



Northern Lights
LEARNING TRUST



Holley Park Academy Behaviour Policy

Review date: Autumn 2025

Next review date: Autumn 2026

Person in charge: Headteacher Mrs. L. Curtis

Governance: Chair of Governors Mr. C. James

Pastoral Care/Spiritual Development

We place the pastoral care of pupils, staff and families at the heart of how we work. This informs our policy framework. The quality of relationships between all members of school staff, pupils and stakeholders, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring.

In the Church schools in our Trust, we follow the teachings of:

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

In the none Church schools in our Trust, we follow the spiritual ethos of treating others as we would ask to be treated and to care for others with kindness and respect.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community, which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel values of love and care. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the high standards expected.

It is from this premise that both respect and care will pervade all aspects of life at Northern Lights Learning Trust. A desire for everyone to flourish, knowing that everyone reflects God’s image is pivotal in all of our schools, including our Church schools. This will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

Holley Park's Behaviour Policy is part of the school's pastoral system and safeguarding arrangements.

At Holley Park Academy, we adopt a relational approach to behaviour, which puts relationships at the heart of every aspect of school life. We strongly believe that this helps to create an environment in which everyone feels that they belong, are safe, cared for and respected. In our school we strive to provide consistent, clear and fair guidance for behaviour which is underpinned by strategies to motivate children to develop their self-control and consideration of others.

Our school culture is underpinned by our five core values that permeate all aspects of school life:

- **Resilience**
- **Relationships**
- **Risk-taking**
- **Resourcefulness**
- **Reflection**

Aims

This policy aims to:

- Share the approach the school takes to promote good behaviour and relationships, ensuring that children and young people are in a calm, safe and supportive environment, can learn and reach their full potential
- Share how the school community is committed to promoting and supporting positive behaviour and relationships across the school
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour incidents, enabling a consistent approach
- Define what we consider to be serious incidents, including bullying and discrimination
- Provide guidance to staff in their role of supporting positive behaviour and relationships
- Provide information on what support and training opportunities are on offer for staff, children, parents and carers.

At Holley Park Academy we aim to:

- Provide a calm, safe, secure, supportive environment, based on mutual respect, where children can learn effectively, and teachers are able to teach effectively.
- Create a positive school culture that promotes excellent behaviour, which is underpinned by our core value of relationships, ensuring that positive relationships are formed between pupils, staff and families.
- To create a culture where all adults model and celebrate positive behaviours and relationships
- Provide a consistent approach to behaviour management that is understood by all members of the school community
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Support pupils to take control of their behaviour and be accountable for their actions and the impact they have on themselves and others
- Ensure safety by making boundaries of acceptable/appropriate behaviour clear, ensuring there is a distinction made between minor and more serious incidents, and communicating the range of consequences that pupils can expect

Children's attitudes to learning greatly impacts on their progress and achievement and our aim is to develop positive attitudes to behaviour and a thirst for knowledge through an exciting, engaging, broad and balanced curriculum.

Behaviour is inextricably linked to expectation. It is essential therefore that a high level of expectation is set and clearly communicated by all members of the school community.

Principles:

At Holley Park Academy we have three rules which provide clear guidance to all our children and are taught and modelled explicitly:

- **Be ready**
- **Be respectful**
- **Be safe**

Children will be regularly reminded of these rules and the reasons why we have them. They will be displayed around the school and applied to a variety of situations.

Our behaviour principles are built upon:

- **Consistent, calm adult behaviour** – adults always modelling emotional restraint.
- **Attention to best conduct** – adults should focus on the positive behaviours first and foremost.
- **Well-established routines** – agreed routines that are consistently reinforced in all areas of school life.
- **Scripted interventions** – all adults using an agreed language to ensure fairness and consistency.
- **Restorative follow-up** - pupils are encouraged to take responsibility for managing their behaviour

Promoting Positive Behaviours:

At Holley Park Academy, although many of our pupils are intrinsically motivated to demonstrate positive behaviours, we understand that praise can be instrumental in raising pupils' self-esteem. We promote and reinforce positive behaviour choices through a range of agreed school rewards to maintain consistency and fairness. These include:

- **Verbal praise**
- **Dojo points and certificates**
- **Stickers**
- **Special awards to recognise behaviour that is 'over and above'**
- **Weekly celebration awards (presented in our celebration assembly):**
 - **Headteacher Award**
 - **Five Rs Award**
 - **Reader of the Week**
- **Visits to the Headteacher and SLT members to share and celebrate work**
- **Calls or notes home to parents**
- **Class Recognition Boards that acknowledge pupils when they meet a collective behaviour goal**
- **Annual Governors' Award for one Year 6 pupil who has been an exemplary role model to others**

The Role of Staff

Staff play a vital role in helping to create a culture of positive behaviour within the school. Staff create positive relationships with pupils and encourage them to use the following strategies:

- **Speaking positively to pupils, questioning and actively listening:** Engaging positively with our pupils will help us to build positive relationships and help provide a safe environment for our pupils to share their worries or concerns, e.g. meet and greet children warmly on entry to school/class each morning and ask them how they are feeling
- **Positive praise:** Noticing and praising pupils who are behaving positively and following the agreed rules, rather than highlighting negative behaviours: praising pupils who behave will establish a positive atmosphere
- **Establishing clear routines:** Clear, consistent routines help children understand what is expected of them and help maximise learning time. Adults should reinforce the agreed routines using common language such as, 'Wonderful walking,' 'Calm Corridors', 'Legendary Lines'.

We expect staff to create and maintain a stimulating learning environment that encourages pupils to be engaged. We encourage use of the following strategies to promote engagement:

- **Having appropriate resources prepared and available:** Effective preparation ensures that time is used effectively and purposefully during lessons, e.g. ensuring resources they will need throughout the lesson are out on desks/tables before learning starts and having activities ready when pupils enter the classroom.
- **Metacognition:** Teaching pupils self-reflection and evaluation strategies, helps them identify if work can be improved and how they may improve it themselves without adult support. At Holley Park Academy we use the 'SORT' process:
 - S - 'self' – What can I do to help myself?
 - O – 'other' – can I ask a partner or peer for help?
 - R – 'resources' – is there anything in the classroom I can use to help me?
 - T – 'teacher' – I have tried the other things and I still need some help, now it is time to ask an adult
- **Clear instruction:** By providing clear instructions in a timely manner and by breaking down learning into smaller manageable tasks, pupils will remain engaged and their attention focused.

Managing Behaviours Relationally

At Holley Park Academy, we have adopted the Thrive approach to meeting children's emotional and social developmental needs. Key staff members are qualified Thrive licensed practitioners and all staff have received training on the Thrive approach and a relational approach to behaviour management. This enables staff to identify specific support based on pupils' individual needs, providing a personalised intervention to support their development.

We use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs) to support children and young people.

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

PACE stands for:

- **Playfulness** – sensitive and appropriate playfulness helps the child feel safe and promotes positivity
- **Acceptance** - unconditionally accepting the child makes them feel safe, secure and loved
- **Curiosity** – genuine and non-judgemental interest in the child helps them become aware of their inner life

- **Empathy** – demonstrating compassion for the child and their feelings supports the child’s sense of self-worth.

The **VRFs** represent the key techniques that we consciously apply in relationship.

The VRFs include:

- **Attunement** – matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication- demonstrating an understanding of how the child is feeling.

Validation – acknowledging the validity of the child’s feelings and experiences . The use of WIN can help with this validation: I wonder....I imagine...I notice...

- **Containment** – predictability, routine and experiencing safety and security, both relationally and environmentally
- **Regulation** – transforms what was too much to bear alone into an experience that can be tolerated together. Supporting the child to become regulated and calm. All staff have been trained in the Zones of Regulation and use the shared language to support pupils in articulating their feelings through the four different coloured zones.

Managing Non-Serious Behaviours

Our whole school ethos at Holley Park aims to develop a positive climate of praise and encouragement supported by our school rules. However, we recognise that in a primary school, pupils are not only learning to read, write and count; they are also learning to behave. On occasion, children will require their choice of behaviour to be checked or addressed; when a pupil does not follow expected behaviour or rules, then a staged approach to redirecting behaviour may be necessary.

Where gentle encouragement has been unsuccessful and consequences are appropriate, staff may use the following behaviour flowchart, making reference to the school rules, supporting pupils to make better choices in the future:

Stage	Action
1. Caution	A non-verbal cue is given such as making eye contact, a shake of the head, moving closer to pupil, removing object of distraction. A quiet verbal warning may be given if the above have not been successful.
2. Scripted Intervention	A clear conversation delivered privately to the pupil making them aware of their behaviour, how it is breaking the school rules and what consequence will be given if they continue. The pupil will be reminded of previous positive behaviours. Conversation to be delivered using the 30 second script : <i>“Name...I notice that you are struggling with (state behaviour).”</i> <i>“That has broken our rule of...”(state which of 3 rules the pupil is not following).</i> <i>“If you continue to (state behaviour) then you will have to...”(state consequence).</i> <i>“Remember earlier/yesterday when you...(state positive behaviour)...that is who I need to see today.”</i> <i>“Thank you for listening.”</i>
3. Time out	Time out in class to allow pupil to access sensory ‘Calm Kit’ to support regulation. If the pupil is still dysregulated, they are given an opportunity to take time to reset away from others in another classroom for 10-15 minutes.
4. Restorative Conversation	A conversation will take place between the class teacher and/or a member of SLT and the pupil. This will allow the pupil(s) to reflect on their behaviour in a positive and supportive way. A consequence may be given to the pupil at this stage if deemed appropriate.

5. Escalation	If the pupil's behaviour does not improve, then they should spend time with a member of the Senior Leadership Team. Parents will be notified and details recorded on CPOMS.
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All of these stages will be recorded on a Behaviour Log.

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school rules.

Restorative Practice Conversations

At Holley Park Academy, we believe that any consequence should always be proportionate to the behaviour. However, our primary focus is on repairing relationships and supporting positive change. We are committed to using restorative practice conversations to address incidents of poor behaviour, as it is the conversation—not the punishment—that helps children reflect, take responsibility, and make better choices in the future.

When behaviour falls short of the standard expected by the school, children will take part in a 'repair conversation'. This provides an opportunity to reflect on their actions, understand the impact on others, and work towards restoring any fractured or damaged relationships.

Suggested script:

What happened?

What were you thinking about/feeling at the time?

What have you been thinking about/feeling since it happened?

Who has been affected and how?

How can we make things right?

How can we stop this happening again in the future?

Serious Behaviour

Occasionally, some pupils may behave in a way which poses a serious risk to the child or to others. Serious behaviours will not follow the behaviour flowchart and will be dealt with on a case-by-case basis. Behaviours may include:

- Bullying
- Violence (physical contact made with the intention to harm)
- Verbal aggression
- Theft
- Offensive language
- Damage to property
- Racist, sexist, homophobic, bi-phobic or trans-phobic behaviour
- Possession of any prohibited/banned items
- Repeat breaches of the school rules/expectations

In such instances, a member of the Senior Leadership Team will take over the management of the incident. A review of the incident will take place, and appropriate next steps, including any consequences and support will be planned and communicated to parents/carers. Details of the incident will be recorded on CPOMS. Individual Support Plans will be put in place where required.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, to make adaptations where needed.
- Use of separation spaces (sensory zones, nurture/ thrive rooms or spaces) where pupils can regulate their emotions during a moment of sensory overload

Adapting consequences for pupils with SEND

Routines and consequences should be adjusted where appropriate to meet the needs of pupils with SEND or additional needs.

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create a support plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Bullying

Throughout our PSHE and RHE curriculum we provide a framework for staff to support pupils and help promote and improve excellent behaviour through explicitly teaching children about positive relationships and raising awareness of issues such as bullying. Please refer to our Anti-Bullying Policy for more information around how incidents of bullying are dealt with.

Pupil support and Intervention

Thrive 1:1 sessions may be planned in with a Thrive Licensed Practitioner (TLP). Small group Thrive interventions may be delivered by a teaching assistant, with support from the TLP.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

Where this may be the case, we will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to Together for Children social care is appropriate. Please refer to our safeguarding and child protection policy available on the school website for more information.

Online behaviour

At Holley Park, we recognise that mobile devices can be used inappropriately. As part of our PHSE and Computing curriculum, pupils are taught about the potential dangers of mobile devices and how to behave in an appropriate way to protect themselves and how to respond in a situation that may make them feel unsafe whilst online.

If school become aware of any online behaviours that are not in line with school expectations i.e.

- **Another pupil poses a threat or causes harm to another pupil**
- **Online behaviour which could have repercussions for the orderly running of the school**
- **Behaviour which adversely affects the reputation of the school**
- **Or the pupil is identifiable as a member of the school**

If online misbehaviour takes place, it will be addressed in the same way as offline behaviour incidents. Parents/carers will be contacted by school and, if necessary, the incident will be investigated further. If appropriate, school and home will agree on a suitable sanction, which may be given at home and/or at school. The pupil will also receive additional PSHE and guidance depending on the nature of the incident. If the incident raises a safeguarding concern, this will be dealt with in line with the school's safeguarding and child protection policy.

Child-on child abuse

The school will ensure that all incidents of child-on child abuse, sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Staff at Holley Park Academy will ensure that child protection procedures are followed and that all allegations or concerns regarding a child's safety or wellbeing are responded to. These include clear processes for:

Responding to a report

- Carrying out risk assessments, where appropriate, to help determine if school can:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection policy, available on our school website, for more information.

Confiscation, searches, screening

Our Headteacher/DSL Mrs Curtis and Deputy DSLs may search pupils or their possessions, without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The DfE Searching, Screening and Confiscation Advice (July 2022) identifies prohibited items as:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury, to, or damage to property of any person (including the pupil)
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

If a prohibited item is found as a result of a search, staff may seize the items if they consider it harmful. School staff can also seize any prohibited item found as a result of a search. They can also seize any item, if they consider it harmful.

To minimise the opportunity for inappropriate use, pupils from Nursery to Year 5 are asked not to bring mobile devices to school. Year 6 pupils, after receiving appropriate PSHE curriculum coverage, are allowed to bring their mobile phones onto site, for use only when they leave school [i.e. when walking home without an adult], in preparation for transitioning to secondary school. We ask that pupils ensure that their phones are switched off before entering the school gate on a morning and when they enter class, they must ensure their phone is immediately placed in the allocated storage pockets [named] and stored securely in the school's main office [only accessed by key allocated staff]. If a pupil from any other year group brings a mobile phone into school, the phone will be confiscated and stored in the main office and a phone call will be made to parents. If a pupil is suspected of using the mobile phone to take photographs or videos in school, parents will be asked to come into school and delete any images/videos that are on the phone.

Use of Restrictive Intervention and Reasonable Force

Legal Framework

The DfE Restrictive interventions, including use of reasonable force, in schools Guidance for England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right for school staff to use reasonable force is further set out in the DfE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

- causing injury to themselves or others

- committing a criminal offence

- damaging property

- causing disorder among pupils at the school, whether during a teaching session or otherwise

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible. Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department of Education Teacher Standards. Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

For more information and guidance please see Restrictive Interventions and Reasonable Force Policy

Removal from classrooms

At Holley Park Academy, we will only consider the removal of pupils from lessons in response to a serious incident of poor behaviour, only as a last resort or if the incident was deemed significant. Staff will only remove pupils from the classroom for a limited time once other behavioural strategies have been attempted.

Pupils who have been removed will continue to be supervised by a member of staff and provided with a relevant curriculum. The Headteacher will be informed immediately. All incidents of removal from the classroom will be recorded on CPOMS and the Headteacher will record on the school's behaviour log, noting any protected characteristics of the pupil in question.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. Leaders will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents/ carers will be informed on the same day that their child is removed from the classroom and we will always seek to work with parents and carers to look at what next steps and support can be put in place for the child following a removal from the classroom so that re-introduction back into behaviour systems, rules and routines is effective.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy, located on the school's website, for more information.

Off-site

Consequences may be applied where a pupil has not behaved in line with school expectations when off-site when representing the school, i.e. when the pupil is:

- **Taking part in any school-organised or school-related activity (e.g. school trips)**
- **Travelling to or from school**
- **Wearing school uniform**
- **In any other way identifiable as a pupil of our school**

They may also be applied where a pupil has not behaved off-site, if the behaviour

- **Could have repercussions for the orderly running of the school**
- **Poses a threat to another pupil**
- **Could adversely affect the reputation of the school**

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

If a pupil is suspected of criminal behaviour, the school will follow school procedures including reporting the incident to the police, if appropriate. If reported to the police, we will not interfere with

any police action taken. However, we may continue to follow our own investigation enforce consequences, as long as it does not conflict with police action.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Pupil transition

Holley Park Academy will support incoming pupils by offering a bespoke induction process to familiarise them with the behaviour policy and the wider school culture. Pupils will be offered transition visits prior to starting school.

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 ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. In order to ensure a smooth transition between schools, we will work in partnership with the new school to communicate any individual behavioural needs and strategies are communicated at the earliest opportunity.

Induction and professional development of staff

As part of their induction process, our staff are provided with professional development on the school's approach to managing behaviour. We will ensure that staff are aware of the needs of the pupils at the school which may impact upon pupil behaviour, including the sharing of any bespoke behaviour plans any individual children may have in place to support them.

At Holley Park, behaviour management forms part of our staff's continuing professional development.

Staff in school will have the opportunity to attend relevant training based on the needs of the school inclusive of SEND specific training and mental health awareness.

Roles and responsibilities

The Local Governing Body

Holley Park Academy's Local Governing Body is responsible for:

- establishing our behaviour policy in consultation.
- keeping the policy under review.

- monitoring the policies effectiveness and supporting the school to maintain high standards of behaviour.
holding the Headteacher to account for its implementation.
- ensuring that the concerns of staff and pupils are listened to and appropriately addressed and ensuring that the policy does not discriminate and that it advances equality and good relations between protected groups.

The Headteacher

The Headteacher at Holley Park Academy is responsible for developing the positive culture and promoting the core values that underpin this policy. The Headteacher will also:

- Ensure the behaviour policy is written in consultation, ratified by the Local Governing Body and shared with all stake holders.
- Be responsible for the day-to-day management and implementation of the school's behaviour policy and procedures, to ensure that the school environment is safe and encourages positive behaviour.
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Ensure that staff manage behaviour effectively
- Monitor how staff implement the policy to ensure that it is applied consistently
- Ensure appropriate induction is provided for new staff and volunteers into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offer appropriate training in positive behaviour management, and the impact of special educational needs and disabilities [SEND] and mental health needs on behaviour

Staff and volunteers

Staff and school volunteers are responsible for:

- Implementing the agreed policy and procedures consistently and fairly to help create a calm and safe environment for pupils.
Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction with pupils, modelling high standards of personal behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Having equal responsibility for resolving issues relating to behaviour, ensuring that the concerns of pupils are listened to and appropriately addressed.
- Recording behaviour incidents promptly using CPOMs

Parents and carers

We are fully committed to promoting good relationships, active involvement and strong partnership with all parents. To support us achieve our aims, we ask that parents and carers, where possible:

- Get to know Holley Park Academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school rules and expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- The school's three rules: Be Ready, Be Respectful, Be Safe
- The rewards they can earn for demonstrating positive behaviours, and the consequences they will face if they do not meet the expected standard

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents logged on CPOMS
- Behaviour Logs
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, parents and governors on their perceptions and experiences of the school behaviour culture. The data will be analysed annually by the Headteacher. The results will be analysed by the Local Governing Body to make sure it is meeting its duties under the Equality Act 2010. If any trends are identified, the school will review its policies to help address any needs.

Legislation, statutory requirements and statutory guidance

Our policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education 2025](#)
- [Suspension and permanent exclusion guidance](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)