POSITIVE BEHAVIOUR & WELLBEING POLICY

Vision

At Holmleigh, we believe that every child can succeed. We have high expectations for all pupils and are committed to ensuring that everyone thrives academically, socially, and emotionally. Positive behaviour is **explicitly taught**, **consistently modelled**, and **actively celebrated** across our school community.

This policy is underpinned by the principles of high expectations, positive reinforcement, restorative practice, and consistency. At its heart is a commitment to supporting every child to improve their behaviour, develop self-regulation, and feel included, valued, and successful within our school community.

Our Values

Our school is guided by six core values that shape daily life for every child:

Respect – We celebrate diversity and promote an inclusive environment where everyone belongs.
Kindness – We encourage kindness in both words and actions, towards ourselves and others.
Resilience – We help children adapt, persevere, and grow stronger through challenges.
Integrity – We promote fairness, responsibility, and doing the right thing—even when it's hard.
Honesty – We value truthfulness and encourage openness, responsibility, and sincerity.
Trust– We build strong relationships through reliability, consistency, and mutual respect.

Our **'Stay on Green'** approach reinforces our values and promotes a culture where children feel safe, valued and supported to make positive choices. We recognise that **behaviour is a form of communication** and that all children deserve the opportunity to learn from their mistakes within a **nurturing** and **structured environment.**

The aims of this policy are to:

- Promote positive behaviour and attitudes to learning.
- Ensure pupils who become dysregulated are supported.
- Ensure high expectations for all pupils.
- Promote respect and kindness for others.
- Create a calm, safe and purposeful learning environment.
- Improve behaviour through consistency and building positive relationships.
- Enable partnership between all staff, wider professionals, parents, governors and children with the aims of developing a positive behaviour school culture.
- Encourage children to take responsibility for their choices.
- Teach and reinforce our school values and expected behaviours.
- Support pupils to develop self-regulation and emotional resilience.
- Provide a framework to help staff and pupils work together to build a cohesive and positive classroom ethos where behaviour is managed fairly, consistently and restoratively.
- Help pupils to reflect on inappropriate behaviour and repair /rebuild poor behaviour choices.
- Explicit promotion of positive behaviour choices and the Holmleigh Way through noticing, naming and teaching.

Our Behaviour Principles

We believe:

- Behaviour is a form of communication.
- Connection supports correction - positive relationships are fundamental to supporting pupils good behaviour.
- Behaviour expectations must be taught, modelled and practised.
- Every child can behave well and succeed when given the **right support and expectations.**
- **Consistency from all adults is essential.**
- Positive behaviour should be recognised and celebrated more frequently than poor behaviour is sanctioned.
- Children should be supported to understand the impact of their actions and repair relationships when things go wrong using restorative conversations.
- Consequences should be proportionate and used to support learning rather than punish.
- Behaviour systems must be **inclusive** and consider individual needs whilst maintaining high expectations for all.

Stay on Green

Every child begins each day on Green. Our Stay-on-Green behaviour system is designed to be restorative rather than punitive, giving every pupil a fresh start each day. It encourages children to take responsibility for their choices, reflect on their behaviour when things do not go to plan, and make positive decisions that support their learning and relationships.

Being on **Green** means that pupils are demonstrating positive learning behaviours and following **The Holmleigh Way**—our shared rules and values that promote a caring, supportive, and respectful environment where every individual is valued. Pupils also follow **Give Me Five**, our agreed expectations for listening and attention, which ensure that children are ready to learn and respond promptly whenever they are expected to listen during whole-class and whole-school sessions.

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: Give Me Five
- Magnet Eyes
- Active listening with listening ears
- Smart sitting
- Lips still
- Brains switched on

Positive Reinforcement

Every pupil begins each day on **Green**, regardless of what happened the previous day, ensuring that everyone has a fresh start and the opportunity to make positive choices. If a pupil moves off Green during the day, they are supported to reflect on their behaviour, make positive changes, and return to Green by demonstrating improved choices and positive learning behaviours.

Each class has a **Green Points Jar** to collect points towards a daily total. At the end of each day, Green points are added to the jar, encouraging pupils to work together towards a shared weekly reward.

When the class reaches its target, they earn **Green Time**, which is celebrated at the end of the week. During **Green Time**, all pupils take part in an educational, creative, or team-building activity. A range of activities will be developed collaboratively with pupils to ensure they are engaging, motivating, and meaningful.

In addition, pupils who remain on **Green** for the entire week receive an **"I Stayed on Green All Week!"** text message sent home to their families, recognising and celebrating their consistently positive behaviour.

Positive recognition may also include:

- Specific verbal praise.
- Stickers and certificates.
- Positive phone calls/text messages/sharing at pick-up
- Big Book Assembly
- Headteacher awards.

The Stay-on-Green system focuses on learning from mistakes rather than dwelling on them. It encourages pupils to reflect on their behaviour, make positive changes, and move forward. Every pupil who finishes the day on **Green** contributes a Green point towards their class's weekly total, reinforcing the importance of individual choices in achieving a shared reward.

This reinforces the messages:

- behaviour can improve.
- good choices are recognised.
- every child has the opportunity to succeed.

We actively recognise and celebrate positive behaviour across the school. All staff are expected to consistently seek opportunities to acknowledge and praise pupils for demonstrating positive learning behaviours in every aspect of school life, including in the classroom, during assemblies, on the playground, and during group activities. Pupils are awarded **Green Stickers** in recognition of these behaviours. These are celebrated in class and contribute to the class's overall Green points total, reinforcing both individual achievement and collective success.

Pupils who consistently Stay on Green are still recognised for their positive behaviour every day, while the system also allows other pupils to learn from mistakes rather than be defined by them. Every pupil is given the support and opportunity they need to meet expectations.

Adults should aim to notice and reinforce positive behaviour before addressing low-level behaviours wherever possible.

Behaviour Expectations

All adults will consistently teach and reinforce ‘The Holmleigh Way’:

These expectations apply at all times:

- In classrooms.
- Around school.
- During assemblies.
- At playtimes and lunchtimes.
- On educational visits.
- When representing the school in the community.

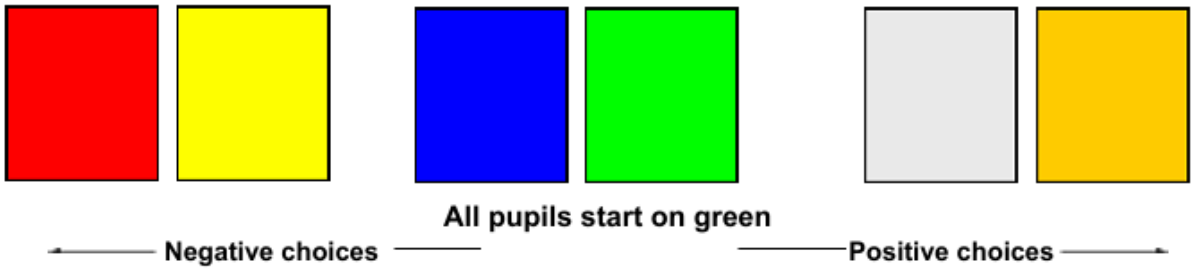
Managing Behaviour – Supporting Regulation

Managing behaviour and supporting pupils to self-regulate are integral to effective teaching and learning. At Holmleigh, we use a clear, stepped approach that encourages pupils to make positive choices and understand the impact of their behaviour.

Positive behaviour is recognised and rewarded. Pupils who consistently demonstrate positive learning behaviours remain on **Green** and may move to **Silver** or **Gold** in recognition of exemplary conduct, effort, or attitude.

When pupils make less positive choices, they move through a series of restorative stages (**Blue**, **Yellow**, and **Red**). Each stage provides an opportunity for pupils to reflect on their behaviour, repair relationships where appropriate, make better choices, and return to **Green**. The emphasis is on supporting behaviour improvement rather than punishment.

The system recognises both individual success and collective responsibility. As well as celebrating individual achievements, pupils who finish the day on **Green** contribute Green points towards their class's weekly total, working together to earn the shared **Green Time** reward.



Step 1 – Staying on Green - *redirecting behaviours*

Integral to good teaching and creating a calm environment, is the skill of redirecting behaviour so that pupils get back on task and where possible, without resorting to a warning or consequence. The pupil receives calm, private reminders of the expected behaviour in an age appropriate way and in line with pupil need.

Adults will:

- Redirect the behaviour.
- State the expectation/rule/choice clearly.
- Use positive language, encouragement and proximity praise
- Check the pupil understands the expectation
- Make adaptations or give choice if necessary
- Give pupils time to correct their behaviour.
- Catch the desired behaviour quickly and give praise.

Step 2 – Move to Blue - *stop and think*

If the behaviour continues, the pupil receives a warning and is reminded that they will move to blue if the behaviour persists. The inappropriate behaviour and the expected behaviour are explained clearly in an age-appropriate manner, taking into account the individual needs of the pupil.

This warning provides the pupil with an opportunity to stop the inappropriate behaviour, reflect on their choices, and demonstrate the positive behaviour needed to remain on green. Enabling pupils to repair their behaviour quickly is key to ensuring that the system is used effectively, promoting self-regulation, positive behaviour, and successful outcomes.

Adults will:

- Remain calm and respectful.
- Clearly explain what needs to change.
- Provide an opportunity for pupils to have success.
- Catch the desired behaviour quickly, give praise and move the pupil back to green.

Step 3 – Move to Yellow - *reflection time*

If behaviour continues, pupils receive a warning and are reminded of the consequence that they will move to yellow. The inappropriate behaviour and expected behaviour is made explicit to the pupil in an age appropriate way and in line with pupil need. Pupils may then need to complete a period of reflection or time away from the learning space in the 'Calm Corner' in class.

Reflection activities may include:

- Completing missed learning.
- Thinking about the impact of their actions using a reflection sheet
- Discussing strategies for future success with an adult.

Adults will:

- Remain calm and respectful.
- Clearly explain what needs to change.
- Staff support and look for opportunities to move pupils back to the blue/green card as soon as possible.
- Catch the desired behaviour quickly, give praise.

Step 4 – Move to Red – *further reflection and restoration*

If the behaviour continues, the pupil receives a warning and is reminded that they will move to red if the behaviour persists. The inappropriate behaviour and the expected behaviour are explained clearly in an age-appropriate manner, taking into account the individual needs of the pupil.

At this stage, the pupil may be required to complete a period of reflection or spend time away from the learning environment in another classroom. This should be for no longer than 30 minutes. The purpose of this time is to provide an opportunity for the pupil to regulate their emotions, reflect on their behaviour, and prepare to re-engage positively with learning.

Once the pupil returns to class, they should be welcomed back positively, with a clear focus on restoring relationships and supporting a successful return to learning. Staff should reinforce the expected behaviours and provide the pupil with the opportunity to make positive choices and re-engage with the lesson.

Adults will:

- Hold a restorative conversation with the pupil about expectations and next steps.
- Check pupil understanding of what they need to do to repair the situation.
- 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.
- Record that the pupil has been on red and had to leave the class on the non-public behaviour tracking sheet.

Where inappropriate behaviour persists, further support/consequences may be needed. This may involve:

- Reflective conversations with a Phase Leader/SLT during lunchtime reflection time
- Families being informed.
- Individual behaviour strategies/adaptations made
- Behaviour (regulation) support plans.
- Additional pastoral or SEND support.

Lunchtime Reflection will take place daily for pupils who require additional time to reflect on their behaviour with a member of staff. This session will be supervised and monitored by the Phase Leaders and SLT on duty, Monday to Friday, from 12:30 pm to 1:30 pm.

During the session, pupils will discuss the incident and their behaviour with a member of the Senior Leadership Team. They will also be required to complete a Reflection Sheet, which will be stored in the Reflection Folder in the school office to ensure an accurate record of support and follow-up.

Our stepped procedure does not affect the head-teacher's right to take immediate action in the case of any serious incident. Appropriate consequences will be determined by senior leaders and may include sanctions in line with statutory guidance.

Beyond Red – Persistent and Serious Behaviour Incidents

There may be times when a child requires additional support to develop their behaviour and self-regulation. During these periods, they may regularly reach the red zone or move beyond it. This may be due to changes in school, at home, or within friendship groups.

In these circumstances, the child will be placed on a **Behaviour Support Plan**. The plan will identify a clear behavioural target for improvement, which will be agreed with the child. The child and class teacher will complete a behaviour monitoring chart together, either after each session or at the end of each day, depending on the child's needs. The teacher will record how well the child has met their behavioural target, supporting the child to reflect on and evaluate their own behaviour.

The Behaviour Support Plan will be monitored by the Phase Leader or a member of the Senior Leadership Team (SLT) on a daily or weekly basis, for a maximum period of two weeks. The monitoring chart will be sent home each day for parents or carers to review and sign, ensuring families are kept informed and can work in partnership with the school to support their child.

If a child continues to reach the red zone on the behaviour chart despite appropriate support and reasonable adaptations being implemented, their needs should be discussed with the SENDCo in consultation with parents or carers. This discussion will consider whether additional assessment, targeted interventions, or further support strategies are required to meet the child's individual needs.

Where behaviours are more serious and require recording on CPOMS, support from senior leaders will be sought. These behaviours require an immediate response and do not follow the stepped behaviour system.

These include:

- Physical aggression towards peers or adults.
- Bullying or discriminatory behaviour.
- Deliberate harm to others.
- Dangerous behaviour.
- Damage to property.
- Racist, sexist, homophobic or other discriminatory language or actions.
- Behaviour that compromises the safety of others.

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.

Restorative Practice

We believe that mistakes are opportunities for learning.

Following incidents, adults need to ensure that the inappropriate behaviour and expected behaviour is made explicit to the pupil in an age appropriate way and in line with pupil need.

Restorative conversations help pupils to:

- Reflect on their actions.
- Understand the impact on others.
- Repair relationships.
- Develop strategies for future success and conflict resolution.

Restorative questions may be used to help children reflect on their actions, understand the impact of their behaviour, and identify positive ways to move forward. These may include:

- Can you tell me what happened?
- What were you thinking and feeling at the time?
- How do you think your actions affected others?
- What can you do to make things right?
- What will you do differently next time?

The purpose of restorative practice is not to remove consequences but to ensure that children learn from their mistakes and understand the impact their behaviours have on others.

EYFS

This system is adapted for Early Years in line with best practice. 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 and identifying ow level consequences. Please refer to the EYFS handbook for further details.

Inclusion and Additional Needs

High expectations apply to all pupils. However, we recognise that some pupils may require additional support and adaptations to meet behaviour expectations.

Reasonable adjustments may include:

- Visual supports.
- Individual Behaviour (regulation) Support Plans.
- Movement or sensory breaks.
- Support to use emotional regulation strategies.
- Adapted responses and interventions.
- Pastoral or SEND support.

These adjustments do not remove expectations but provide **equitable support** so that all pupils can achieve success.

Positive Behaviour Management – Within the Classroom

When the same routines are used consistently across the school, behaviour management becomes significantly more effective. Pupils develop a clear understanding of expectations, regardless of which class or group they are in, while teachers/adults save valuable time by not having to establish new routines with each transition. Consistent routines also enable new staff to integrate quickly and confidently into the school's established practices. The following silent signal routines should be explicitly taught and regularly practised until they become second nature for both staff and pupils.

Give Me Five

These agreed expectations ensure that all children are ready to learn and respond promptly whenever they are expected to listen during whole-class or whole-school sessions.

Adult’s Signal

1. Raise one hand with a flat palm.
2. Do not clap or speak.
3. Scan the room to ensure every child has responded.

Children's Response

Every child should:

- Raise one hand in response.
- Check that their partner, others at their table or the person they are sitting next to have also responded, giving a gentle tap on the arm if someone has not noticed the signal.
- Look directly at the adult with **Magnet Eyes** (eyes focused on the speaker) to show they are ready to listen.

Before Speaking

- Lower your hand.
- Scan the room again to ensure every child is looking attentively and is ready to listen.
- Do not begin speaking until you have everyone's full attention.

What Children Should Show

When responding to the signal, every child should demonstrate:

- **Magnet Eyes** – eyes focused on the speaker.
- **Active listening with Listening Ears**– listening carefully to information/ instructions.
- **Smart Sitting or Smart Standing** – a calm, ready-to-learn posture.
- **Lips Still** – no talking.
- **Brains Switched On** – thinking and ready to learn.

My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you.
My turn: gesture towards yourself with one or two hands.
Your turn: gesture towards the children with one or two open palms.

Explain to the children that this signal is yours and not theirs.

1, 2, 3 signal

Use the following silent signals to move children calmly and efficiently **from their tables to the carpet**:

- **One finger:** Children stand behind their chairs and tuck them in quietly.
- **Two fingers:** Children walk silently to the carpet.
- **Three fingers:** Children sit beside their learning partner, ready to listen and learn.

Throughout the transition, children should move calmly, silently, and safely, following the teacher's/adult's signals without verbal prompts.

Use the following silent signals to move children calmly and efficiently **from the carpet to their tables**:

- **One finger:** Children stand quietly.
- **Two fingers:** Children walk silently to their places, stand behind their chairs, and untuck their chairs in if needed.
- **Three fingers:** Children sit down, organise their equipment, and prepare to begin their learning.

Throughout the transition, children should move calmly, silently, and safely, following the teacher's/adult's signals without verbal prompts.

Teacher/Adult voice

The way you use your voice in the classroom can be key to managing behaviour.

Your voice is a very powerful tool – the rise and fall of the volume can help spark and maintain interest for all; pace, pitch and tone will all contribute to the strength of the message you are giving.

In addition, non-verbal skills, such as facial expression, body posture, hand gestures, proximity and speed of movement, are also important as they can convey strong messages.

Be aware of allowing sarcasm or any negative emotions to dictate how you use your voice - the end result will be less effective, and pupils may well misinterpret your intended communication. If you are aware that your emotions are running high, stop, take a breath, and then consciously drop your voice in both volume and pitch. A low, quieter voice is generally far more effective than a loud, high-pitched, shout. Yelling is never helpful – it simply shows you have lost control.

Behaviour in the Assembly Hall

Assembly Expectations

Staff should accompany their classes to the assembly hall and ensure that they are calm and quiet as they enter. Any children likely to disrupt each other should be thought about in advance to ensure they do not end up near each other.

All staff share collective responsibility for maintaining appropriate behaviour and should take ownership of addressing any issues they observe, including those that arise during assemblies. Where necessary, a member of staff should calmly remove a pupil from the assembly hall so that the assembly can continue without disruption.

'Stay on Green' behaviour colours are on display and should be referred to, in order to ensure consistency of language used.

Children are expected to:

- Enter and leave the assembly hall calmly and quietly, following the agreed routines.
- Walk sensibly and line up respectfully when entering and exiting the hall.
- Sit quietly with hands and feet to themselves, without fidgeting or distracting others.
- Listen attentively and show respect to the speaker and those around them.
- Participate fully by joining in with responses, songs and activities where appropriate.

Assembly is also an opportunity to recognise and celebrate positive behaviour. Staff are encouraged to notice and compliment other classes for demonstrating the school's expectations and values.

Silent Transition: Leaving the Assembly Hall

1, 2, 3 signal

Use the following silent signals to move children calmly and efficiently from the assembly hall:

- **One finger:** Children stand up silently.
- **Two fingers:** Children turn to face the direction in which they will leave the hall.
- **Three fingers:** Children leave the hall silently, following the adult's direction.

Throughout the transition, children should move calmly, silently, and safely, following the teacher's or other adult's signals without verbal prompts. Children should continue to follow the agreed corridor expectations once they have left the hall.

Movement Around the School/ Corridor Expectations

All adults are responsible for reminding pupils to move calmly, safely, and sensibly around the school, particularly when using stairwells.

Large groups or classes should always be accompanied by the teacher or adult responsible for them. Adults should carefully consider groupings and organise pupils in an appropriate line order. Pupils who are likely to become disruptive when together should be separated.

Teachers and other supervising adults should walk alongside pupils, rather than ahead of them, and make use of agreed stopping points where pupils can pause and wait safely if required.

When moving around the school, pupils are expected to:

- Walk sensibly in single file on the left-hand side of the corridor.
- Walk quietly and respectfully, maintaining silence where expected.
- Leave windows, displays, and other school property untouched as they pass.
- Move through corridors without interfering with or distracting other pupils.
- Follow instructions from staff promptly and at all times.

The bullet points constitute ‘Green behaviour’ – adults should use this agreed language with children so they ‘catch a compliment’.

Positive Behaviour Management - Outside of the Classroom & in the Playground

The principles of the ‘Stay on Green’ system will continue outside of the classroom and in playground contexts.

Expectations for All Staff

- All members of staff are responsible for promoting and supporting positive behaviour at all times.
- Adults will maintain high expectations for both learning and behaviour.
- Children will be recognised and praised for demonstrating positive behaviour.
- Where inappropriate behaviour occurs, adults will issue clear warnings and apply agreed consequences in line with the school's behaviour policy.
- If a child continues to choose inappropriate behaviour, the adult may direct them to the member of the Senior Leadership Team (SLT) on duty. If the child refuses to go, the adult should request support from the SLT member to attend the playground (Helping Hand).

- The member of the SLT will determine the most appropriate next steps.
- All adults are expected to actively engage with children through play, conversation and positive interactions.
- All adults must remain vigilant and intervene early to address tensions before they escalate into incidents.
- All adults are responsible for managing incidents appropriately and consistently, following the principles outlined in this policy.
- Midday Assistants and all staff undertaking playground duty must adhere to the procedures set out in this policy.

Key phrase to use with children:

"What do you need to do to stay on, or get back to, Green?"

End of Playtime

At the end of playtime, a member of staff will blow a whistle (playtime) or ring the bell (lunchtime) and raise one hand with a flat palm. All adults in the playground should immediately use the same signal to support a calm, consistent transition from playtime to lining up.

Adult Signal

When the whistle blows/ bell rings, all adults should:

1. Raise one hand with a flat palm.
2. Remain silent – do not clap or speak.
3. Scan the playground to ensure every child has responded appropriately.

Children's Response

Every child should:

- Raise one hand in response.
- Check that those around them have also responded.
- Look directly at the adult using **Magnet Eyes** (eyes focused on the speaker), showing they are ready to listen.

Ready to Listen

When responding to the signal, every child should demonstrate:

- **Magnet Eyes** – eyes focused on the speaker.
- **Active Listening with Listening Ears** – listening carefully to information/ instructions.
- **Smart Standing** – standing calmly and ready.
- **Lips Still** – no talking.
- **Brains Switched On** – thinking and ready to follow instructions.

Moving to Lines

Once all children are ready, the adult will lower their hand and blow the whistle/ ring the bell a second time. Children should then walk calmly and quietly to their class lines, ready to return to learning.

Collecting Classes from the Playground

To ensure a calm, safe, and positive start to the day, while maintaining effective supervision of all children, please follow the expectations below:

- **Morning Collection (8:50am):** Adults should be in the playground promptly at **8:50am** to collect their class. Please support the adults leading the morning exercises by encouraging children to participate positively.
- **After Break Times:** Please collect your class promptly at the end of each break. Staff are expected to both **collect and dismiss** their classes from the playground.
- **After Lunchtime (1:30pm):** Adults should be in the playground promptly at **1:30pm** to help bring lunchtime to a close, support a calm transition, and prepare children for afternoon learning.
- **High-Visibility Jackets:** For visibility and to help keep our children safe, all adults should wear their **high-visibility (hi-vis) jackets** while in the playground.

Transition from the Playground to the Classroom

Children should leave the playground **calmly, silently, and safely**. They should walk in **single file** to the designated entrance or exit, remaining together as a class throughout the transition.

Where necessary, adults should nominate a child or another adult to hold doors open. One adult should lead the line from the front, while the other should supervise from the back.

Children should use the stairs in **single file**, keeping to the **left** at all times. To ensure safety and avoid congestion, **only one class should use the stairs at a time**.

When classes are collected promptly from the playground, transitions should take place without any **evaporated time**, ensuring learning time is maximised.

Throughout the transition, children should move calmly, silently, and safely, responding to the teacher's or supporting adult's agreed signals rather than verbal prompts. Once they have left the playground, children should continue to follow the school's agreed corridor expectations.

Positive Behaviour management – Other Contributors

Circle Time

We incorporate **Circle Time** into the curriculum to promote children's self-esteem, support their emotional wellbeing, and contribute to the school's overall behaviour management approach.

Circle Time empowers children by developing the social, emotional, and communication skills they need to build and maintain positive relationships, both now and in the future. It provides a safe, supportive environment where children can listen to one another, express their thoughts and feelings, and work collaboratively to solve problems that may be affecting the class.

Circle Time sessions should generally be timetabled on a weekly basis. The length of each session will vary according to the age and developmental stage of the children.

While Circle Time should be closely linked to the PSHE curriculum, it can also be used to address specific issues affecting a class, such as recurring playground conflicts, friendship difficulties, or other behavioural concerns. Although the content may vary, sessions should follow a consistent structure to provide children with familiarity and security.

A typical Circle Time session may include:

- **A cooperative opening game** to encourage participation, build relationships, and, where appropriate, mix friendship groups.
- **A sharing round**, for example: *"One good thing that has happened to me recently is…"*, giving every child the opportunity to contribute.
- **A focused discussion or open forum**, usually linked to the PSHE curriculum or a current class issue. Role play may be used to explore problems, practise social skills, and consider appropriate responses to different situations.
- **A celebration of success**, recognising positive behaviour, kindness, effort, or achievement. For example: *"Is there anyone you would like to thank or praise for something they have done this week?"*
- **A cooperative closing game** to end the session on a positive and enjoyable note.

Circle Time should always be a positive, inclusive, and respectful experience. The emphasis should remain on building confidence, fostering positive relationships, and encouraging children to value and support one another.

To ensure Circle Time is effective and that all children feel safe to participate, a set of clear, non-negotiable ground rules should be established, shared with all children, and revisited regularly.

Common Circle Time Rules

- Only speak when you are holding the chosen talking object.
- Children may choose to **pass** if they do not wish to speak.
- Boost ups not put downs – value everyone's contributions and respond with kindness and respect.
- What is shared in the circle stays in the circle and should not be discussed with others, unless it is necessary to keep someone safe.
- If a pupil wishes to share something privately, they should speak to a trusted adult after the session

Roles and Responsibilities

Staff will:

- Teach behaviour expectations explicitly and with regular reminders.
- Apply the policy consistently with fidelity.
- Build positive relationships with pupils and look for opportunities for them to demonstrate positive behaviour so that they can end the day on green.
- Use restorative approaches after consequences so they know what to do to repair.
- Recognise and celebrate success daily.
- Ensure the names of pupils who get to gold regularly are emailed to admin at the end of each ½ term so pupils are given golden leaves that will be added to the Golden Leaf Tree.
- Build positive relationships and work in partnership with families.
- Display the ‘Stay on Green Chart alongside a list of green behaviours that show that pupils are following the Holmleigh Way.
- Display a ‘jar’ with the whole class green point total.
- Develop a list of educational and/or team building activities that pupils could engage in for ‘green time’ and plan for these.
- Record the red/beyond reds - on the behaviour tracking log.
- SLT will review the system as part of their monitoring.

Pupils will:

- Follow school expectations and the Holmleigh Way.
- Take responsibility for their choices – accept consequences.
- Treat others with respect and kindness.
- Engage positively with restorative conversations.
- Celebrate each other's success.

Parents and Carers will:

- Support the school's behaviour expectations.
- Work collaboratively with staff.
- Encourage positive behaviour routines at home.
- Adhere to the school code of conduct policy

Monitoring and Review

Behaviour data will be collected and monitored regularly to identify:

- Consistency across the school.
- Trends and patterns.
- Pupils requiring additional support.
- The effectiveness of interventions.

This policy will be reviewed annually to ensure it continues to promote a **positive**, **inclusive** and **high-achieving** school culture.

Our Commitment

We are committed to creating a school where children understand that we can all learn from our mistakes. We understand that behaviour is communication. By maintaining high expectations, celebrating success, responding consistently and supporting children with strategies that support regulation, we ensure that every child is given the opportunity to achieve and thrive.

Appendix 1

Overview of *Stay on Green* Behaviours and Outcomes

Colour	Behaviour	Action/Outcome
Gold	• Pupils who consistently demonstrate positive learning behaviours and consistently showing Silver behaviour. • Being a shining star over a period of time • Being able to play and work with anyone at any time, making sure no one is left out. • Exceeding expectations (going the extra mile). • Always showing initiative. • Showing perseverance.	• **Immediate recognition**: Gold Card is presented in class to recognise and celebrate positive behaviour. • **Parent communication**: The class teacher sends a text message to the parent/carer at the end of the school day or speaks with them at collection. • **School notification**: An email is sent to the Headteacher and the Admin team. • **Golden Leaf celebration**: Every half term, the Headteacher presents a Gold Leaf, which is then added to the Golden Leaf Tree. • **Headteacher communication**: Parents/carers are informed by a congratulatory text message from the Headteacher.
Silver	• Pupils who consistently demonstrate positive learning behaviours remain on Green • Being a role model • Going out of their way to make sure others are happy and safe • Being consistently polite and good-mannered • Including all others in my games • Applying consistent effort	• **Immediate recognition**: Silver Card is presented in class to recognise and celebrate positive behaviour. • **Parent communication**: The class teacher sends a text message to the parent/carer at the end of the school day or speaks with them at collection.
Green	• Demonstrating positive learning behaviours and following **The Holmleigh Way:** • In classrooms. • Around school. • During assemblies. • At playtimes and lunchtimes. • On educational visits. • When representing the school in the community. **The Holmleigh Way:** **Our Rules** ● Do our best ● Be ready ● Be respectful ● Be safe ● Be kind **Our Values** ● Honesty ● Integrity ● Kindness ● Resilience ● Respect ● Trust **Give Me Five** • Magnet Eyes • Active listening with listening ears • Smart sitting • Lips still • Brains switched on	• **Immediate recognition:** A Green Sticker is presented in class or around the school to recognise and celebrate positive behaviour. • **Class contribution:** Each Green Sticker contributes to the class's overall Green Points total. • **Weekly recognition:** Pupils who remain on green throughout the week receive an **"I Stayed on Green All Week"** text message sent home to their parent/carer.
Warning	The pupil is reminded of the behaviour expectations, taking into account their individual needs, and is informed that they will be moved to Blue if the behaviour persists. The pupil is given appropriate time to reflect on and address their behaviour.	
Blue Stop and Think	• Any low level disruption such as, talking in class, not listening, rocking on chairs • Calling out, disturbing others • Running / Careless pushing in the corridor • Arguing with peers • Displaying a negative attitude to learning	• Child's name moved to Stop and Think on the 'Stay on Green' chart (no more than 5 minutes). • Child given thinking time to consider their actions, reflect on their behaviour and consider what they need to do to get back to *Green*. • Child given the opportunity to verbalise or show what they need to do to get back onto *Green*
Warning	The pupil is reminded of the behaviour expectations, taking into account their individual needs, and is informed that they will be moved to Yellow if the behaviour persists. The pupil is given appropriate time to reflect on and address their behaviour.	
Yellow Reflection time	• Persistent low level disruption • Name calling • Throwing things down • Using inappropriate language • Insulting family members • Using negative body language	• The child should be told clearly why they have been moved to **Yellow**. • The child completes a short period of reflection or time away from the learning environment in the class **Calm Corner** (for no longer than 10 minutes). • After this time, the child returns to their table or the class. The adult welcomes them back positively, reminding them of the expected behaviours.

		• The child is given the opportunity to rejoin the class and demonstrate **Green** behaviour. • If **Yellow** behaviour occurs during lunchtime, the child should be directed to a member of the Senior Leadership Team (SLT) on playground duty. Reflection activities may include: Completing missed learning. Thinking about the impact of their actions using a reflection sheet Discussing strategies for future success with an adult.
Warning	If the behaviour continues, the pupil receives a warning and is reminded that they will move to red if the behaviour persists. **Some behaviours require an immediate response and do not follow the stepped system.**	
Red Further reflection and restoration	Showing persistent *Yellow* behaviour. Walking out of class/away from an adult without permission Intimidating/threatening behaviour or language (including aggressive swearing) Physical aggression towards peers or adults. Damage to property.	• A period of reflection away from the learning environment in another classroom. This should be for no longer than 30 minutes. • The purpose of this time is to provide an opportunity for the pupil to regulate their emotions, reflect on their behaviour, and prepare to re-engage positively with learning. • Once the pupil returns to class, they should be welcomed back positively, with a clear focus on restoring relationships and supporting a successful return to learning. • *Adults will:* • Hold a restorative conversation with the pupil about expectations and next steps. • Check pupil understanding of what they need to do to repair the situation. • 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. • Record that the pupil has been on red and had to leave the class on the non-public behaviour tracking sheet. • Where inappropriate behaviour persists, further support/consequences may be needed. This may involve: • Reflective conversations with a Phase Leader/SLT during lunchtime reflection time • Families being informed. • Individual behaviour strategies/adaptations made • Behaviour (regulation) support plans. • Additional pastoral or SEND support. **Where behaviours are more serious and require recording on CPOMS, support from senior leaders will be sought. These behaviours require an immediate response and do not follow the stepped behaviour system.**
Beyond Red – Persistent and Serious Behaviour Incidents	Where behaviours are more serious and require recording on CPOMS, support from senior leaders will be sought. These behaviours require an immediate response and do not follow the stepped behaviour system. *These include:* • Physical aggression towards peers or adults. • Bullying or discriminatory behaviour. • Deliberate harm to others. • Dangerous behaviour. • Racist, sexist, homophobic or other discriminatory language or actions. • Behaviour that compromises the safety of others. There may be times when a child requires additional support to develop their behaviour and self-regulation. During these periods, they may regularly reach the red zone or move beyond it. This may be due to changes in school, at home, or within friendship groups. The child will be placed on a **Behaviour Support Plan**. The child and class teacher will complete a behaviour monitoring chart together The teacher will record how well the child has met their behavioural target, supporting the child to reflect on and evaluate their own behaviour. The Behaviour Support Plan will be monitored by the Phase Leader or a member of the Senior Leadership Team (SLT) on a daily or weekly basis, for a maximum period of two weeks. The monitoring chart will be sent home each day for parents or carers to review and sign, ensuring families are kept informed and can work in partnership with the school to support their child. *If a child continues to reach the red zone on the behaviour chart despite appropriate support and reasonable adaptations being implemented, their needs should be discussed with the SENDCo in consultation with parents or carers. This discussion will consider whether additional assessment, targeted interventions, or further support strategies are required to meet the child's individual needs.*	

Appendix 2

EYFS

Holmleigh Primary School
Pupil Reflection Sheet

Name: _____ Class: _____ Date: _____

What I did:	What I was thinking and feeling at the time:
Who has been affected by my behaviour?	What I am going to do to fix things:

Teacher comments and signature:

Pupil signature:

U:\Primary Behaviour Team Stay on Green\Reflection Sheet visual.doc

KS 1

Holmleigh Primary School
Pupil Reflection Sheet

KS 2

Holmleigh Primary School
Pupil Reflection Sheet

Name: _____ Class: _____ Date: _____

What I did:	What I was thinking and feeling at the time:
Who has been affected by my behaviour?	What I am going to do to fix things:

Teacher comments and signature:

Pupil signature:

U:\Primary Behaviour Team Stay on Green\Reflection Sheet visual.doc

Appendix 3

Conflict Resolution Script

Once children have accepted responsibility for their actions and are in the green zone, I've found this works well. Sometimes it takes a few rounds as one child may not be ready to name what they are sorry for.

_____(child's name) I am sorry for _____
_____(name what they're apologising for), please accept my apology.
Majority of the children respond with 'it's okay.' We remind them that being hurt, physically or verbally, is not okay.

Instead, they should say:_____ (child's name) I accept your apology, but please don't do it again.

We end by showing that we've forgiven each other and are ready to move on with: a hand shake, fist bump or a hug.

Appendix 4

Red Behaviour Tracking SheetBEHAVIOUR MONITORING 2026\Red Behaviour.xlsx

Appendix 5

Green Time Activities Suggestions

Board Games/Puzzles

Creative project

Art/D.T activity

Outdoor games

Construction/Stem challenges

Mindfulness/relaxation activity