



Otterbourne Church of England Primary School

Trust, Respect and Determination

BEHAVIOUR POLICY – THE HOLT

Name / Signature of Headteacher:	Martin Geraghty
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Date Due for review:	September 2027

Aim

This new behaviour policy supports a whole school approach, founded on research from the Education Endowment Foundations (EEF), that supports the school vision and the aspirations we have for all of our children. The over-arching principles of the policy being that there is a 5:1 ratio in terms of the amount of praise that is given when adults ‘catch the good’ verses the number of negative behaviours that are identified and that we take a restorative approach, where children reflect on their behaviours and are encouraged to empathise with other children and adults affected by those behaviours.

By being given time to discuss their actions and reflect in this way, children are supported to understand about making better choices and are given the opportunity to restore relationships. At Otterbourne Church of England Primary School, we accept that children learn from their mistakes and with this new approach, we provide a safe environment for children to recognise how learning and wellbeing can be negatively impacted by inappropriate behaviour, and how we forgive each other in order to move forward from such mistakes.

Our core Christian values of Trust, Respect and Determination and our “10 words of understanding for the world they step in to” underpin all that we do here, and this policy has been developed with these at the core. We believe that everyone is equal and we treat each other with dignity and respect. It is our aim that children will:

- Enjoy coming to the Holt.
- Develop respect for themselves and others; for property and for the world in which we live.
- Develop socially, morally and emotionally.
- Learn to take responsibility for their own actions; understanding choice and consequences.
- Develop a clear sense of right and wrong.

- Behave well towards each other; learning to compromise and to adopt non-aggressive attitudes

In order to achieve this, we will:

- Provide a safe, secure, caring, happy and supportive environment within the Holt and the other areas we use within the school and its grounds.
- Work with families in order to support children who display or are affected by inappropriate, negative and harmful behaviours.
- Implement a consistent and fair approach throughout the Holt in rewarding examples of good behaviour and promoting positive conduct, whilst having a co-ordinated approach to tackling inappropriate conduct.
- Educate children and staff about the emotional effect of threats, harassment and discrimination.
- Promote the understanding across our community that bullying of any type is not acceptable and ensure a consistent approach to preventing, challenging and responding to incidents of bullying if they do occur.
- Develop an understanding of acceptable behaviour in a variety of contexts and with different groups of people, showing consideration of others, tolerance, empathy and compassion and ensuring that all members of our community are treated with dignity and respect.

The Holt's behaviour policy sits in line with and acknowledges its legal duties with the Equalities Act 2010 and Section 89 of the Education Inspections Act 2006. All pupils will be treated equally and with respect.

The School Rules

Based on the school values, we have three school rules:

We **TRUST** you to play safely, keeping hands, feet and other objects to yourself.

You must **RESPECT** each other and the adults who are helping you to succeed.

Show your **DETERMINATION** and **PRIDE** by looking after your school and everything in it.

Praising Positive Behaviours

In line with the 5:1 ratio, wherever in school the children are identified displaying positive behaviours, they will be rewarded with house points. This will include good manners, respectful behaviour, adhering to agreed rules, and applying positive learning behaviours linked to our Building Learning Power approach in school. Having an environment that focuses on praise has the goal of creating genuine, positive and constructive relationships between the pupils and adults. The nature of the praise will vary as the school builds the value of intrinsic rewards, such as a positive sense of achievement and a feeling of pride, as opposed to a reliance on extrinsic rewards.

Some of the expectations we have across the school, for which children will be praised are:

- Children walking quietly and purposefully at all times in the learning environment (as appropriate) and on entry and exit to and from school.
- Children playing together respectfully and co-operatively.
- Children interacting with adults and their peers in a polite, friendly and respectful manner.
- Children contributing towards maintaining a clean and tidy provision.

The Behaviour Management Process

Where disruptive behaviours occur, in the first instance, children are 'reminded' (the language of 'warnings' has been removed) about the agreed expectations.

If there is a positive response to the reminder, then the child will be praised and no further steps will be necessary. Should there be a repetition of the behaviour, then children will be given time to 'reflect', at a later point of time. During this time, the child will talk with an adult about appropriate and inappropriate behaviour, respect for others and the impact they have had on other children in the Holt.

If disruptive behaviour persists, children will be 'relocated' to another area which gives them the opportunity to take themselves away from any situation that might have contributed to the behaviour. This is also a time for children to start to 'reflect' on their behaviour without an adult. They will also then talk this through with an adult at a later time.

For cases of more persistent behaviours or where the Holt team feel it is appropriate to involve senior leadership.

All instances of suspected targeted behaviour, bullying, racial or other discriminatory behaviour will be escalated to the Holt Manager immediately who will involve parents in order to support the children collaboratively. Where appropriate, such incidents will be recorded and reported to the appropriate authorities.

Following any steps beyond a reminder, the children will be given time to reflect on their behaviour with an adult. This is the 'repair and restore' stage where children talk about the cause and consequence of their behaviour. The wider impact is discussed and children are encouraged to empathise with their peers and adults who may have been affected. A final repair and restore activity (such as giving an apology) will also be agreed.

It is a widely held belief that behaviour is a form of communication, and if not addressed behaviours can escalate until the message being communicated is heard. This restorative approach gives adults and children the framework and structure to talk to children in a safe and supportive way and is expected to help with recognising where children might need additional support. Where necessary, the school will engage with families and outside agencies if there needs to be a more personalised approach to supporting the behaviour or what it is communicating. This includes but is not limited to The Educational Psychologist, Behaviour Support Team or Early Help Hub.

It is a Holt expectation that adults should avoid unnecessary physical contact with children, unless it is to prevent the child from injuring themselves or others or to prevent significant damage to property. There will be occasions however, when physical intervention is necessary when managing behavioural incidents. On such occasions, trained staff will be called upon, and a pre-agreed approach taken to ensure the safety of all involved. The school has a separate Physical Intervention Policy which should be read in conjunction with this policy.

Bullying

The school recognises the Church of England's definition of bullying as...*hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed, it harms the perpetrator, the target, the whole school community and its secure and happy environment.*

The school does not tolerate bullying in any form.

The school recognises that some behaviours can be described as 'bullying-type' behaviours and understand the emotional weight that labelling can put on children.

Where bullying or bullying-type behaviours are suspected or evident, the Headteacher will be involved at the earliest opportunity. Where appropriate, parents will be involved at the earliest opportunity.

At this school and the Holt:

All bullying, of any sort, is deemed unacceptable.

Any pupil who experiences bullying will be fully supported.

What is Bullying?

Bullies know that what they are doing is unacceptable, so they do not do it when someone who would stop it is near them. They make sure their victims are afraid to tell. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – spitting, biting, hitting, kicking, pushing, inappropriate/unwanted physical conduct)
- Emotional – extorting, segregating, excluding from social groups, spreading rumours
- Verbal – name calling, swearing, foul language, ridicule, insulting, making offensive comments (including racist remarks)
- Cyber – messaging, social media, email
- Visual/Written – graffiti, gestures
- Theft of, or damage to, personal property
- Threatening behaviour, including with a weapon

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. These 'prejudice-based' incidents are often one-off incidents of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group.

Within the Holt we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying, including but not limited to the use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.
- Gender identity or sexist bullying
- Children being bullied because of their appearance or health conditions
- Religious motivated incidents

Responding to incidents when they occur

The Holt actively encourages children to speak up about any behaviours that make them uncomfortable, including if they see someone being bullied and especially if they feel bullied themselves.

This can be to:

- Any member of the Holt staff
- Their parents
- A friend

Members of staff who receive a report that a pupil feels bullied will escalate this to the Headteacher or a member of the SLT (senior leadership team).

Reports of bullying will also be logged by the first adult involved, on to our internal management system, CPOMS.

Where bullying is of a racist nature, this will be reported to the Local Education Authority using the Racist Incident Report Form and will be internally recorded on CPOMS.

- All reports will be taken seriously and will be followed up by the Holt Manager or member of the SLT
- Work with children who have been bullied could involve some or all of the following:
 - They will be reassured that they do not deserve to be bullied and this is not their fault.
 - They will be reassured that it was right to report the incident.
 - They will be encouraged to talk about how they feel and share details.
 - They will be supported to make choices about how the matter might be resolved.
 - They will be reassured and supported to feel safe.
 - They will be encouraged to report immediately any further incidents to us.
 - They will be reassured that bullying can be stopped and that the school will persist in intervening until it does.

Strategies that may be adopted include:

- Speaking with the pupil (or pupils) involved in bullying separately.
- Listening to all versions of events.
- Talking to anyone else who may have witnessed the bullying.
- Reinforcing through a broader approach, the message that bullying is not acceptable, and that there is a firm expectation that bullying will stop.
- Affirming that it is right for pupils to let an adult know when bullying occurs.
- Adopting a joint problem solving approach where this is appropriate, and asking the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- Considering sanctions under the school's Behaviour Policy.
- Advising pupils responsible for bullying that we will be constantly monitoring and checking to ensure that bullying stops.
- Ensuring that those involved know that what steps have been taken.
- Contacting the parents of the pupils involved at an early stage.
- Keeping records of incidents including details of how they were responded to.
- Following up after incidents to check that the bullying has not started again.
- Working with pupils who have demonstrated bullying behaviours to ascertain the sort of support that they themselves need.

There is a natural tendency for anyone raising concerns about bullying to expect a full investigation in order for the school to “get to the bottom of it.” The very nature of incidents of suspected bullying, bullying-type behaviours being demonstrated

Sometimes, this will not be entirely appropriate; there may be times when such an approach will be unhelpful and a problem-solving approach will be the most effective response. The school reserves the right to use discretion when deciding on the best approach to resolving all incidents.

When tougher measures are needed

In the Holt, the language of ‘punishment’ is avoided, and instead it encourages ‘natural consequences’ for a child’s actions. If persistent and unwanted behaviour continues we reserve the right to restrict or cancel further bookings at the Holt.