



Respect Responsibility Relationships Resilience

Hollydale School Behaviour and Motivation Policy

September 2025

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Hollydale Behaviour and Motivation Policy

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1. Aims

To promote our four core values of Respect, Responsibility, Relationships and Resilience.
To ensure a consistent, positive approach to behaviour management throughout the school.
To provide children and staff with a safe and stimulating environment, that is conducive to focused learning for all members of our school community.
To promote acceptance of and respect for individual differences within the school community and ensure that the needs of individual pupils are addressed appropriately.
To set out procedures for dealing with and managing unacceptable/inappropriate behaviour.

2. Ethos

This policy promotes and supports the aims set out in the Hollydale Primary School Mission Statement. It promotes and supports Positive Behaviour.

The Policy was developed in consultation with school staff, children and governors and reflects research about the benefits of positive behaviour management.

We actively encourage our school community to build on the positive behaviours and practices currently being demonstrated throughout Hollydale by:

- Treating children fairly and sensitively, listening to them, hearing all sides of disputes and helping children sort out their problems in a supportive way.
- Understanding that children will test the boundaries of acceptable behaviour as they grow and learn and it is our role to deal with situations in a calm and constructive manner.
- Understanding that it is the responsibility of all of us to set positive examples of behaviour, work and respect.
- Promoting a positive approach to parental support in helping to assist with behaviour management.
- Celebrating children's achievements and success.
- Ensuring children have the right to a safe, stimulating learning environment.
- Ensuring staff establish a positive working relationship with children.
- Agreeing procedures to be followed in a systematic way.

3. Promoting Positive Behaviour in the Classroom

High standards of behaviour in the classroom are dependent on the culture the teacher establishes and maintains. Well-prepared and stimulating lessons generate good behaviour. High standards of classroom organisation will support children's learning and subsequent behaviour (see policy for the organisation of teaching and learning).

Teachers are expected to:

- Establish a class code of conduct at the beginning of the academic year, the language of which is always positive, for example 'We respect other people', 'We do our best at all times'. This should be displayed in the classroom/learning environment.
- Be on time to collect their children and ensure that children are calm and quiet before entering the building.

- Be fully prepared for the lesson.
- Begin each lesson with the learning intention – set within a meaningful context and make explicit what the children are expected to achieve (success criteria).
- Establish a clear method of getting the attention of the class and sustain this throughout the year.
- Insist on eye contact when addressing the class, e.g. ‘All tools down’ while you are talking. Teachers should not proceed until this has happened.
- Use praise for good work, appropriate behaviour, skills and effort.
- Give more attention to positive behaviour than to inappropriate behaviour e.g. by writing positive lists of names and doing promoting the importance of getting on the list.
- Follow whole school systems of motivation and reward (see below), which should be linked to their classroom code of conduct.
- Establish routines, so that at the end of each lesson children are led down to the class in an organised and calm manner.
- Ensure that children move around the school calmly, safely and they are supervised at all times.
- Deal with all bullying, name-calling and inappropriate comments seriously, following the steps set out in the anti-bullying policy.
- Ensure that if children insist on disturbing other children, they understand it is not acceptable to take other children’s learning time, and that agreed sanctions (see management of inappropriate behaviour VIII), will be followed.
- Set up an atmosphere of trust so children know who they can and should talk to.

4. Promoting Positive Behaviour around the school and in the Playground

It is expected that high standards of behaviour are actively encouraged across the school and that all staff follow policy guidelines, to ensure that good behaviour around the school and in the playground are maintained.

All staff are expected to:

- Arrive on time to collect classes.
- Praise children modelling high standards of behaviour as they move around the school.
- Walk children around the school calmly and quietly so they arrive at their class ready to learn.
- Greet children and show them that they are respected.
- Deal calmly with inappropriate behaviour – to ignore it is to condone it.
- Take every opportunity to praise good behaviour to parents.
- Follow the motivation and reward systems.

All children need to understand that they are expected to:

- Line up calmly and appropriately in the playground.
- Walk up and down the stairs correctly on the left-hand side. Walk inside the school building.

- Open and close doors for others politely
- Use a calm voice while in the school building. Treat all members of staff with respect.
- Ensure that the activity rotas in the playgrounds are followed appropriately.

5. Zones of Regulation

There are four colour-coded zones: Blue, Green, Yellow, and Red, with each zone presenting different emotional states and corresponding strategies to regulate them. It is used to foster pupils' self-regulation, problem-solving, and emotional control. The Zones of Regulation is intended to be neutral and not communicate judgment, and helps students work towards being independent in self-regulation.

6. Maintaining Discipline

We actively encourage high standards of behaviour, work and politeness.

All staff are expected to:

- Establish authority calmly and firmly, without having to shout.
- Consistently follow appropriate procedures for promoting and rewarding good behaviour.
- Consistently follow the correct procedure for dealing with unacceptable behaviour.
- Ensure that children are never left outside rooms – problems are complicated by this.
- Get to know children as individuals and build working relationships with them.
- Do all they can to avoid:
 - Humiliating – it breeds resentment
 - Shouting
 - Over reacting
 - Blanket punishment – the innocent will resent this
 - Over punishment – children stop caring
 - Sarcasm
 - Labelling children

7. Motivating and rewarding

At Hollydale we follow the '**Dojo**' system to encourage positive behaviour within our school environment. This system acknowledges all children's positive behaviour and reward appropriate behaviour. Rewards are made at class level and on a whole-school level. Team spirit and a willingness to work together are encouraged by the use of the reward system which operates at individual, group, class and whole school level.

At the beginning of each half term all children start afresh with a clean record.

It is imperative that the teacher rebuilds the relationship with the child after any time-out period, and other staff who are relevant to help with this process.

As an integral part of these steps the class teacher needs to reflect upon their classroom organisation, management, timings of lessons and seating arrangements.

Dojo system

Class Dojo is an online behaviour management system intended to foster positive pupils' behaviours and classroom culture. Pupils earn 'Dojo Points' based on their classroom conduct. Teachers use Class Dojo to keep parents up to date on student progress and classroom happenings.

Other Rewards

Weekly headteacher certificates are given to two children per class, covering the different areas of the primary curriculum. This is celebrated in a whole school weekly assembly.
Weekly Golden Ticket for English and Maths certificate awarded to two children per class.
Records of certificates given are kept to ensure that those are awarded to the large majority of pupils across the school.

8. Management of Inappropriate Behaviour

Inappropriate behaviour in this policy refers to behaviours that are of an anti-social nature, that are detrimental to learning or that inhibit staff from carrying out their duties effectively. It may include any of the following: hitting, pinching, fighting, name-calling or throwing objects.

Dojo points can be removed if children display inappropriate behaviour.

Step 1

If a child is behaving in an inappropriate manner clearly state the behaviour you expect from the child, using class code of conduct as a reference. Allow take up time if possible so that the child does not feel confronted. Remind the child in non-threatening terms of their choices and consequences for their behaviour. From this point staffs look for ways to praise the child and support them

Step 2

If the behaviour continues (and the child does not respond to reminders warnings e.g. 'If you choose to continue to do...') Once again from this point the emphasis is placed on positive behaviour.

Step 3

If the behaviour issues persist (and again the child does not respond to reminders, warnings etc.) the child will then be excluded within the classroom (or situation in which the incident occurred i.e. playground).

Classroom: child asked to sit away from the rest of the class/group – think about behaviour and how to put this right. After 5 minutes child asked to re-join the event. Allow the child to get on with the learning at hand.

Step 4

If the child continues with unwanted behaviour a **Time Out Sheet (Appendix 1)** is filled in. No fuss or discussion. Child is taken by an adult or sent (depending on the age) to the Deputy Headteacher or Assistant Headteacher). Child remains in there completing the **Reflection Sheet (Appendix 2)**. At the end of session or after set time, the child returns to class.

Playground: child is escorted to foyer, where Time Out Sheet is completed and filed. Child completes the reflection sheet.

Step 5

Where the above strategies have failed to bring results for the child or teacher:

- SENCO will begin to collate information towards possible referral to outside agencies (SEN code of practice).
- Behaviour Improvement team will become involved (educational psychologist, clinical psychologist, family support worker, educational social worker).
- Head teacher, deputy headteacher and parents will meet to outline next steps and agree targets.
- Intervention will begin and a monitoring period agreed.

Pastoral Support Plan

A pastoral support plan (PSP) is designed to support any pupil who is at risk of permanent exclusion, and for whom the school's usual behaviour management strategies have been unsuccessful. The inclusion manager and the headteacher will meet with the pupil and the pupil's parents to discuss and agree on the content of the plan before it is put into action.

Behaviour Book

In order to support pupils that continue to display challenging and inappropriate behaviour, that prevent themselves or other pupils from learning, the headteacher may decide to set up a monitoring system in the form of a '**Behaviour Book**'. A meeting will take place with the headteacher, teacher, pupil and pupil's parent to discuss the pupil's behaviour and agree on a set of targets. Through the behaviour book the pupil's behaviour is monitored and feedback is given to parents daily.

(Appendix 3)

Serious incidents

In the case of serious incidents occurring, the senior leaders and the inclusion manager will begin the process of supporting the child and the teacher with one or a number of the following strategies:

- Setting up of behaviour monitoring system (Behaviour Book).
- Auditing the learning environment and curriculum to ensure child's needs are being fully met.
- Supportive observation of teaching, in order to give help on interactions. Meet the child, parent and teacher.
- Take advice from head of learning support.

The outcome from the meeting will aim to be solution focussed, in order to determine what strategies and referrals are to be put into place e.g. Individual Education Plan (IEP), SENCO and appropriate outside agencies such as EP.

All referrals will from this point forward be collated centrally – both playground and class referrals will be recorded in the same format.

Please note

Behaviour incidents are all recorded on CPOMS.

All time-out behaviour records on CPOM are analysed by the Deputy headteacher to provide a framework and history, to help monitor individual patterns of behaviour and to identify areas of concern. This will allow for early intervention and forward planning.

Exclusions

Internal exclusion will be at the discretion of the head teacher and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be coordinated by a member of SLT.

Hollydale is an inclusive school. Exclusion is always seen as a last resort. However, the head teacher has the right to exclude children instantly on health and safety grounds if they bring to school any of the following items:

- Offensive weapon
- Drugs (including tobacco) Alcohol
- Matches or lighters or similar

The head teacher may also exclude immediately:

- Any child, who physically attacks another child or member of staff.
- Any child whose failure to follow instructions from an adult causes risk of injury to himself or others.

For all exclusions, the school will then follow LEA guidelines.

Children with specific behavioural needs (SEN, SEMH)

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEN, the system may be altered and adapted to meet their needs. They stand outside the policy according to their EHCP which will indicate the actions planned to address and support their needs.

Outside Class & Playground Positive behaviour management

The principles of the 'Good to Be Green' and Dojo systems will continue outside class and playground contexts.

Outside Class:

- Coaches and tutors will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour
- Warnings and 'consequences' for negative behaviour given.
- If children continue to choose to ignore adult can send for a member of the SLT, who will decide how to proceed.

Playtime:

- At morning playtime, all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.

- Staff will inform member of SLT on duty of serious incidences.
- If behaviour poses serious health and safety risk a child is sent to SLT

All significant incidents must be reported to class teacher and will be logged on CPOM.

Lunchtime:

- A member of SLT and the inclusion lead will be on duty (see rota). They have ultimate responsibility for lunchtime.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- Serious incidences will be referred to SLT on duty.

9. Parents

At Hollydale we value the high level of support offered by our parents/guardians, in helping to deal with the management of children's behaviour. Inviting parents/guardians to our assemblies and celebrations encourages us to share all children's achievements and successes. We actively seek to work with parents if there are difficulties, in order to help solve the child's problems together. Similarly, parents might ask us for support over issues at home regarding behaviour or homework. We make ourselves readily available to discuss issues and help in setting targets. Getting parents involved with target setting helps to maintain a consistent approach at home and at school (Home School Agreement).

10. Racism

Racism will not be tolerated at Hollydale School in any form. Please see our Mission Statement, Values and Vision document and our Equalities Policy for more details. Children, staff or parents should report any racist incidents immediately to the head teacher or deputy head. Racist incidents are monitored, recorded separately and reported to Southwark LEA.

11. Bullying

Bullying will not be tolerated at Hollydale School in any form. Please see our Mission Statement, Values and Vision document and our Anti-Bullying Policy for more details. Bullying incidents are monitored, recorded separately and reported to Southwark LEA.

12. Abusive Language

Abusive language (including racist, homophobic, sexist language) or swearing will not be tolerated at Hollydale School. All incidents will be recorded and incidents of racist, homophobic or sexist language will be reported to Southwark LEA.

13. Wellbeing

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community.

At our school, we aim to promote positive mental health for every pupil. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health.

By developing and implementing practical, relevant and effective mental health procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

14. Related Policies

Mission Statement

Teaching and Learning

Home School Agreement

Equalities

Anti-Bullying

Positive handling

Attendance

Safeguarding

Well-being

The Governing Body adopted this policy on _____

Chair of Governors:

Date:

Headteacher: _____

Date:

Reviewed every four years, published annually.

Appendix 1

Time Out Sheet

<u>Time out Sheet</u>		
<i>Internal exclusion from class</i>		
Child's name: _____		
Class: _____ EY, KS1, KS2		
Name of teacher/ adult: _____		
Date: _____		Time: _____
During (subject): _____		
Sent to: _____		
<i>Length of time (please tick):</i>		
5 min	10 min ☐	15 min ☐ 20 min ☐
<i>Reason for exclusion from class:</i>		
1. General disturbance / Not following instructions (e.g. refusal to stop talking loudly/shouting/banging/being out of place etc.) ☐		
2. Rudeness to pupils (swearing/body language/bullying) ☐		
3. Rudeness to staff (swearing/body language/ backchat) ☐		
4. Physically hurting/child/staff/fighting ☐		
5. Leaving class (without permission) ☐		
<i>Work sent:</i> Yes / No		
<i>I would like follow up by:</i> Myself C.T., inclusion manager, Phase Leader deputy headteacher.		
<i>State type of follow up:</i> Phone call home, parent/carer to come in, exclusion from class, miss playtime, other _____		

Appendix 2

Reflection sheets



Reflection Time KS1

Name: _____

Date: _____

Class: _____

Did I make a sensible choice? _____

Why?

What would have been a sensible choice?

PLEASE RETURN THE COMPLETED SHEET TO THE CHILD CLASS TEACHER. THANK YOU!



Reflection Time KS2

Name: _____

Date: _____

Class: _____

Did I make a sensible choice? _____

Why?

How did my choice affect learning for me and my class?

What should I have done? What would have been a sensible choice?

PLEASE RETURN THE COMPLETED SHEET TO THE CHILD CLASS TEACHER. THANK YOU!

Appendix 3

Behaviour Book monitoring record sheet.

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Name:

Year Group:

Targets:



Behaviour Monitoring Sheet

4 R's: Respect, Responsibility, Relationship, Resilience – Being the best that I can be!

	8.00-9.00 (Breakfast club)	9.00-10.30	Assembly	Playtime	11.00 - 12.30	Lunch	1.30-2.30	2.30-3.30	Comments
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

