



Holly Hill
Church School

Behaviour Policy 2023

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

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Approved at FGB on 15th May 2023

Signed:
Chair of Governors

*Why attempt to crush behaviours with punishment when you can grow better ones with love?
(Paul Dix)*

Our Behaviour policy is based on a big heart in line with our Christian values and ethos. We want our children to leave Holly Hill able to, self-regulate their behaviour in line with the 12 Christian values and understand the impact of their behaviour on others.

We believe good behaviour needs to be nurtured and that behaviour is often linked to the life experiences of the child, their self-esteem and emotional resilience.

Children behave towards individuals in context and in response to past experiences and current relationships. Children do not learn how to behave once. They learn and relearn behaviours with everyone they meet.

Building positive relationships with adults is central to growing change in children. Consistent adult behaviour builds trust and respect and consequently children feel safe. When children are emotionally safe they are less likely to present challenging behaviours. Adults who manage behaviour of children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic. Patience and kindness from adults who are in control of their own emotions and behaviour demonstrates focus on the behaviour of the child and does not de-value the child's self-worth, or self-esteem.

We believe that children cannot learn effectively or happily in an atmosphere of anxiety, therefore a safe learning environment is imperative. At Holly Hill we hold high expectations for all children to learn and ensure that work is demanding and offers challenge. Perseverance through difficult learning is encouraged, mistakes are seen as opportunities for learning and good behaviour is central to progress and achievement.

Motivation

It is an important that children understand the need to behave in a certain way. We make a point of looking for and praising good behaviour and effort, particularly from those children who consistently demonstrate our values. We want children to self-regulate their own behaviour appropriate to their age because they know it is the right thing to do. We are considered in our decisions to reward children with gifts and prizes as this can focus the motivation for behaviour onto what they can get if they do the right thing rather than growing into a thoughtful and conscience led human being.

Each Monday morning the Christian value of the week is explored in collective worship. During the week, children are recognised and praised for demonstrating the value of the week. Two children are chosen from each class to receive special recognition during Friday collective worship in front of the whole school and their families/ friends for demonstrating that value. This system enables a drip, drip effect of understanding of the values and deepens knowledge over time of how the value can be demonstrated on many different levels and in different ways.

Children are rewarded with stars on their star cards for demonstrating effort linked to achievement and going above and beyond. For every 10 stars they achieve they receive a

sticker and praise from their teacher. If a child achieves 50 stars then they receive a book of their choice, a sticker and praise from the Headteacher.

Behaviour which is not in line with our values of; hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love is addressed through discussion with the child in order for them to gain understanding and/or alternative choices.

	Steps	Actions
1	Reminder	A reminder of the Christian value that the behaviour is linked to.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase <i>'Think carefully about your next step'</i> .
3	Last chance	Speak to the child privately and give them a final opportunity to correct their behaviour. Offer a positive choice and refer to previous examples of good behaviour. The child owes 2mins after class when this stage is reached, this cannot be negotiated down.
4	Time out	This may be a short time inside/outside the classroom or at a designated spot. It is a few minutes for the child to calm down and compose themselves.
5	Repair	When the child is ready to re-join the class, a positive transition needs to be made to ensure the relationship is harmonious and respectful going forward and a new start is established

The most damaged children will need significant time and support to develop consistently good behaviour. Children need to be taught and retaught expected behaviours in different contexts and at different stages of maturity. The immediacy of the response is what is effective rather than the severity of the sanction.

Where children need more support to understand the impact of their behaviour on others we will work with that child with a restorative approach as outlined below.

Restorative Approach

1. What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective, without judgement.

2. What were you thinking at the time?

This reflection helps the child reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to someone looking

on. However, it may not be obvious to the child that their initial thoughts led them to make a bad choice. Help the child to identify the point where the thinking took the wrong turn.

3. What do you think now?

Often we think differently when initial emotion has subsided and we are able to think more clearly. At this point children can often tell you what they could or should have done. If not, the adult may need to help sort out the thinking in order for understanding to grow and learning to take place so that next time they can make a choice in line with the values.

4. How do you think this made people feel?

The child may have been unaware of how other people felt about their behaviour. This is the opportunity for the child to be able to understand the impact of their behaviour on others.

5. Who do you think has been affected?

This question guides the child to use their conscience. Initially they usually think it is only them who have been affected but prompting them to think of others such as the teacher being unable to teach, the other children unable to learn, the child who was worried, the friend who got involved etc., they understand that it is not just about them.

A Question of forgiveness

The act of forgiveness is powerful for all involved in a disagreement or those who may feel wronged by another.

At Holly Hill we use the 4 step apology to support this process of letting go of negative emotion and restoring healthy relationships.

- ✓ I'm sorry for...
- ✓ This was wrong because...
- ✓ In the future I will...
- ✓ Will you forgive me?

No child is forced to apologise or to forgive but they are supported to make the decision and understand the implications of their decision with no judgement.

Name calling

At Holly Hill we have a consistent response to name calling or the use of inappropriate language. This could include referring to the way a child looks in a derogatory manner, homophobic or racist remarks (See Appendix 1)

The Child's Voice

Every morning each child has an opportunity to communicate how they are feeling and receive additional support. This is done through our emotions boards where children indicate how they are feeling. This is important as children cannot learn effectively when they are tired, worried or unhappy etc. The teaching staff will talk with the child to attempt to remove their barriers to learning. If more support is needed, one of the learning mentor team will meet with the child and respond to their needs. This may need the support of the parents

At any point within the day the child can ask to speak to one of the learning mentors.

What about the child with a diagnosis?

Whatever the diagnosis, we are teaching a child who needs to be educated. We will work with all other professionals to ensure that the best understanding is gained of the individual circumstances. Adults who understand the needs of the child and what is being communicated through their behaviour are better equipped to ensure those needs are met whether they be social, moral, educational or spiritual. The knowledge of the person is more important than the label and where labels are the same, no two children with the same label ever are.

The Behaviour Lead

Mrs Kate O'Neill is the school's behaviour lead. She is responsible for ensuring that this behaviour policy is adhered to, is effective and is regularly reviewed taking into account the views of parents/carers, teachers, governors and stakeholders.

It is usual and preferred for parents and teachers to discuss any behaviour concerns directly. This needs to be done as discreetly as possible and not in front of other parents. Wherever possible a phone call should be made so that parents can come straight into the classroom. It is imperative that positive relationships maintained, blame is not attached and solutions are sought.

If a child is struggling to learn good behaviour and demonstrate the 12 Christian values over time, additional support may be required in the form of an Individual Behaviour Plan (IBP). This will require an agreement to be set up between the child, parents and school. The plan will be revised approximately every 6 weeks.

Senior leaders are fully committed to supporting all staff manage challenging behaviours.

In Conclusion: In life we cannot control the behaviour of others, only ourselves. We cannot always control what happens to us but we can choose how we react to it.

Changing Behaviour takes time. Growing up and learning how to behave in endless scenarios takes time and for some of us a life time! Some children (and adults) take longer than others to understand and mature and hopefully make decisions which have a positive impact on their own lives and that of others.

In rare circumstances it may be necessary for a child who is struggling to control their behaviour to have a reduced timetable at school so that a focussed package of support can be implemented and enable change to be effective. This will be done in consultation and full agreement of those with parental responsibility and will be reviewed regularly with the intent to reintegrate to full time education.

It is a very last resort to exclude any child but we recognise that in exceptional circumstances this may be the only option in order to keep the child, teachers and other children safe.

Our approach is this: (adapted from the book When The Adults Change Everything Changes, by Paul Dix)

A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the tougher moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a child. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.

Holly Hill Response Script for name calling or inappropriate language

1. Establish Understanding

'What do you mean by.....?' Or 'Do you know what this means.....?'

2. Explain meaning

'.....is a word to describe..... not a nasty word to hurt people.'

Or

'..... is not a word you should be using, it does not show our values of kindness, gentleness respect or love'.

3. Use empathy/put in personal context

'How would you feel if someone said that to you?'

Or

'That language is really unkind to others'

Or

'It is really disappointing to hear you using language that makes other people feel bad.'

4. Link to school ethos and policy

'In this school we are kind to everyone and that is important,

Or

'In this school we don't use language like that. We are kind and respectful to everyone, remember our school values'