

Scholes (Holmfirth) Junior and Infant School



Behaviour Policy

Approved by:	Date Approved:	Due for review no later than:
Headteacher	September 2026	September 2027

The staff and governors are mindful of the responsibility of Section 175 of the Education Act 2002 which requires governing bodies to 'exercise their functions with a view to safeguarding and promoting the welfare of children'.

Rationale

At Scholes, we aim to provide a safe and happy environment where both personal and social development as well as physical and intellectual development are promoted and supported. Having both discipline and good learning behaviours are key to achievement and ensuring all pupils can reach their full potential.

Aims

At Scholes Junior and Infant School, we are committed to creating a nurturing environment where every member of our school community feels valued, respected, and safe. Our behaviour policy is rooted in our core values of **respect**, **resilience**, and **responsibility**, and is designed to foster strong, trusting relationships across the school.

To ensure all children feel safe in an environment they can thrive in, we aim to:

- create calm, orderly classrooms and shared spaces
- build positive relationships based on respect, trust, and fairness
- make expectations clear to all pupils and adults
- recognise and reinforce good behaviour
- respond to poor behaviour promptly, consistently, and proportionately
- keep pupils and staff safe
- include all pupils, including those with SEND or additional vulnerabilities
- ensure that every pupil can access learning without unnecessary disruption
- work in partnership with parents and carers to support improvement

The maintenance of discipline within the school is the responsibility of all school staff and is outlined within the framework of this policy. It is important that all stakeholders work together, within our school values of respect, resilience and responsibility to ensure that our school is a safe place where children are able to learn and teachers are able to teach.

Scholes Vision and Values



Our vision is for every child to:

- Develop a lifelong love of learning
- Feel valued, loved, and respected
- Dream big and reach their full potential
- Feel proud of themselves and their achievements

School Rules and Expectations

These apply throughout all the school day, including before and after school, all playtimes including outside, lunch time and wet playtimes:

- Children will arrive at school on time and ready to learn.
- All children should move around school sensibly and safely, appropriate to the area they are in. Due care and attention need to be given to others and school property.
- A quiet atmosphere of purposeful learning should be maintained in the school building.
- Children should walk when moving between areas so that avoidable accidents can be reduced.
- At playtimes, children line up and should walk to their exits to the playgrounds. At the end of break, the bell is rung once for children to stop and then again for children to make their way to their lines safely and sensibly.
- Appropriate school uniform, adhering to the uniform policy, should be worn at all times and children should come to school with appropriate equipment – reading books/records, swimming kits, books bags, etc.
- Children speak to and interact with all members of the school community with respect and in accordance with the school values. Adults in school will interact with each other and the children in a respectful way.

Class Cultures and Expectations

- Every class creates its own class identity, symbolised by an animal. The strengths and qualities of the animal reflect the values, behaviours and attitudes that the class agrees are important in order to work successfully together as a team.
- Class rules are generated by the pupils. They are displayed in each classroom and should be revisited regularly.
- Class teachers, support staff and pupils devise these at the beginning of the academic year. They are intended to be guidelines of positive behaviour expectations that both pupils and adults would like to see in their classroom.
- Children can earn both individual and class reward points for consistently demonstrating the agreed class rules, values and expectations. Class points are displayed prominently and contribute towards collective rewards for the whole class. When a class reaches an agreed target, they receive a shared reward, with opportunities for celebration taking place at least once every half term.
- Learning behaviours are used during teaching and learning times. Children will earn team points when they demonstrate the learning behaviours during lesson times. The team points will convert to house points. The 5 learning behaviours are
 - Active Listening
 - Perfect Partners
 - Develop and Discuss
 - Job Done
 - All on Task

It is essential that these expectations are maintained and supported by all members of staff, regardless of role within school. Every member of staff is responsible at all times for ensuring good behaviour and high expectations. This is part of our safeguarding duty.

Emotion Coaching

Check in dials are used throughout the school to support pupils in understanding, managing and reflecting on their emotions and behaviours. As part of a whole-school commitment to emotional wellbeing and self-regulation, all staff are expected to use this consistent framework when supporting pupils with emotional regulation and responding to behaviour incidents.

The check in dials provides a structured and inclusive method for helping pupils identify, understand and communicate their feelings. By categorising a wide range of emotions, energy levels and states of alertness pupils are supported to recognise how they are feeling in a safe, non-judgemental manner.

The approach encourages pupils to develop self-awareness and emotional literacy, enabling them to identify when they may need support and to access appropriate regulation strategies or tools. Staff will respond to the dials by using the Something is Wrong Board and inviting children to have a timed session in the Calm Space, as necessary. Through regular use of the dials, pupils are empowered to build their own repertoire of coping strategies, promoting independence, resilience, positive behaviour and emotional wellbeing.

Staff will display these in the classrooms, model and reinforce the use of the dials consistently across the school environment, ensuring that pupils receive clear, supportive, and proactive guidance in developing effective self-regulation skills across the school day.

Staff will use the check in dials to identify when children are needing additional support. The Something is Wrong Board will support staff in understanding why children have the feelings demonstrated. Intervention will be made where necessary when a child shows they are asking for help or to be checked in on. The implementation of the check in dials will be monitored through regular observations, behaviour data analysis and staff feedback to ensure a consistent approach is used across the school.

If a child becomes dysregulated the Star approach will be used. This is to support the adult dealing with the child to be prepared and attuned to recognise the child's feelings and emphasise with them. This is a research-based approach that shows that by empathising with the child's feelings, the adult's response should help to trigger the vagus nerve to support the calming of the stress response system.



STOP - don't act or react straight away.



THINK - what is going on for the child right now? What feeling might lay underneath the behaviours I'm seeing?



ATTUNE - yourself with that feeling by putting yourself in the child's shoes and maybe



REFLECT - What would be an equivalent situation for you that could cause you to feel that way?

Inclusion, Special Educational Needs and Disabilities (SEND)

The school is committed to providing an inclusive environment in which all pupils are valued, supported, and able to achieve success. We recognise that some pupils, including those with Special Educational Needs and Disabilities (SEND), may require additional support, reasonable adjustments, and personalised approaches to help them understand and meet behaviour expectations. Behaviour will always be considered within the context of a pupil's individual needs, developmental stage, communication abilities, and any identified barriers to learning or self-regulation. Staff will work collaboratively with pupils, parents/carers, the SENDCo, and external professionals where

appropriate to implement strategies, adaptations, and support plans that promote positive behaviour, emotional wellbeing, and successful inclusion. While high expectations remain for all pupils, responses to behaviour incidents will be fair, proportionate, and tailored to individual circumstances, ensuring that pupils with SEND are not disadvantaged and are supported to develop the skills needed to regulate their behaviour and engage positively in school life.

Whole School Rewards

The following rewards are used frequently throughout the school as chosen by the teachers.

- Verbal praise
- Stickers
- Reward by being chosen for a certificate in the weekly Celebration Assembly
- House Points
- Class Animal Team reward points
- Informing parents
- Opportunity to tell other staff. E.g Wow work Wednesday where work is shared with a member of the Senior Leadership Team.
- End of day celebrations - including certificates (EYFS/KS1) and verbal praise / class discussions in KS2

House Points

Throughout school, children collect house points by demonstrating the correct learning behaviours. All members of staff are able to give House Points.

At the end of each week in our celebration assembly, staff announce which is the winning house for their class. At the end of each half term, the winning house will receive a reward such as extra playtime, a party or a games afternoon.

Celebration assembly

Each week a Celebration assembly is held to which parents are invited. Each class teacher chooses 1 child that has demonstrated Scholes is Super.

Discouraging Poor Behaviour

All staff discourage poor behaviour in a variety of ways and are mindful of child/staff dignity and well-being when dealing with an issue. We encourage the use of low key cues to prevent the escalation of poor behaviour. It is expected that the following cues will be used frequently by adults working in the classroom:

- Tactical ignoring
- Praise and positive reinforcement
- Looking in the direction of the pupil
- Moving closer to the pupil
- Use of distraction or redirection
- Reminders to pupils/class about the rules or expected behaviours
- Adults may model the desired behaviour, eg: an ETA may sit with a child to show them what is expected
- Visual reminders for the behaviour steps may be used to support younger children or children with additional needs.

In addition to our rewards and sanctions, it is also important for staff to note changes in a child's behaviour. The changes may take a variety of forms. If anyone is concerned about a child, it is important that they:

- Liaise with the parent/carers as soon as possible
- Inform the Headteacher
- Inform the Out of School Leader if appropriate
- Monitor and record details about the child's behaviour

There may also be times when the anti-bullying policy and the school safeguarding policy may need to be consulted.

Where low-key strategies have not worked effectively and undesirable behaviour continues, there are a set of classroom steps which take place in a specific order to ensure all parties are clear on the consequences and next steps if rules and expectations are not followed.

Classroom Sanctions (see Appendix 1)

Low Level Cues: Looking in direction of child.

Step 1: Rule Reminder. Reminder of the rule that should be being followed. In a supportive and positive way. Staff will check the child's individual check-in dial to see if intervention is needed.

Step 2: Verbal warning. A clear and firm warning of why the rule needs to be followed. Staff will offer the Something Is Wrong Board to see if the behaviour is due to an underlying need or problem.

Step 3: Reflection Time. Given a short few minutes time out in a quiet space, to be calm and have a 1:1 discussion. Depending on the need of the child, this could be with an alternative adult in another space. Children should not be sent to the calm space on step 3.

Step 4: Missed play time. Some of Playtime with staff member for reflection and support. Parents will be informed.

Step 5: (or dangerous behaviour): Removal from class. Time out of class, either with a member of the Senior Leadership Team or time in another classroom so everyone can be safe and support given to address the behaviour. Meeting with parents arranged to create a personalised plan for moving forwards.

Children will have the opportunity to reset their behaviour and move down the steps if they demonstrate the understanding of what they have done wrong and put the behaviour right. This is with the support of the adult praising the appropriate behaviour.

All children's steps will be reset following morning break, lunchtime and mid-afternoon movement break.

Those children who reach step 4 or 5, will be recorded each week as a log so this can be monitored and intervention put in place proactively if this occurs regularly. Each week, children will have a discussion with the behaviour lead during Friday Reward Time to help them understand their behaviour, know clearly what expectations are and be supported for the week ahead in a restorative way.

Individual Behaviour Plans

In the case of repetition of steps 4-5 it will be acknowledged that additional support for behaviour is needed. A meeting with family will be set up and a personalised plan created to monitor and support behaviour. The plan will be led by the Behaviour Lead, with regular reviews to keep families informed.

Administration

- Staff will keep a weekly record of steps 4 and 5 received by children.
- All Stage 4 and 5s will be reported on CPOMS under the 'behaviour' category as well as any other relevant categories.
- All Stage 4 and 5s will attend a restorative session with the behaviour leader during Friday reward time and a note home will be sent. If the child consecutively attends, a phone call home will be made.

Suspension and Exclusion

When the above procedures do not prove successful (or in cases of extreme breaches of the behaviour policy), further sanction may be needed. At this point, a child may be removed from class and isolated with a member of staff. A formal meeting will be arranged as soon as possible at the Headteacher's convenience. They will have no contact with other children in school for a fixed period of time. In exceptional or repeated circumstances, verbal or physical abuse or violence can result in suspension (fixed-period) or exclusion (permanent) from school. Any suspension or exclusion should only ever be used as a last resort when all other avenues of support or guidance have been used.

We take any of the following extreme negative behaviours very seriously and they may result in working away from the classroom, suspension or exclusion:

- Verbal aggression towards another child or adult (including bullying, homophobic, racist or sexual etc.)
- Wilful and deliberate damage of school property or equipment
- Physical assault or aggression towards another child or adult

Break Times

The 5 steps will be used in the same way during playtimes to ensure consistency in the management of behaviour. Step 3 time out will be with an adult outside. Step 4 will be supported by the Senior Leadership Team so that the child can have some time away from the playtime and support to get back on track. Dangerous behaviour or incidents of purposefully hurting other children will be treated at Step 4 so that intervention can happen and the safety of everyone is ensured.

Restorative Practice

This is an approach to behaviour management which avoids shame and punitive responses, which we think are counterproductive and do not lead to learning. Pupils are given the opportunity, in a structured way, to learn from their behaviour or mistakes. Restorative practice is not a soft or easy option. Pupils reflect on the impact which their behaviour has had on other people, including teaching and support staff, and this helps them to develop empathy. They listen to the person or people they have hurt or upset and discuss the situation with them. Pupils are asked to consider their behaviour, its effect and how they can 'restore' relationships.

Use of Mobile Phones and Technology

To ensure a safe, focused and respectful learning environment, pupils are not permitted to use mobile phones or personal electronic devices during the school day. If a pupil brings a mobile phone to school—for example, for safety when travelling— it must be switched off and handed in to the school office or class teacher upon arrival and collected at the end of the day. Any device used without permission will be confiscated and returned to a parent or carer. School-owned technology must be used responsibly, following staff instructions and the school's Online Safety guidelines. Misuse of any digital device, including taking photos or recording without permission, will be treated as a behavioural concern.

Monitoring and Review

1. Every week, senior leadership meetings will have time allotted to discuss behaviour of specific children, alongside H&S and Safeguarding.
2. Each term an opportunity will be given to staff to discuss issues arising from the operation of the policy.
3. The Head Teacher will monitor the policy in practice.
4. The policy will be reviewed on an annual basis.
5. A report will be given to the Governing Body termly

Links to Other policies

This policy needs to be actioned alongside the following:

- School Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Home-School Agreement

Appendix 1

Low level reminder



Look

The adult will look in my direction to help me.

Step 1



Rule reminder

The adult will remind me of the rule I should be following.

They will look at my check-in dial and respond.

Step 2

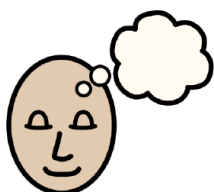


Verbal warning

The adult will give me a warning of what will happen if I choose to not follow the rule.

They will give me the Something is Wrong Board to see if there is anything that I need help with.

Step 3



Reflection Time

I will be given some time out in a quiet space or another classroom to help me make the right choice.

Step 4



Missed playtime

I will need to miss playtime to give me time to think about how I can mend my mistake.

Step 5



Removal from class

I will be removed from class and a meeting arranged with my family so I can be supported with my behaviour.