



Holmer Green Junior School

We inspire, we enable, we achieve. Together.

HOLMER GREEN JUNIOR SCHOOL

BEHAVIOUR AND DISCIPLINE (INCLUDING EXCLUSIONS) POLICY

Written	Adopted by Governors	Review date	Responsibility
JANUARY 2026	JANUARY 2026	JANUARY 2027	COG/Head

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Our ethos

Our school is committed to achieve the highest possible academic standards by valuing all individuals, irrespective of any protected characteristics or socio-economic background. We work to support children who are happy and caring, with the highest standards of courtesy, consideration and behaviour. We work to ensure that the children have the skills needed to become good citizens in a multi-cultural society.

Our values are a key part of our school ethos. These values promote the spiritual, moral, social and cultural development of the children for whom we hold a responsibility.

Principles

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in learning. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

While behaviour expectations are explicitly articulated, they are also implicit in the way that staff behave and the ways staff expect others around them to behave. All staff follow the school's Code of Conduct inside the Staff Handbook, ensuring that all children are treated fairly, and all members of the school community are valued and respected. We recognise that self-esteem affects behaviour and impacts on learning, so we create a sense of community that all children feel confident and secure in.

We believe that there are three fundamental rights for all within our community and those who visit us. These are:

- The right to be safe;
- The right to be respected;
- The right to learn.

Aims

- provide an ethos and environment within which everyone feels safe, and which enables everyone to learn effectively
- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- raise awareness of the need to recognise and manage emotions and reactions
- recognise the needs of individuals when supporting positive behaviour

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Objectives

- ensure clear expectations for a range of situations are communicated clearly
- use agreed strategies consistently to promote positive behaviour, a confident sense of self and respect for all
- promote an environment where bullying behaviour is not accepted
- focus on de-escalation and preventative strategies rather than reactive actions when managing difficult or challenging behaviours, recognising what such behaviour may be communicating

Procedures

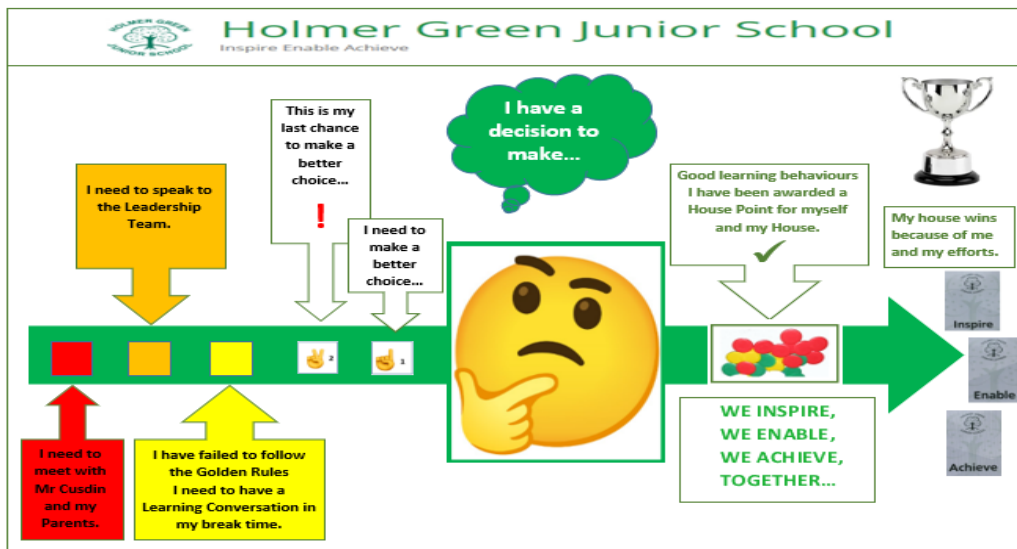
At Holmer Green Junior School we follow Jenny Mosely's principle of The Golden Rules. The purpose of the Golden Rules is to enable children to have a "picture in their mind of what good and respectful behaviour is." *Jenny Mosely*

The Golden Rules are:

- **We are gentle.**
- **We are kind and helpful.**

- **We work hard.**
- **We look after property.**
- **We listen to people.**
- **We are honest.**

The Golden Rules support our whole school approach to promote positive behaviour. The Rules are prominently displayed in each classroom, as well as around the school building, and are referred to frequently. They are discussed and reinforced through assemblies and PSHCE lessons, especially at the beginning of a new academic year. The Rules are restated often to encourage a sense of responsibility and are reinforced by every adult within the school so that every child is aware of what is expected of them.



Each class has a behaviour and consequences diagram displayed. At the start of every lesson, each child starts afresh in the centre of the chart and can, through their behaviour and academic choices, move either to the right-hand side, which results in positive praise and rewards, or to the left-hand side, which results in warnings and further sanctions, as and when needed. All discussions about behaviour link to our Golden Rules and children will follow a pathway on the behaviour chart depending on the choices they have made. Positive reinforcement strategies and rewards are used consistently to develop an ethos of kindness and co-operation (see Appendix 1).

We recognise that, at times, children need support to be guided away from anti-social behaviour and towards the expected behaviour. At all times, staff will deal with children in a sensitive way to ensure that their self-esteem is not harmed. Confrontational language will not be used.

The management of unwanted behaviour is detailed in Appendix 2: Our Sanctions. At all times, the response to behaviour will be proportionate and aim to encourage the child to make the correct choices going forward. With more significant disruptive behaviour or prejudice-related behaviour the Headteacher or delegated Senior Leader will detail the actions and consequences on CPOMS as per Red card incidents.

Where anti-social behaviour becomes the persistent use of aggression with the intent of hurting someone it is our duty to deal with the bullying behaviour. Our policy and procedures for dealing with this behaviour are detailed in our Anti-Bullying policy.

At times, there are some children who will need additional support to help them develop positive behaviour. Where staff are concerned about a child, this should be addressed with the SENDCo/ Assistant Headteacher and the Headteacher at the earliest opportunity. These children are then supported through an individual behaviour plan.

At this point, parents will be contacted to discuss the needs of their child and how all parties can best support the child's needs. A decision will be made as to what additional resources and provision will be put in place and this will be recorded on a support map. Further details of procedures for children at this stage can be found in the SEN policy.

All significant negative behaviour involving cards is recorded on an Excel grid to ensure that patterns of behaviour can be monitored and consistency maintained.

The role of children in school

All children must follow the Golden Rules and show the following responsibilities:

- be respectful to all, responding courteously and with good manners
- following directions the first time they are given
- be alert and attentive, showing engagement in lessons
- try to sort difficulties out independently
- take responsibilities for their own actions, behaviours and learning
- be aware of their personal safety and that of others
- represent the school's values and ethos at all times, both in and out of school

The role of adults in school

All adults in school have a role to play in promoting positive behaviour. The responsibilities of staff are listed below. Some responsibilities will be the role of specific members of staff, such as the class teacher.

- ensure the Golden Rules are understood and enforced
- have high expectations in terms of behaviour, and ensure that all children give of their best
- be friendly and approachable, knowing and treating each child as an individual, and taking this knowledge into account when working with them
- treat all children with respect and understanding, being consistent and fair when giving rewards or imposing agreed sanctions
- be consistent with school procedures
- behave at all times in a way that is a role model for children
- communicate with colleagues to monitor specific incidents and trends in behaviour
- follow the actions within any specific behaviour management plans
- inform parents and work with them where there are concerns about behaviour
- encourage respectful attitudes for others, the environment, property and equipment
- To issue sanctions and yellow cards as appropriate.

The role of parents and carers:

Parents are important in developing a child's personal behaviour code. Our Golden Rules are shared with parents. Children and parents are asked to sign our Home School agreement each year.

Where outstanding positive behaviour has been noted, parents will be invited to share their child's achievements. For example, children who are working hard and are respecting the Golden Rules, or who are following the value for the month, are rewarded (see Appendix 1).

Where anti-social behaviour becomes a concern, parents are contacted and are involved in the development of intervention and support. At all times, they are encouraged to take part in evaluating how effective the support has been and devising the next steps.

All parents are expected to:

- ensure that the actions on the Home School agreement are followed
- recognise the need for a supportive dialogue between school and home and contact the school if there are any concerns
- support and co-operate with the school in implementing the behaviour policy
- inform the school of any concerns about their own child's behaviour or any medical or social circumstance that might affect the behaviour of their child
- respect the school staff and value their professional opinions
- promote positive attitudes towards school
- provide a good example of behaviour

Behaviour beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

Exclusion

In exceptional and most serious cases where the safety of others has been repeatedly placed at risk, a pupil may be excluded, by the head teacher. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. When a pupil is suspended, the Headteacher will arrange for work to be completed at home and to have it marked until the pupil returns to school.

Reasons for Suspension or Exclusion:

- A serious breach of the school's values, rules or policies.
- A risk of harm to the education or welfare of the pupil or others in the school.
- Physical or verbal assault against a pupil, member of staff or others in the school.
- Serious damage to or theft of school property
- Weapons in school
- Persistent disruptive behaviour
- Persistent bullying including Cyber bullying
- Indecent behaviour
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- Use of prejudice-related language.

Suspensions

A suspension will be for the shortest time necessary. A suspension (internal or external) for a period from half a day to five days for persistent or cumulative problems will be imposed only when the school has offered and implemented a range of support and management strategies. Examples of some of the strategies used are:

- Discussion with the pupil
- Discussions with parents
- Sanctions (consequences) in school
- Checking on any possible provocation
- Internal exclusions
- Referral to outside support agencies. (If needed).

It is important to note that exclusion will not be used for minor incidents such as academic performance or lateness. A suspension may be used in response to a serious breach of school rules or policies. In such a case, the headteacher will investigate the incident thoroughly and consider all the evidence to support the allegation, taking account of all the school policies.

The child will be encouraged to give their version of events, and the headteacher will check whether the incident may have been provoked e.g. by bullying or racial harassment. For the first five days of a suspension, the school must send homework for the pupil and arrange to have this homework marked. For suspension of more than five days, the school is responsible for arranging suitable alternative full-time education from the sixth day until the end of the exclusion. The school is also aware of its duty to provide a strategy for reintegrating pupils that return to school following a suspension, and for managing their future behaviour. If a pupil has received numerous exclusions or is approaching the legal limit of 45 school days of suspension in an academic year, the school has a duty to consider whether suspension is an effective sanction.

Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to an excluded pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every suspension or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted or may be given a fixed penalty notice if they fail to do this. The penalty payable increases if unpaid after 28 days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

The Education and Inspection Act 2006 also requires the school to arrange full time education from, and including, the sixth day of any period of fixed term exclusion, of six days or longer. Days of suspension are not aggregated, and the regulations apply from the sixth day of each suspension.

The school will inform the Local Authority promptly of any permanent exclusions. This will be carried out by the Headteacher. The Chair of Governors will be fully involved in the exclusion process and will ensure that strict timetables and timescales for the reintegration of the pupil are adhered to. Exclusions are at the agreement of the Headteacher and Chair of Governors.

The Right of Appeal and Legal Duties Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Pupils with Special Educational Needs and Disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. Headteachers and the governing body must consider their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice and a Duty of Care.

The Headteacher will take reasonable steps to ensure that the school responds to a pupil's disability so that the pupil is not treated less favourably, this includes a duty to make reasonable adjustments to policies and practices. Reasonable steps could include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external support for the child

Members of staff engage proactively with parents in supporting the behaviour of its pupils with additional needs and are aware that, whether or not a school recognises that a pupil has SEN, all parents have a right to request the presence of an SEN expert if their case is to be reviewed by an independent panel. If the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs such as a pupil with an EHC plan or a looked after child, it is aware that it should consider what additional support may be required. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

Monitoring and Evaluation

This policy will be monitored and evaluated by senior staff and governors. They will look through behaviour records, the exclusions file and visit school to ensure that current practice is effective.

It will be reviewed in line with the school's Governors policy review schedule.

APPENDIX 1

OUR REWARD SYSTEMS

Our behaviour system is based on positive reinforcement of expected behaviours. Our rewards are linked to our Golden Rules and provide a consistent approach across the school. We actively seek to reward every pupil in the following ways:

- Praise/smile to notice the child
- Written comment or indication of praise
- Proximal praise
- Use of stamps in books
- Moving along the behaviour chart *'to the right to be right'*
- House points
- Displayed work
- Good work or behaviour shown to class
- Good work or behaviour shown to another teacher
- Good work or behaviour shown to Head or member of SLT
- Team effort or individual achievement recognised in assemblies
- House Points awarded for going beyond the expected, including academic and behavioural choices
- Golden Stars awarded by the Headteacher for acts of kindness and showing the school values effectively
- Star of the week awarded and certificate sent home linked to displays of behaviour matching our taught values
- Subject awards are given at the end of Year 6

Verbal praise and positive written comments

We make every effort to recognise and encourage good behaviour of all children by highlighting the positive actions of pupils. Such praise will link to our Golden Rules. Every effort is made to praise positive behaviour that exhibits the Golden Rules.

House Points

When a child makes positive academic or behavioural choices consistently across a short period of time, they may be awarded a house point by any member of staff. They can add this house point to the class collection pot for their house within their classroom. These pots are then emptied weekly, added to the central collection tubes located in the hall as part of our ongoing half-termly house point reward competitions.

Golden Stars

If a pupil or group of pupils do something worthy of particular praise, which has encompassed our values and demonstrates kindness to others, they may receive a Golden Star from the headteacher, which then can be exchanged, after sharing their achievement with their class teacher, for three house points. Both the points and the stars are input into the House Point chambers.

Achievement Award

If a child has completed a piece of schoolwork which is worthy of praise, they may show their work to the Headteacher or a member of SLT, who can award this child a golden achievement award sticker.

Star of the week in Assembly

Each week, class teachers nominate pupils who have embraced the Value of the month and the focus of the week. The pupils' names and outstanding contributions are celebrated in assembly with the children being presented with a certificate and a sticker. The name of each star of the week is included in the bi-weekly school newsletter where parents have agreed to the inclusion.

Recognition of team efforts/ Individual achievement

The performances of our school teams and the achievements of children outside of school are highlighted during our Friday achievement assembly and mentioned in the school newsletter.

APPENDIX 2

OUR SANCTIONS

The right of pupils to learn, to be respected and to be safe goes hand in hand with their individual responsibility. We all have a duty to ensure others are afforded the same rights. If behaviour falls short of our expectation, we fairly and consistently apply sanctions (listed below) with a view to amending the poor behaviour.

The list of sanctions is subdivided into 3 categories, the first category being sanctions used by all staff. The second category are sanctions used by the Head or senior staff and the third are those sanctions used by the Headteacher.

Category 1

Frown/disapproving comment

Verbal reminder

Warning (actions/consequences) to be followed through with a learning conversation with the teacher as needed.

Yellow card*

Records of yellow cards logged on to the class behaviour spreadsheet to monitor patterns of behaviour.

Parents to be contacted by emailed yellow card letter.

Category 2

Incident recorded on CPOMS

Records of amber cards logged on to the class behaviour spreadsheet to monitor patterns of behaviour.

Use of sanction in the form of lost break and lunchtimes.

Amber card and referral to Phase Behaviour lead in the first instance.

Time lost at break time or lunch time as a consequence of Amber Card.

Teachers may also take the decision to remove the child from a position that is held where the child is not providing a good role model or not showing the skills needed to be a representative of the school.

Parents to be contacted by emailed amber card letter.

Category 3

Incident recorded on CPOMS

Records of red cards logged on to the class behaviour spreadsheet to monitor patterns of behaviour.

Red card

Headteacher or 2 members of the Senior Leadership Team to be involved.

Headteacher's decision to exclude from an activity such as a team sport.

Headteacher to telephone parents to provide a verbal report

Meeting with parents if required

Behaviour contract maybe used or an individual behaviour plan

Exclusion – external or internal.

Internal exclusion will result in removal from the classroom, no interaction with peers and work set by the class teacher for the duration of the exclusion. A member of staff to supervise at all times.

Yellow card (recorded on the spreadsheet and an email sent to parents)

Consequence of missing part or all of break for a learning conversation

- Repeated minor infringements of the Golden Rules or learning expectations
- Name calling
- Pushing and shoving another child

- Repeatedly Invading personal space
- 3 yellow cards in a ½ term upgrades to an amber

Amber card (sent to the Senior Teachers or the Assistant Headteachers in their absence)

Consequence of missing break/lunch. Reflection of action by writing an apology.

Family informed of actions via email

- Repeated yellow card offences
- Swearing and inappropriate language. Fully investigated and evidenced by other pupils or staff
- Hitting, kicking or throwing items another child deliberately
- Deliberately damaging another child's equipment/belongings
- Defiance/disobedience to a member of staff including speaking in a disrespectful way or lying to them.
- Misuse of technology e.g. not following instructions or activities set (loss of IT rights)
- Disrespectful behaviours in public spaces such as the toilets or locker areas
- 3 Amber cards in a ½ term upgrades to a red card

Red card (sent to the Headteacher)

Can result in either losing a privilege or internal or external inclusion or internal or external suspension/exclusion Parents spoken to at school.

- Fights requiring adult intervention
- Spitting at another person.
- Stealing school or children's property
- Swearing directly at a member of staff
- Deliberate acts of vandalism that result in damage to school equipment
- Bullying or intimidating behaviour towards another child
- Use of homophobic, misogynistic or racist behaviour or language.
- Dangerous physical behaviour resulting in injury to others
- Misuse of technology e.g. photographs without consent or of an inappropriate nature
- Public humiliation
- Inappropriate actions or behaviours of a sexual nature i.e. upskirting

Any child who receives a red card will have their parents contacted by the Head to inform them of the behaviours for which the sanction has been issued and they may be invited to a discussion to set clear behavioural targets going forward.