirection of behaviour without resorting to a warning or consequence. Where possible staff will redirect pupils back on task without using a consequence or warning. Examples of ways in which staff may do this are:

- Proximity praise
- Rule reminder
- Giving the pupil a choice
- Encouragement
- Partial agreement
- Stating behaviour that is required

It is also important to check that the pupil understands and can access the classroom learning activity. If not this should be immediately adapted for the pupil.

Pause and reflect

If a pupil is unable to regulate and change their behaviour they will move to a formal time to pause and reflect. The pupil places a blue card in their pupil pocket.

Blue This provides the opportunity for a pupil to start making the right choices

The aim is for a pupil to move back to green as soon as possible. Staff look for opportunities to move pupils back to the green card as soon as possible. (Catch the pupil doing the right thing).

Allowing the pupil to repair their behaviour quickly is the key to ensuring the most effective use of this system.

Consequences

When pupils make a poor choice about their behaviour they will be asked to move their card as a consequence.

- Staff use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the blue, yellow or red card they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is **always** provided for pupils in between each consequence stage.
- Teachers help pupils make the right choices to move their card back to the green circle and beyond.

Yellow

First warning

The pupil places a yellow card in their pupil pocket.

The inappropriate behaviour and expected behaviour is made explicit to the pupil in an age appropriate and in line with pupil need.

Staff support and look for opportunities to move pupils back to the blue/green card as soon as possible. (Catch the pupil doing the right thing).

Red

Final warning

The pupil places a red card in their pupil pocket.

Conversation held with the pupil about expectations and next steps. Check pupil understanding of what they need to do to repair the situation and agree the appropriate behaviour required.

Staff support and look for opportunities to move pupils back to the yellow/blue/green card as soon as possible. (Catch the pupil doing the right thing).

Beyond Red

If a pupil has a red card and the behaviour continues the pupil will move to the reflection space in the classroom for up to 5-10 minutes (with a timer) and continue with their class work until they are calm and ready to learn within the class context. On successful completion of reflection time the pupil will move back to the yellow card.

This reflection time will be recorded on a non-public behaviour tracking sheet.

Staff continue to look for opportunities to move pupils back to green.

Staff may choose to have a 'restorative chat' to support the pupil.

Further consequences

Repeated **red** behaviours will require further out-of-class consequences. Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

1. Reflection Time in partner class with reflection sheet.

- Recorded on a non-public tracking sheet that is kept in the class file.
- The time can either be with a Reflection Form or with work to complete.

- When pupils return from an out-of-class consequence they remain with a **red** card. The teacher will have a restorative discussion to support the pupil to make positive choices.
- The teacher will look to move the pupil towards green as soon as possible.

2. Leadership team involvement.

- Recorded on non-public tracking sheet
- Pupils will be referred to SLT with the completed reflection sheet.
- The SLT member will record the pupil name and subsequent action.

Pupil behaviour will be discussed with the pupil with a view to one of the outcomes below depending on intention, context and severity .

A. Reflection time with SMT and return to class

Pupil will think of strategies to repair the situation and report back to the SLT member at the end of the day. The pupil returns to class to aim to get back to green.

B. Completion of work outside of the classroom

Restorative discussion between pupil, teachers and SLT member.

C. Phone call home

Restorative discussion between pupil, teachers and SLT member.

D. Letter home

Restorative discussion between pupil, teachers and SLT member.

E. Parent/carer meeting. Meeting between pupil, teacher and SLT member.

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan.

Early Years

It is suggested that this system is adapted for Early Years in line with best practice. It is not recommended that the complete system will be used. A suggested approach for nursery pupils is to use green, silver and gold. For reception pupils a colour can be added to represent a low level consequence.

It is important the focus is on positive feedback and redirection of pupil behaviour. The language of 'green' can be used with the pupils, alongside catching positive behaviour, noticing and naming positive and helpful behaviour.

Classroom Expectations for Implementation

1. The system to be on display; alongside a list of some of the green behaviours that show that pupils are following Holmleigh Way and the whole class green point total.
2. The system is taught to the pupils with regular reminders and expectations.
3. The language of 'green' behaviours is used.
4. Pupils have responsibility for changing the cards. If a child is unable to do this then the system continues without the visual card change until the pupil is ready to engage.
5. Try to ensure that all pupils end the day on green by catching them doing the right thing. For example let them know you have 30 minutes at the end of the day/morning where you are looking to get them back to green. If a pupil is not on green it is important to have a restorative conversation before the whole class total count at the end of the day so they know what to do the next day.

6. For silver and gold: Ensure the list of texts to be sent home is sent to the office at the end of the day.
7. For gold: Ensure a child takes the gold leaf to an SLT member to be placed on the Golden Leaf Tree.
8. Develop a list of activities that pupils would like to engage in for 'green time' and use these to plan the session.
9. Record the beyond reds - in class and out of class on the class behaviour log.

Whole School Expectations for Implementation

1. Green points can be given out by SLT around the school. They need to inform the teacher that these have been awarded.
2. SLT will review the system as part of their daily walks around the school and engage the children on aspects of their behaviour.

EYFS: Separate system to be agreed

Wellbeing - see separate policy

Anti Bullying - see separate policy