

*At Holme Junior & Infant School,  
we empower every individual to be  
resilient and independent lifelong learners,  
who value and respect their environment,  
developing high aspirations  
to reach their full potential.*



## HOLME JUNIOR & INFANT SCHOOL

Headteacher: Mr. Damien Bond

### Positive Behaviour Policy

| Document Status  |   |   |                    |
|--|---|---|--------------------|
| <b>Date of Next Review</b>                                     | October 2025                            | Full Governing Body   |                    |
| <b>Success Criteria for review completion</b>                  | All docs read and amended as necessary. | <b>Responsibility</b>   | Chair of Governors |
| <b>Date of Policy Creation</b>                                 | September 2023                          | <b>Name</b>   | James Piggott      |
| <b>Date of Policy Adoption by Governing Body</b>               | October 2023                            | <b>Signed:<br/>(Governor responsible)</b><br><br><b>Signed:<br/>(Headteacher)</b> |                    |
| <b>Method of Communication (e.g Website, Noticeboard, etc)</b> | Website, Server, Policy File in Office  |   |                    |

## **AIMS AND EXPECTATIONS**

At Holme Junior & Infant School, one of our primary aims is to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school positive behaviour policy is designed to promote a calm and stimulating environment in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Appropriate rules, effective routines and good relationships are all consistently applied across the school to maintain high standards of behaviour for the majority of pupils at Holme Junior & Infant School. We recognise that a minority group of children may require bespoke care, such as a personalised behaviour plan to meet their meet complex individual needs.

## **VALUES**

We have established a set of 6 core 'Shine Bright' values. These are explicitly taught and underpin the ethos, environment and curriculum at Holme Junior & Infant School. The 6 'Shine Bright' values are:

**Resilience, Independence, Respectfulness, Adventurous, Creative, Aspirational** (Appendix 4)

The value posters will be displayed in every classroom and embedded into the language and routine of the school day. In order for the values to be established foundations, they are regularly revisited during assemblies, PSHE lessons, stories, opportunities for whole class and individual discussion and time for reflection.

## **THE ROLE OF THE HEAD**

- It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors when requested on the effectiveness of the policy.
- It is the responsibility of the Head to ensure the health, safety and welfare of all pupils and staff in the school
- It is the responsibility of the Head to support the staff in the implementation of the policy, by setting the standards of behaviour and leading by example.
- It is the responsibility of the Head to ensure that records are kept of all reported serious incidents that may lead to exclusion
- The Head has the responsibility for giving fixed term exclusions to individual pupils for serious incidents. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child. Both these actions are only taken after the school governors have been notified.
- It is the responsibility of the head to ensure that the policy is being applied fairly and consistently through school and that all children feel they are being treated equally.

## **STAFF EXPECTATIONS**

- The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The staff treat each child fairly and enforce the 6 'Shine Bright' values consistently and treat all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents in line with the behaviour

code. However, if misbehaviour continues, this escalates to the Senior Leadership Team.

*(Appendix 1: behaviour code poster)* The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

- Staff must know and understand their pupils and their influences as good relationships form the foundations for positive behaviour management.
- Teachers will teach learning behaviours and all staff will have high expectations and model appropriate behaviours.
- Classroom management strategies will be used in line with the school policy to support good classroom behaviour and reinforce the 6 'Shine Bright' values. Simple approaches to classroom management *(Appendix 2: EEF improving behaviour in schools guidance)* will form part of the regular classroom routine.
- Teachers will tailor individual approaches (individual behaviour plans) to support the needs of individuals at Holme Junior & Infant School, these are in line with the school policy and high expectations for all and these will be shared with all necessary staff.
- Consistency and coherency are paramount at a whole school level.
- We value the ethos and strategies around the practice of Restorative Justice and use this learning to support children to positively resolve any conflicts they may have.

### **PARENTAL EXPECTATIONS**

- It is the responsibility of parents to work collaboratively with school, so that children receive consistent messages about how to behave at home and in school.
- It is the responsibility of parents to support the school in the implementation of the school rules.
- It is the responsibility of parents to support their child's learning and to co-operate with school as set out in the home-school agreement/Acceptable Use Agreement.
- As part of our joint responsibility to ensure all pupils are making progress, we encourage parents to come into school to share any concerns about their child's welfare.
- It is the responsibility of parents to support the school if any sanctions have had to be made. If parents have any concerns about the manner in which their child has been treated, then they should contact the class teacher.

### **GOVERNOR EXPECTATIONS**

- It is the responsibility of the Governing Body to set down these guidelines on standards of discipline and behaviour and review their effectiveness.
- It is the responsibility of the governors to support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school positive behaviour policy but governors may advise, particularly in the case of serious discipline issues.

### **EQUAL OPPORTUNITIES**

- Every member of the Holme Junior & Infant School community has an equal right to fair treatment and consideration according to the values expressed in this positive behaviour policy and all will have equal access to the specified system of rewards and sanctions.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. *(Refer to Anti-Bullying Policy & Appendix 3: Anti-Bullying Charter)*
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is

in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **HOME/SCHOOL LINKS**

- The school will establish strong channels of communication with parents – both formal and informal – to ensure the promotion of high behavioural standards.
- The contents of this positive behaviour policy will be shared with parents and they will be encouraged to work in partnership with the school to ensure its successful implementation.
- The school will work closely with support agencies to promote home/school links.

### **THE CURRICULUM AND LEARNING**

We believe an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

### **CLASSROOM MANAGEMENT**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on how children behave.

Classrooms are organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

### **STAFF DEVELOPMENT AND TRAINING**

We value our staff and ensure that staff receive continuing professional development with regards to managing positive behaviour in the classroom and in school.

We recognise that not all children are the same, and where a child has a specific social and emotional need, we endeavour to ensure that staff are well informed and have up to date training when needed.

In some circumstances staff may use positive handling strategies. This is only used in extreme circumstances when behaviours presenting at putting the child, adults or other children in at risk of immediate harm. Appropriate training in this is on-going and regularly updated. All positive handling incidents are recorded in the 'Serious Incident Book' located in the main office.

## EXCLUSION

- A decision to exclude a child is viewed as a serious decision. In accordance with the The School Discipline (Pupil Exclusions and Review) (England) Regulations 2012 and Department for Education ' Exclusion from maintained schools, Academies and pupil referral units in England'. A decision to exclude a pupil should be taken only: in response to serious breaches of the school's behaviour policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Only the Headteacher or teacher in charge can exclude a child. The decision to exclude a child will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies.
- The Headteacher may judge it appropriate for a child to be permanently excluded for a 'one off' offence, including: serious actual or threatening violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an offensive weapon.
- After such a decision to exclude a child is made, the procedures for Headteacher, Parents, Local Governing Body and Local Authority will be followed in accordance with the September 2006 Guidance on Exclusion from Schools and Pupil Referral Units.

## Holme Junior & Infant School Behaviour Code

Language & Rewards need to positively reinforce our Shine Bright values

Positive Praise

Seesaw Positive Post

Whole Class Dojos

Celebration Awards

Sanctions to be implemented if any of the Shine Bright values are not complied with

### Step 1

Verbal warnings x 2

1 - Verbal reminder of positive behaviour to child

2 - Option/instruction to be given to child to support behaviour change

### Step 2

Reflect with Class Teacher

5 minutes reflection

### Reflection Questions

What happened?

What were you thinking when...?

How were you feeling when...?

Who else has been affected by this and how?

What can you do to make this better?

### Step 3

Reflect with Assistant Headteacher

Supervised playtime

Class Teacher to contact parents

### Step 4

Reflect with Headteacher

Behaviour plan or report considered

Headteacher to contact parents

Behaviour incidents recorded on CPOMS. Must include incident description linked to value, teacher action of de-escalation and reflection/follow up.

## IMPROVING BEHAVIOUR IN SCHOOLS

### Summary of recommendations

Sections are colour coded for ease of reference:

#### Proactive

**1**

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

**2**

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

**3**

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

**4**

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

**5**

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

#### Reactive

#### Implementation

**6**

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

# Holme Junior & Infant School

## Anti-Bullying Charter



In our school we have decided that bullying is:

**Repeated** - it keeps on happening

**Deliberate** - causes hurt to another person on purpose

Bullying goes against our school values of being

**Respectful**

An act bullying could be:

**Verbal** - saying unkind things

**Physical** - kicking, pushing, hitting, etc

**Emotional** - not letting another person join in; excluding somebody on purpose; telling others to be unkind to someone

**Online/Cyber** - posting on social media, sharing photos, sending nasty messages

**Bullying is NOT:**

A 'heat of the moment' incident

A fall-out

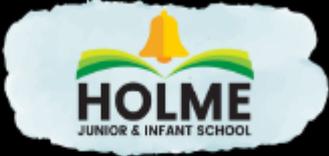
A disagreement or difference of opinion

An accident

If you think you are being bullied or someone is being unkind to you, tell an adult in school. If you still need help, find Mr Bond or Miss Wood.

**Holme Junior & Infant School**

**Shine Bright Values**



*We are*

# Resilient

- ⇒ **We recover quickly from setbacks and keep trying**
- ⇒ **We push ourselves out of our comfort zones**
- ⇒ **We maintain a positive mindset - 'not yet'**
- ⇒ **We thrive on challenge**
- ⇒ **We use our mistakes as an opportunity to learn**
- ⇒ **We believe in ourselves**

Holme Junior & Infant School

Shine Bright Values



We are



Independent

- ⇒ We try new things
- ⇒ We use the 6B's to help us grow
- ⇒ We set ourselves goals
- ⇒ We proofread our work and check for errors
- ⇒ We always look to improve our work
- ⇒ We welcome responsibility
- ⇒ We make our own decisions

Holme Junior & Infant School

Shine Bright Values



We are



Respectful

- ⇒ We take care of objects and our environment
- ⇒ We are always kind and welcome everyone
- ⇒ We live by the 'Golden Rule' - Treat others how you would like to be treated
- ⇒ We use our manners and understand what these look like
- ⇒ We are honest
- ⇒ We take turns and share

Holme Junior & Infant School

Shine Bright Values



We are



Adventurous

- ⇒ We explore areas of our learning
- ⇒ We delve into the unknown with curiosity and inquisitiveness
- ⇒ We are ready to take risks
- ⇒ We are open to new experiences
- ⇒ We follow our dreams
- ⇒ We make the most of opportunities

Holme Junior & Infant School

Shine Bright Values



We are



*Creative*

- ⇒ We love to explore new concepts and ideas
- ⇒ We wonder how else a task can be completed and explore that too
- ⇒ We wonder how others think and put ourselves into their shoes
- ⇒ We look beyond the 'norm' and explore the unknown
- ⇒ We are our own unique persons
- ⇒ We are open minded

Holme Junior & Infant School

Shine Bright Values



We are



*Aspirational*

- ⇒ We settle for nothing less than our best
- ⇒ We look not at what we have achieved, but how far we have come
- ⇒ We look to people who inspire us and aim for better
- ⇒ We have ambition and dreams
- ⇒ We act as role models for others
- ⇒ We have high expectations of ourselves