Hollywater School

Inspire. Believe. Achieve.

Behaviour for Learning Policy

Policy Updated	Agreed by Governors	Policy Review Date
June 2026 Reviewed Abi Appleton	July 2026	July 2027

Behaviour for Learning Statement

At Hollywater School we believe that all pupils and adults should be treated with dignity and respect so that leaning can take place in a safe, happy and secure environment. The high expectations of Behaviour for Learning are important at our school and we aim to create an environment whereby pupils are given the support they need to access learning, which develops and prepares them for the challenges of living in the wider community, supports their lifelong learning journey for their future aspirations.

In order to enable effective teaching and learning to take place, good behaviour for learning, in all aspects of school life, is necessary.

We aim to provide an environment which results in:

- A whole school approach to child centred Positive, Proactive and Preventative, (PPP) behaviour support strategies.
- Encourage and acknowledge good Behaviour for Learning.
- Promote self-esteem by encouraging pupils to value and respect themselves and to respect others by having clear boundaries and expectations.
- Provide a safe environment free from disruption, violence, bullying and any form of harassment.
- Promote early intervention in behaviour and self-regulation, whilst ensuring a consistent response.
- Enable a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.
- Encourage children to take responsibility for their behaviour.
- Encourage a culture of kindness at all levels of social interactions.
- Develop a culture of Behaviour for Learning that supports each pupils' future aspirations as they follow their lifelong learning journey at Hollywater.
- Supporting the mental health and well-being of all children.

Roles and Responsibilities

The Headteacher is responsible for the implementation and day-to-day management of the policy and its procedures.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed and adhered to. Staff support in the implementation of the policy will ensure 'all are safeguarded' and a high-quality

learning environment is created where students can flourish, developing good behaviour for learning and personal responsibility.

Equality Impact Statement

Through regular monitoring and evaluation, we seek to ensure that this policy does not discriminate, directly or indirectly. The governing body, Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. Regular review and consultation with stakeholders regarding the impact of this policy on the promotion of race quality, equality for disabled persons, gender equality and community cohesion. The policy may be amended as a result of any consultation.

Training

To support the implementation of the policy, Hollywater school will provide regular training on:

- Behaviour for Learning
- PRICE
- Zones of Regulation
- Trauma Informed Practice
- Adverse Childhood Experiences (ACE)

Inter-relationship with other school policies

In order for the Behaviour for Learning policy to be effective a clear relationship with other school policies, particularly safeguarding, equal opportunities, inclusion, kindness and the use of de-escalation techniques and or Physical Intervention has been established.

The Curriculum and Learning

At Hollywater we believe that a curriculum ensuring the development of knowledge and individually personalised contributes to good behaviour and the clear management of specific behaviours, which may be barriers to learning.

Lessons will have clear objectives and be individually accessible to meet the needs of pupils/students.

Staff will provide:

- A consistent positive approach across the whole school to supporting our students wellbeing and interactions yet individualized for each student.
- A partnership with parents / carers so that there is a consistent approach between home and school and parents are fully supported, informed and consulted.
- A multi-disciplinary (MDT) approach consulting and embedding advice from Sensory Occupational Therapists, Occupational Therapists, Physiotherapists, Speech and

Language Therapy, Educational Psychologists, CAMHS (Child and Mental Health) and other professionals as needed.

- A curious approach based on taking time to understand the students' interactions so that we can develop appropriate support plans.
- An approach that supports the neurodiversity our students.
- An approach that takes into account Maslow's Hierarchy of Needs in that students' have their basic needs are met (food, drink, sleep) and they know they are safe in a positive relationships and are taught in a positive environment that enables their readiness to learn.
- Focused on developing preventative strategies and the de-escalation of challenging interactions.
- An approach focused on supporting our students' regulation and their ability to self-regulate.
- An approach that allows for our students' diverse learning needs and is personalised for each student. Some students require a greater emphasis on a child led approach and individualized timetable.
- The development of our students' communication skills is central to this approach.
- A PSHE Curriculum that supports students to develop positive relationships, understand that everyone is different and build a tolerance and mutual respect of everyone
- Minimal use of Physical Interventions.
- To support students well-being there is currently access to Yoga classes in school, pet therapy and ELSA in both Primary and Secondary phases and Trauma Informed practitioners in school.

Essential School Wide Strategies

The following strategies and approaches support all our students throughout the school day.

Minimal calm and positive speech / expression /body language- This supports the students' understanding of verbal messages, provides a model of appropriate speech and communication, encourages reconciliation and positive relationships, positive school environments and wellbeing of students and staff.

Processing Time- Time needs to be allowed for our students to process requests being made. This varies from student to student and across the day.

Use of Visuals - This includes symbols to let students know what is going to happen and what the expectations are, Now and Next Boards, Choice and visual timetables. All students benefit from a visual based approach and more so when they are dysregulated.

Use Routine and Structure – These are important to provide predictability to our students who struggle to process changes in their daily routine. These changes are minimized and students are supported to navigate these changes with individual strategies .e.g using visuals and social stories

Use of Choices – Where appropriate choices should be offered to students to support their learning and self -regulation.

Access to safe spaces – outdoors and the soft play and sensory rooms are available to support students to self -regulate.

Distraction - the use of distraction is a very effective strategy in de-escalating situations.

Zones of Regulation - The use of Zones of Regulation across the day to help students identify how they are feeling and tools that they can use to help them self -regulate.

Communication Strategies- It is essential that students have access at all times to communication items that support them to express themselves e.g. Aided Language Boards, (ALD) Picture Exchange Communication Systems (PECS); Augmented Assisted Communication Devices (AACs), iPad Communicators etc:

Motivation – Learning across school needs to be highly engaging, motivating and personalised.

Contingent Touch (Positive Touch)- Students' should be supported with a minimum level of touch.

Restorative Practice – Students are supported in a discussion with others to establish how other students behaviours make them feel to support pupils understanding of the impact of their behaviours on others.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- Application of deep pressure massage where appropriate.
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid;
- Hand over hand / hand under hand support
- In the pool when they can not swim independently

TaSSeLs – Tactile Signing for Sensory Learners - for those students with profound and complex learning disabilities, (PMLD) traditional approaches to communication and learning need to be creatively adapted to ensure they meet individual needs. Touch is a vital method of communication for those with PMLD learning difficulties, who can often also have visual and/or hearing impairments. The TaSSeLs system utilises touch to promote meaningful interaction by communicating what is going to happen next and preparing learners for changes. This allows them to be involved in their own routine and offers comfort, nurture and respect.

Change of Face -Change of staff supporting student when students are becoming more challenging. Staff are encouraged to ask for a "Change of face" to encourage positive interactions.

Classroom management

Classroom management and teaching pedagogy influence pupil and student behaviour, therefore our classroom environment gives clear messages about the extent to which their efforts are valued and their needs met. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils and students behave.

Effective strategies that develop good behaviour for learning

- Ensure all children are praised for behaving well
- Reward individuals and groups of pupils and students
- Weekly target setting with linked reward systems
- Giving our pupils/students choices and processing time to decide
- Knowing our pupils/students and their learning styles and difficulties
- Talking positively and careful use of language, signing and symbols • Clear routines, role modelling and consistently used strategies by staff
- Teaching pupils and students about consequences.
- Staff support for each other using the 'help' and "change of face" protocol when necessary.
- Providing opportunities to apologise.
- Individual Positive Behaviour Management Plans (IPBMP) drawn up in consultation with the class team, Behaviour for Learning lead (BfL) teachers and parents, targeting a specific behaviour intervention which is monitored and reviewed regularly.
- Zone of Regulation toolbox and strategies used to identify strategies to support pupils and inform their IPBMP
- Positive Handling Plan (PHP) drawn up alongside IPBMPs if necessary.
- Use of sensory room, the soft play room or outdoor spaces under close supervision, to support self-regulation as required

Rewards

We have clear reward systems which we share with pupils/students and parents.
The reward systems are accessible to all pupils. These include:

- Praise, smiles and body language
- House points
- Stickers, stamps, wrist bands, class certificates, penny stamps
- Written comments on pupils/students work
- Contact with home via email or phone call – Good work certificate
- Friday celebration assembly – star of the week and Headteacher awards
- The awarding of class 'merits'
- Use of golden/special time
- Star of the day
- Off-site trips e.g fishing trip

Unacceptable behaviour

Unacceptable behaviour prevents safe working in school. It includes;

- Physical violence / aggressive behaviour

- Bullying; with reference to guidance document ‘Preventing and tackling bullying’ July 2017
- Threatening behaviour
- Verbal abuse and swearing
- Damage to property and the environment
- Disruption to lessons and stopping others learning
- Disruption to the effective running of the school
- Leaving the premises without permission
- Leaving the classroom without permission
- Persistent refusal to complete adult led tasks

Sanctions

These are given based on individuals needs and circumstances

- Clear positive boundaries re-introduced
- Warning of consequence – (can include loss of part or all of break or lunch time break: Break Times will be given at an alternative time)
- Removal of a favoured activity e.g. golden time or reward time
- Time out of class
- Behaviour report cards
- Where necessary the use of a Behaviour Contract between the student, their parents and the school
- Does not earn target or smiley face
- Withdrawal to inclusion area in school (known as Internal Supervision) *(The DHT or HT’s Office)*
- Contact with parents by phone, letter, virtual meeting or face -to-face meeting
- Suspension/exclusion

Suspension or Exclusion

Suspending or Excluding a pupil from school is a very serious matter. Suspension or Exclusion is only considered for extreme or long standing disruptive behaviour, but more commonly for acts of violence towards persons or property. Please reference our Suspension and Permanent Exclusions policy for further information.

Bullying

At Hollywater School, we are committed to creating a safe, supportive, and inclusive environment for all pupils, especially those with Special Educational Needs and Disabilities (SEND). We recognise that pupils with SEND may be more vulnerable to bullying and may also find it more difficult to report or describe their experiences. We take a proactive and person-centred approach to preventing and addressing bullying.

Definition of bullying :

Bullying is the repeated behaviour that is intended to hurt someone either emotionally or physically. It can take many forms—verbal, physical, social, or online—and may be direct or indirect. In an SEN context, bullying may also include:

- Targeting a pupil because of their disability or difference
- Exploiting a pupil's communication or social difficulties
- Manipulative behaviour that goes unnoticed by others

Our Principles and approach to bullying :

We prioritise the emotional safety and well-being of our pupils. All staff are able to recognise signs of distress, changes in behaviour, or other indicators of bullying—especially where a pupil may be non-verbal or have limited communication.

We promote kindness, tolerance, and understanding through structured learning, including social stories, role play, and visual supports.

Prevention and education **:**

Bullying prevention is integrated into our PSHE and RSE lessons as well as through our Safeguarding and life skills curriculum.

We use accessible and differentiated teaching strategies, including visual aids, social scripts, and clear routines to help pupils understand respectful behaviour and personal boundaries.

Staff model appropriate interactions at all times and explicitly teach conflict resolution and emotional regulation strategies.

Interventions :

- Anti-bullying expectations throughout the school
- School assemblies dedicated to anti-bullying
- Involvement of external agencies e.g NSPCC
- Informing of and conversations with parents
- Moving students into different classes
- Dealt with immediately to avoid escalation
- All staff to be made aware of bullying
- Support strategies to be consistent
- Raise awareness of bullying and its consequences through curriculum
- Restorative Justice session where appropriate
- Sanctions in place where appropriate

Reporting and responding to bullying :

All bullying concerns / incidents should be recorded on CPOMS.

Every pupil is supported to communicate concerns, using their preferred methods—whether verbal, visual, or through assistive technology.

Concerns raised by staff, families, or pupils are always taken seriously.

When bullying occurs, a thorough investigation is carried out, and tailored support is provided for both the victim and the pupil displaying bullying behaviour.

Responses are adapted to individual needs and may include restorative approaches, behaviour plans, targeted support, and involvement of outside agencies if needed.

Through a nurturing and structured environment, we aim to ensure that every pupil feels valued, protected, and able to engage positively in their learning and relationships.

Screening and Searching pupils

Hollywater School will have regard for DfE (Department of Education) guidance on screening, searching and confiscation in schools.

Authorised members of school staff will screen pupils. This will be conducted as sensitively as possible in an appropriate quiet area with monitoring by other staff.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items.

The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

Staff will report any concerns to authorised school staff who will conduct a search and seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Authorised school staff can search pupils with their consent for any item which is banned by the school rules.

At Hollywater this includes mobile phones and any other electronic devices. Items found will be stored safely and returned to a responsible adult to take home.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a internal isolation or refuses to stop any other unacceptable behaviour when instructed by a member of staff.

The use of Restrictive Physical Intervention (RPI)

Managing children's behaviour through restrictive physical intervention constitutes a substantial inference in children's rights and must be proportionate, its use accountable and administered in a manner consistent with the child's humane dignity. At Hollywater School the use of RPI (restraint procedures) is a last resort. Please see the Restrictive Physical Intervention policy for further information.

Planned interventions PHP's (Positive Handling Plans) are:

Planned interventions are necessary at Hollywater as risk assessment has highlighted the potential need for physical interventions where some pupils are at risk of harming themselves or others.

Planned interventions are:

- Agreed in advance through consultation with the PRICE tutor and parents/carers.
- Implemented only by a PRICE trained member of staff.
- Recorded detailing circumstances and method.
- Documents detailing the pupils personal handling plan strategies shared and agreed and regularly reviewed with parents /carers.
- Any PRICE (RPI) interventions will be recorded in the RPI book and uploaded to CPOMS
- Reported the same day to the parents /carers of the child concerned.

Alternative locations / safe spaces such as outdoor spaces, the sensory room or soft play room may be offered as choices to the student through visual or verbal prompts. The use of the sensory room, soft play, the immersive suite or the OT room, as available and is time limited to enable a pupil to calm and self-regulate, whilst being observed by staff at all times.

Reports of incidences are written up on CPOMS, (the schools' online Child Protection Online Monitoring System), as soon as possible.

PALS team review the behaviour data recorded on CPOMS every two weeks: they share this as an excel spreadsheet with the DSL and SLT. They use Behaviour data analysis in Excel that structures incident logs to uncover trends, identify triggers, and track intervention efficacy. We use these objective, numbers-based insights to highlight specific problem areas and inform tailored interventions for support.

Any incident is followed up by a debrief, at an appropriate level, to reflect on what happened and positive steps going forwards.

Incident reports are reviewed by the senior leadership team and reported to the Governors via the Headteachers Report and the termly Safeguarding monitoring reports.

Offsite Activities

Pupils are reminded of the need to follow the school code of conduct when offsite. Staff may follow the consequences above for a pupil for any misbehaviour when the child is taking part in any school-organised or school-related activity.

Parents

At Hollywater we work closely with parents and carers and encourage a positive relationship to develop a shared approach. We have a Home School Link Worker who supports parents and carers where appropriate / needed.

Use of External Agencies

Hollywater liaises with EP (Educational Psychologists) services for advice and support on pupils, particularly those who display continuous behaviours of concern.

Links to other Policies

Child Protection Policy
Safeguarding Policy
Suspensions and Permanent Exclusions Policy
Anti-bullying for Staff Policy
Anti-bullying for Pupils Policy