



Holmer Green Junior School

We inspire, we enable, we achieve. Together.

HOLMER GREEN JUNIOR SCHOOL

BEHAVIOUR POLICY

Written	Adopted by Governors	Review date	Responsibility
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At Holmer Green Junior school, our behaviour will inspire others to make the best choices.

Our behaviour choices will enable us to be a good learners and citizens.

Our behaviour choices will help me and my class achieve our best and be successful.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Encourage children to reflect on their behaviour and develop recognition of authority and responsibility
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Roles and responsibilities

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

LSAs are responsible for:

- Monitoring behaviour at breaktimes, lunchtimes and during class times
- Supervising identified children
- Delivering yellow cards when they arise, sending communication via Arbor and completing behaviour logs

- Passing information to class teachers verbally

Midday supervisors are responsible for:

- Monitoring behaviour at breaktimes and lunchtimes
- Delivering yellow cards and communicating with class teachers
- Contacting behaviour leads where more serious incident occur

Class teachers are responsible for:

- Managing behaviour in classrooms and around the school
- Delivering yellow cards when they arise and completing behaviour logs
- Following up yellow cards with a short reflection within the first 5 minutes of breaktime/ lunchtime
- Communicating incidents with the behaviour team and tracking repeated behaviours and concerns

The behaviour team is responsible for:

- Supporting staff with monitoring behaviour in their classes and around school
- Delivering amber cards, updating behaviour logs and carrying out related consequences
- Communicating amber cards with parents and carers
- Supporting the headteacher with the delivery of red cards, behaviour meetings and internal exclusions
- Monitoring behaviour logs and support the SENCO and inclusion lead in finding trends or anomalies

The Headteacher is responsible for:

- Supporting staff with monitoring behaviour in their classes and around school
- Delivering red cards and completing behaviour logs
- Conducting face to face meetings with parents and carers regarding red card behaviours
- Managing suspensions and exclusions and logging on Arbor

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

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

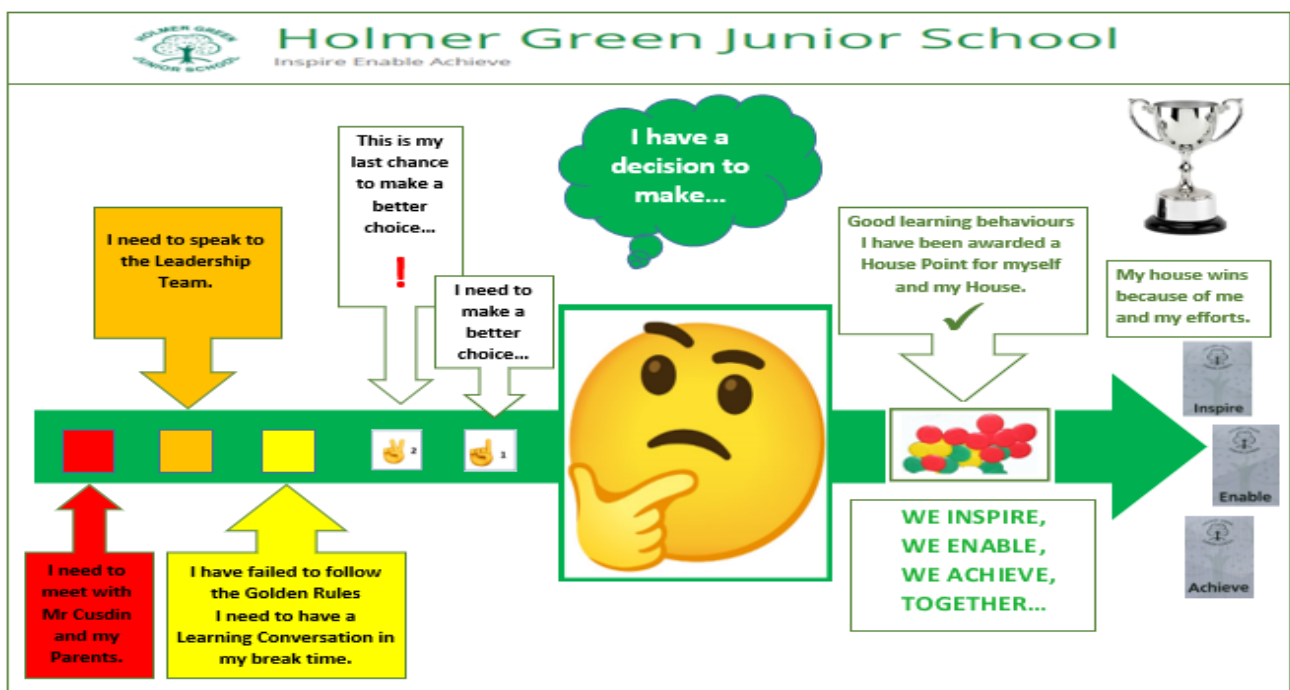
- be respectful to all, responding courteously and with good manners
- following directions the first time they are given
- be alert and attentive, showing engagement in lessons
- try to sort difficulties out independently
- take responsibilities for their own actions, behaviours and learning
- be aware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

3. Responding to behaviour

At Holmer Green Junior School, we follow the Golden Rules:

- **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, the school values 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.



LET'S GO

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. We use the acronym LET'S GO so that all pupils are aware of the expectations of learning behaviours across the school.

- › Listening ears
- › Eyes alert
- › Thinking minds
- › Sitting smart
- › Growth mindset
- › Organised desks

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Star of the Week certificates awarded in achievement assemblies, linked to the school values
- Whole-class behaviour award certificates, displayed in the classroom and awarded in achievement assemblies
- House points and stickers awarded for following the Golden Rules and LET'S GO

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

Staff will respond to misbehaviour by:

- A verbal reprimand and reminder of the expectations of behaviour. Praise in public, reprimand in private.
- Expecting work to be completed at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Following the card system

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our senior leaders, the SENCo and the inclusion lead to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Where more serious or repeated behaviour incidents occur, the card system detailed below will be applied.

- Continuously not following the golden rules or the expectations of my teacher
- For calling people unkind names
- For repeatedly invading someone's personal space

This may result in a learning conversation from your class teacher or part of your break time being removed from you.

- For having 3 yellow cards per half term
- Swearing and inappropriate language
- Hitting, kicking or throwing items at a child on purpose
- Damaging someone's belongings on purpose
- Being disrespectful to an adult and using unkind language towards them
- Not using IT equipment as instructed by the teacher
- For not looking after property in the school building – the toilet or locker areas

This will result in a conversation with either Mrs Graham or Mrs Showan. You will lose break/lunch. You may be asked to write a letter of apology. Your parents will be contacted.

- Fighting
- Spitting at another person
- Stealing school property or stealing someone else's belongings.
- Swearing at an adult
- Destroying and damaging school property
- Bullying or threatening violence towards another pupil
- Using language that goes against the protected characteristics
- Dangerous physical behaviour that results in someone getting hurt
- Taking pictures of someone without their permission or taking inappropriate pictures
- Humiliating someone
- Inappropriate actions or language targeted at someone's private parts

This may result in a loss of privilege, an internal/external exclusion or an internal/external suspension. Your parents will be called into school for a meeting with Mr Cusdin.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

The Behaviour Team

The behaviour team has been established to manage behaviours that fall into the Amber and Red card sanctions; meet regularly to analyse with trends in behaviour and support teachers with meeting parents to discuss behaviours.

Their responsibilities are as follows:

AS

- to assist with delivery of amber cards – especially within year 5 to provide distance for RG
- to complete the behaviour logs when an amber card has been delivered.
- to contact parents via phonecall if amber card behaviour has occurred. If you can't phone, follow arbor procedures
- to support RG and RC as/when a child needs to be placed on a positive behaviour plan
- Walkie Talkie responsibility on a Wednesday

RG

- to assist with delivery of amber cards – especially within year 4 to provide distance for AS
- to complete the behaviour logs when an amber cards has been delivered
- to contact parents via phonecall, if amber card has been delivered
- to minute behaviour meetings with RC when a red card has been delivered on CPOMS
- to help with delivery of red card consequences i.e. internal exclusions
- to monitor CPOMS activity and support SENCO and inclusion lead in finding trends or anomalies

Headteacher

- to deliver red cards
- to complete behaviour logs when a red card has been delivered
- to contact parents to have a face-to-face meeting
- to hold safeguarding meetings
- to manage suspensions and exclusions

Reporting to parents

Any child who receives a card will have their parents contacted 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 moving forward. See appendix 2 and 3.

Reporting expectations is as below:

Yellow card – Yellow card email to be sent via Arbor, CPOMS to be completed to update behaviour team

Amber card – Amber card email to be sent via Arbor by member of the behaviour team, CPOMS to be completed to update behaviour team

Red card – Head to inform parents and conduct a meeting alongside member of the behaviour who will minute the meeting. See appendix 2

4. Serious sanctions

Internal Exclusions

The school will use internal exclusions as consequences for red card behaviours. These will be recorded on Arbor.

Red card Actions and Consequences

Humiliating someone	A behaviour intervention plan will be drawn up.
Taking pictures of someone without their permission or taking inappropriate pictures	Sanctions will include withdrawal of breaktimes, lunchtimes and privileges such as involvement in clubs or attendance to school trips.
Dangerous physical behaviour that results in someone getting hurt	
Spitting at another person	
Using language that goes against the protected characteristics	Parents will be contacted and the exclusion procedures will be followed

Bullying or threatening violence towards another pupil	
Destroying or damaging school property	
Swearing at an adult	
Stealing school property or stealing someone else's belongings	
Fighting	
Inappropriate actions or language targeted at someone's private parts	

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher, along with behaviour leader and only as a last resort.

Please refer to our exclusions policy for more information

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.

5. Responding to misbehaviour from pupils with SEND

5.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (blue room) where pupils can regulate their emotions during a moment of sensory overload
- Following individual behaviour plans and one-page profiles to support individual need

5.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. This will be done alongside the SENCO to create a behaviour plan suited for that individual's needs.

5.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

5.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

EHCCO:

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6. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

7. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- How we at HGJS manage positive and negative behaviour
- How we at HGJS communicate with parents

Behaviour management will also form part of continuing professional development.

8. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone policy
- Confiscation policy

Appendix 1: behaviour log

Learning conversations after the delivery of any cards should be recorded on CPOMs and include the following information:

- Where did the incident take place?
- When did the incident take place? (before school, after school, lunchtime, break time)
- What happened?
- Who was involved?
- What actions were taken, including any sanctions?
- Is any follow-up action needed? If so, give details

Appendix 2a: Meetings with Parents Sheet

Before the meeting staff may consider:

What do you want to get out of the meeting? What do you want to achieve?	
What is happening with the child now? What factors are relevant?	
What have you tried so far?	
What options are there that could be tried?	
What is your preferred plan? Why do you think this plan will be more successful?	
How will you engage the child?	

Appendix 2b: Parent Meeting Minutes – to be shared with parents

Present	
Date and Time	
Points raised by parents/child	
Points raise by school	
Next steps	
Action Plan	School will: Child will: Parents will:

Appendix 3: Behaviour Intervention Plan

Pupil:	Teacher:	Date:
Potential triggers		
WHAT WE WANT TO SEE (POSITIVE BEHAVIOURS)	WHAT YOU WILL SAY AND DO	
SIGNS THAT THINGS ARE NO GOING WELL (DIFFICULT BEHAVIOURS) WHAT YOU WILL SAY AND DO WHERE BEHAVIOURS COULD LEAD (CRISIS) WHAT YOU WILL SAY AND DO		

Appendix 4: Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance