



Holland Junior School
BEHAVIOUR POLICY
Date Written: September 2023
Next review date: September 2024

VISION

We put children first, pioneering excellence and championing every child.

Every day at Holland is an extraordinary school day. Our unwavering commitment in delivering an inspiring and inclusive curriculum develops independent pupils. As part of the school ethos, we model a culture of learning, nurturing, and developing skills and talents. We endeavour to nurture inquisitive minds to enable them to become the best that they can be. We aim to support our families by connecting with them to achieve the best outcomes for their children. Promoting positive behaviour is an attitude we all value.

The Pioneer Academy and Holland Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Trust Expectations

Safe:

- Schools are safe and secure
- Safeguarding is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Pupils and staff are positive and succeed in a supportive environment
- Well-being for all
- High standards of attendance and enjoyment are outcomes of an inclusive TPA school.

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic
- Learning outcomes are ambitious due to knowledgeable and effective teaching.

At Holland Junior School, we believe that all behaviour is a means of communication. We believe that children who resort to less than positive behaviours are communicating through an emotional response and it is our job to support children to manage this.

Our Behaviour policy ensures that within a framework of rules, routines, rights and responsibilities we guide, encourage and teach pupils to behave in a manner that allows teachers to teach and pupils to learn. We have high expectations of behaviour from all our pupils and adults.

To create and maintain a positive classroom and school environment we encourage:

- Self control/self discipline/self management of behaviour
- Taking responsibility for one's own behaviour
- Having respect for the rights of adults and of other pupils
- Working co-operatively
- Showing honesty and fairness
- Having clear and shared class visions
- The use of personal goals throughout the curriculum

We are aware that at times children may have additional needs, or may be facing challenging circumstances which may impact on their ability to regulate their own behaviour. Where this is the case we adapt our expectations in order to ensure that the expectations are fair and understood by all.

Expectations and Rules

For the safety and well-being of everyone in the school community it is necessary for us to work within a set of rules.

Our six school rules are clear and simple. They are displayed around our schools and are used consistently in all walks of our school life; within the classroom, our playgrounds, the children's lunchtime experiences, assemblies. and are linked with consequences. They are:-

- Be Kind
- Be Safe
- Be Ready
- Be Respectful

At the beginning of each academic year teachers agree with pupils a set of class rules. These are displayed in the classroom to be used as a point of reference for maintaining high standards of behaviour for anyone working in that room; they are revised at the start of each half-term. The class also creates and displays a class vision that children can see as they enter the room.

The right to teach and learn

Every person in the school has rights. All adults have the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking
- The right to feel safe in, and move around the school, classroom and playground
- The right to express themselves, ask questions and, share opinions and ideas
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after

We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

Effective communication

We believe that there is always a reason for challenging behaviour. As the adults we are responsible for finding out the reasons for the behaviour and helping children self-regulate. We manage this through calm and consistent communication both verbal and non-verbal. We also believe strongly that working in partnership with parents/carers is key to supporting individual children and so endeavour to contact parents/carers at the earliest appropriate time to communicate how we can work together.

When we discuss behaviour we do not refer to the child but to the behaviour concerned. All staff at Holland Junior School will use non-confrontational approaches when speaking to the children and the rest of the school community.

Our Values

The 6 values are threaded through the life of our school. The values are:

Responsibility - Make responsible choices

Positivity – Believe in the power of ‘Yet’

Honesty – Be truthful in what you say and do

Perseverance - Keep trying.

Respect - Think about others.

Kindness – Be caring and compassionate

These are a focus for each: Achievement Assembly and PSHE Assembly. There is also a whole school half termly focus for each value.

Positive reinforcement

Rewards are central to the encouragement of positive behaviour. Our whole school ‘Catch them doing something good’ is central to our ethos. School staff will seek opportunities to reward positive behaviour. Effort, as well as achievement, will be recognised. All staff will use reward systems consistently.

The Green triangle is central to our positive ethos:

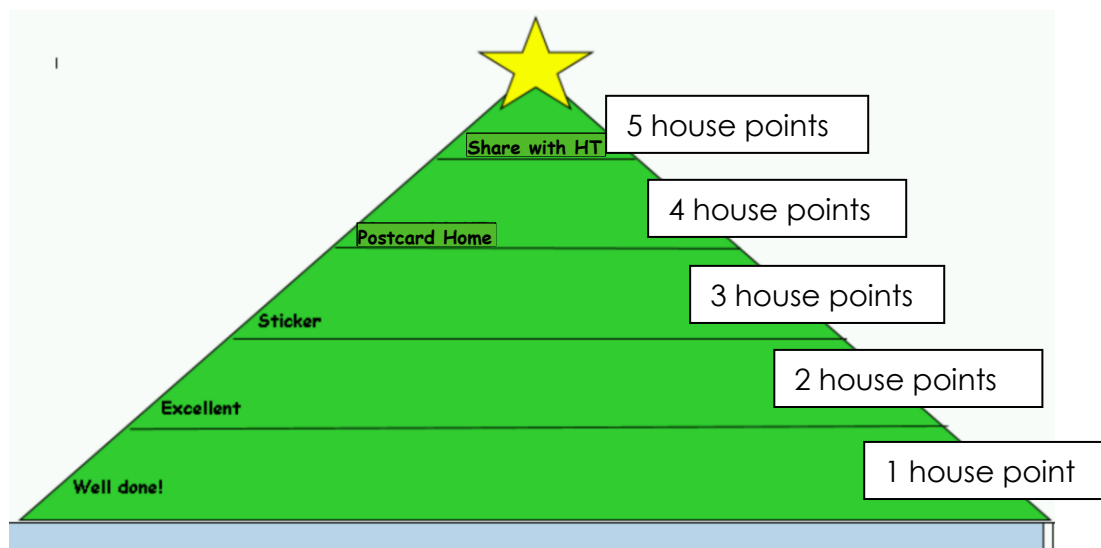
Children are rewarded with house points.

Everyone starts at the starting point each day.

They move up the triangle at the end of each day (Monday to Friday) depending on how many house points they have earned.

Once they reach the top (15 house points) they can visit the HT for a sticker at 3pm that day.

They then return to the starting point the next morning.



House Points reward examples:

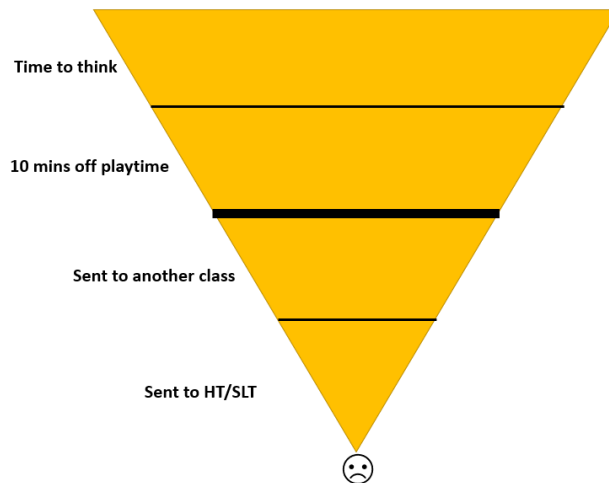
- Verbal praise **well done, excellent** – 1 house point
- Verbal praise **excellent** – 2 house points
- Be praised by our teachers – **Sticker** – 3 house points
- To be sent to the Head Teacher for a **Golden Sticker** – from 3pm – 5 house points
- To take home a good note – **Postcard** – 4 house points
- Head Teacher Merit Certificate – **Weekly Awards Assembly**

Achievement Celebration Assembly

This is a time for everyone in the school community to acknowledge the achievements of all our children. Each week, children who have worked really hard or who have demonstrated one of the school values, for example, perseverance in completing a piece of work.

Consequences

It is, of course, necessary to give consequences to children who consistently make negative behaviour choices. These consequences aim to help children reflect on their actions. This is very important in the classroom because a lack of good learning behaviour leads to disruption and ultimately affects the ability of the rest of the class to concentrate as well as take time away from the teacher to do their job and teach all the children.



There is a clear system and progression of consequences as a result of continuing to not follow the expectations set.

No record made	Non-verbal warning of how to behave and follow expectations.
Reminder	Verbal reminder
Consequence 1 on Red Triangle	Spend 5 minutes alone in a Responsible Thinking Space in the classroom
Consequence 2 on Red Triangle	Spend 10 minutes of playtime with a teacher. Names are recorded on CPOMS. A total of 5 missed plays in one half term results in parents being informed by the Class Teacher. Pupils to take part in a mindfulness session.
Consequence 3 on Red Triangle	Spend 30 minutes in a paired class. The Class Teacher will record the incident in the class behaviour file and will notify the parents/carers. The Class Teacher will ensure that appropriate work is sent with the pupil. Parents and carers are to be informed. This can be by text, emails or a conversation at the end of the day. Records are kept on CPOMS and regularly monitored. A behaviour report chart will be set up.
Consequence 4 on Red Triangle	Sent to the Head Teacher or Member of SLT. The Class Teacher will record the incident on CPOMS and will also notify the parents/carers. This can be by text, emails or a conversation at the end of the day. A behaviour report chart will be set up. Records are kept on CPOMS and regularly monitored.

In School Isolation/Fixed term Suspension

The sanction of isolation or fixed term suspension will be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial or homophobic abuse

- Bullying
- Being in possession of drugs at school
- Being in possession of a weapon at school

The following can be applied:

1. Internal suspension in which a child is removed from her/his class and placed away from their class
2. Fixed term suspension where a child is not permitted to attend school for a fixed period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend Holland Junior School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed-term suspension will be used as a sanction.

Reintegration of suspended pupils

All pupils being reintegrated following suspension will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school.

Permanent exclusion is the ultimate sanction and will be used when:

- All other avenues of support have proved unsuccessful
- A child's behaviour puts the well-being, safety and dignity of others in jeopardy.

Prejudicial or discriminatory behaviour

All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher who will record these and inform the appropriate authorities.

In all such incidents the following will occur:

- The seriousness of the incident will be explained to the child.
- Details of the incident will be gathered from everyone involved.
- The child will be expected to apologise to the victim.
- A record of the incident will be made.
- A decision will be made about the discipline to be employed.
- The parents/carers of all the pupils involved will be advised of the incident and the action taken.

The Head Teacher will consider, in consultation with the Chair of the School Board the child's age and/or understanding of the abuse before determining the severity of the discipline and may in serious incidents bypass this hierarchy of discipline measures to ensure the well-being and respect of all our pupils.

Additional needs

For children who have Education Health Care Plans or who have Special Education Needs, we will communicate with the relevant individuals before a decision is made on the appropriate decision when a sanction may be needed. For example, considering the child's needs and the circumstance that may have led to the incident as well as the child's cognitive understanding of the situation. At times this may require the school to call a meeting with external agencies to discuss further support.

Behaviour outside of school

If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school or online it will be dealt with appropriately. For example it will be addressed through PSHE and Assembly themes or by a meeting with the parents. We expect our children's behaviour to be excellent at all times as they are representing our school.

Stage One behaviour

Behaviour issue	Consequences (Red triangle)	People Involved	Support Offered
Talking in class	Non-verbal reminder	Pupil	Consistent use of rewards and consequences
Talking whilst lining up	Verbal warning	Class teacher	
Talking whilst walking around the building.	Time to think	Phase leader/member of SLT	Circle time activities
Not listening to an adult	Behaviour recorded in behaviour file		Lunchtime clubs
Inappropriate behaviour	Missed playtime		
Name calling	Sent to partner class with work until the end of session		
Being off task (slouching, tipping chair, fiddling with resources etc)			
Disrupting others learning.			

Stage Two behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Persistent low level behaviour	Continuation of moving down the red triangle	Pupil	Consistent use of rewards and consequences
Fighting/play fighting/bullying	Daily/weekly report card set up by CT with pupil/parent	Class teacher	
Swearing/inappropriate language	Referral to Head Teacher	Parent	Circle time activities
Refusing to follow directions from staff	In school isolations	Phase leader/member of SLT	Lunchtime clubs
Rudeness to teachers and other adults	Fixed term suspension	Deputy Headteacher	Support of Inclusion leader/School counsellor
Wilful damage to property		Head Teacher	
Preventing other children from learning			

Stage Three behaviour

Behaviour issue	Consequences	People Involved	Support Offered
<p>Two incidents of stage 2 behaviour in a day</p> <p>Disrespectful behaviour to members of staff and other adults</p> <p>Biting/violence</p> <p>All behaviours that puts other children's safety at risk</p>	<p>Daily/weekly report card set up by CT with pupil/parent</p> <p>Referral to Head Teacher</p> <p>In school isolations</p> <p>Fixed term suspension</p> <p>Reintegration meetings</p> <p>Part time education programme with support from parents</p>	<p>Pupil</p> <p>Class teacher</p> <p>Parent</p> <p>Phase leader/member of SLT</p> <p>Deputy Headteacher</p> <p>Head Teacher</p> <p>LA Inclusion staff</p>	<p>Consistent use of rewards and consequences</p> <p>Circle time activities</p> <p>Lunchtime clubs</p> <p>Support of Inclusion leader</p> <p>Behaviour support plan in place with individual reward system</p> <p>If appropriate, referrals made to the following services:</p> <p>School counsellor</p> <p>CAMHS team/ EPS/Social care</p>

Stage Four behaviour

Behaviour issue	Consequences	People Involved	Support Offered
<p>Extreme violence</p> <p>Carrying an offensive weapon</p> <p>Repeated racist/homophobic behaviour</p> <p>Repeated bullying incidents</p>	<p>Reduced timetable</p> <p>Fixed term suspension</p> <p>Permanent suspension</p>	<p>Pupil</p> <p>Parent</p> <p>Class teacher</p> <p>Head Teacher</p> <p>LA Inclusion staff</p>	<p>Alternative arrangements for education from day six onwards</p>