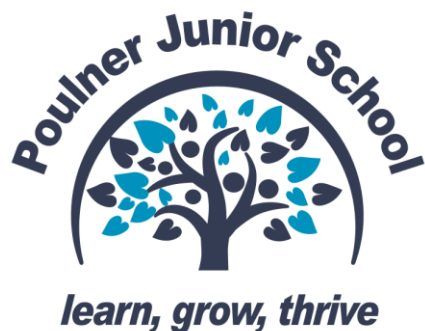




Poulner Junior School

Behaviour Policy

Written by: Mrs Jo Randall (Head Teacher)

Last updated: October 2025

Version	Reviewed	Ratified	Description of main changes	Signature
1.0	28/11/17 by S&C Committee	28/11/2017 by S&C Committee		JW
1.1	21/11/18 by JW		Inclusion of learning cogs and additional information on Learning behaviours	JW
1.2	12/2/19 by S&C Committee	12/2/19 by S&C Committee	Criteria for yellow/red cards clarified.	JW
1.3	10/8/22		Full revision of school's behaviour approach and in line with Thrive approach and high expectations	JW
1.4	April 2024	May 2024		JR
1.5	October 2025	October 2025	Updated October to reflect the agreed school stance on discriminatory lang and behaviours (Appendix F)	JR

Next Review Date: Autumn Term (2026-27)

Reviewed & Ratified by: Whole Governing Body

Review Frequency: every 3 years

Description of policy: whole school approach to behaviour policy, including anti-bullying policy

Other Documents referred to: Anti-bullying policy, Equalities Policy, Home School Agreement, Dealing with Allegations of Abuse against Teachers, Internet safety policy.

Poulner Junior School is a place where children and adults feel safe, secure and valued. We wish to ensure high standards of good behaviour throughout Poulner that encourages self-discipline and self-regulation whilst being supported by a positive and consistent approach. However, we aim to go beyond simple compliance and strive to prepare children to be independent and responsible members of the community.

Aims:

We aim that everyone involved in our school should:

- have self-respect and mutual respect for each other
- show consideration for others
- be polite and display good manners
- be honest
- display positive learning behaviours

To achieve these aims we:

- recognise and intend to develop the valued partnership between children, parents, staff and Governors
- recognise children regularly for choosing appropriate behaviour and operate a consistent sanction system
- work to build on the existing positive framework of trust and co-operation
- will ensure rules are clear, simple, appropriate and easily understood
- will strive to ensure that everyone in the school will become secure and confident with fair, consistent approaches, routines, procedures and expectations
- will support the character development of children through our HEART Behaviour and Learning Values
- will teach children to behave, both in a learning and social environment.

School Rules:

Our school rules are tightly linked to our whole school HEART Values

Honesty	Telling the truth and knowing the importance of this no matter what has happened.
Excellence	Coming to school and trying to be the very best version of themselves every day.
Attitude	Having a positive one and developing the resilience to overcome situations where they do not feel so positive.
Respect	Themselves, each other and property in their actions and in their words.
Thoughtfulness	Thinking about how they or others would feel in their situation or in any other given situation.

Expectations:

In order for every member of the school community to feel valued and respected, at Poulner Junior School we have a high expectation for all children.

In appendix A you can find a list of encouraged and prohibited behaviours. The encouraged behaviours are separated into learning behaviours and social behaviours as we look to develop children's character and cognitive ability.

Teaching Behaviour

Behaviour is never 'done'. It is an act of maintenance and constant creation. It is about doing the same good things for a very long time. We aim to 'get in front' of misbehaviour and be proactive. It is better to have a fence at the top of a cliff than an ambulance at the bottom. Children are taught how they are to behave and this knowledge is constantly revisited. This makes it easier for children to behave and hard for them not to. The 'norms' of behaviour are communicated via direct instruction, demonstration, recognising desired behaviours and consequences for prohibited behaviours. Children are to be surrounded by role models, both adults and peers, that ensure desired behaviours are heard, seen, demonstrated, encouraged and expected at all times so as to provide the social proof for positive behaviour. However, children are not just told how to behave. Expectations must be rehearsed, revisited, retrieved and reviewed.

Routines:

Children need to know what they are expected to do. At Poulner Junior School we have clearly defined routines so that children know precisely what is expected of them. This provides clarity and consistency. Routines are seen as the foundations to good behaviour. Children are taught the routines so that they become automatic and the social norm within the class is one of positive behaviour. This allows children to focus on the key element of the classroom – learning.

A list of routines can be found in Appendix B.

Hot Spots:

From time to time we have a week when there will be a focus on one particular type of behaviour e.g. coming into assembly, leaving the cleanest work station, saying please and thank you. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour. Children will not be made aware of the focus of any hot spot to negate the concern that the behaviour is important one week but not the other.

Recognitions

Children are encouraged to choose appropriate behaviour by the use of a fair and consistent recognitions and sanctions system.

We try to ensure the children have high expectations of themselves in all aspects of school life by recognising efforts in work, attitude and behaviour and promoting appropriate behaviour in lessons and assemblies. Praise is given specifically for behaving well.

These recognitions are most effective when they are unexpected and are rarely used as the motivation for positive behaviour.

Recognitions include:

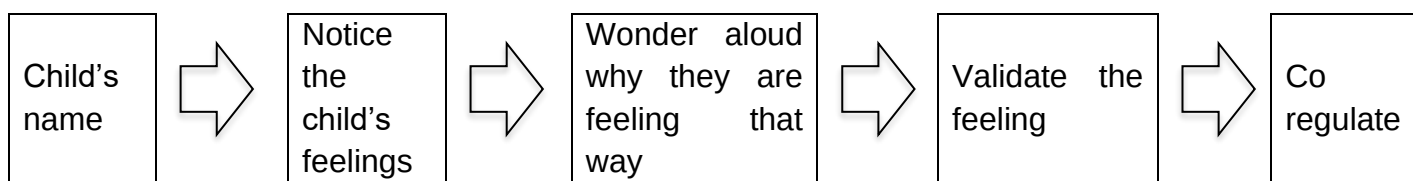
- Smiles and praise!
- Housepoints, children are awarded Housepoints for their behaviour and manners and consideration for others around the school and displaying effort in their learning. When children get enough Housepoints, they can exchange them for a reward.

- Class HEART jar, children will have the opportunity to work together to fill their HEART jar and be rewarded, once it is full, children can select an additional class reward such as parachute game time, board games, drawing, film etc.
- Class certificates are awarded in year group assemblies for achievement, progress, effort, consideration, attitude, responsibility, manners and enthusiasm in a range of subjects linked to the HEART Learning Behaviours.
- House team afternoon for the winning House at the end of each term
- Celebrating work which involved exceptional effort by showing work to other pupils, teachers or the Headteacher.
- One piece of work from each class are displayed on the Excellence Board in the school each half term.
- Whole school celebration assemblies are held every Friday and give children the opportunity to celebrate each other's achievements outside of school.
- Emails and postcards are sent home to children to praise them for good behaviour and effort with their learning. Children do not know about these until they arrive at home. This is a positive strategy to involve parents in celebrating their child's good behaviour.
- Headteacher award stickers.
- Housepoint charts are checked each term to ensure that all classes are equal in distribution.

Dealing with Unproductive Behaviour

It is important that poor behaviour is challenged and not ignored, adults should be vigilant. If there are no consequences for actions, then we teach children that their actions do not matter, that what they do does not matter and a new social norm is created. Children must be convinced that consequences will happen, and they must be redirected, supported and taught the choices available to them.

Adults will remain calm and attempt to identify the reason for the behaviour (fear of failure, difficulty trusting, difficulty seeking help, poor regulation, low levels of empathy, need for needs to be met etc). The reaction of adults can support co-regulation or cause co-escalation. The following script support with adults remaining calm and provides an auto pilot in a moment of potential stress.



Behaviour System

We operate a consistent stepped system to help children manage their behaviour. Sanctions are therefore 'signposts along the way' to help the children realise the consequences for inappropriate behaviour. Details are recorded not to humiliate the child, but to give them a visual reminder of their actions. The system starts afresh each day so the child can be encouraged to make better choices.

1. A verbal reminder to child of inappropriate behaviour.
2. The child's name will be written on the board and meet with their teacher/adult at breaktime to discuss how they have broken the behavior expectations and they are reminded of positive behavior choices. (Children will receive a new verbal warning after each break before moving down any further).

3. The child's name receives a mark against it. The child will now spend the next Lunchtime in the Consequence room. The behaviour is recorded in the consequence book.

A letter is sent to parents if they attend the Consequence room on three occasions in a half term. If a child attends the consequence room six times in a half term, parents are invited into school to meet with the class teacher and a member of SLT. Continual failure to follow the behaviour code would lead to a Behaviour IBP, or a Behaviour Diary.

A serious incident can lead directly to more serious sanctions. If a child regularly gets to step 2 and then stops inappropriate behaviour, the teacher can inform the child that they will be 'stepped up'. This means that they will go straight from step 1 (verbal reminder) to step 3 (missing break).

Sanctions

All staff aim to avoid a negative approach involving sanctions and punishments by the regular use of positive comments and rewards for good behaviour.

However, a variety of sanctions may be appropriate in different circumstances. It is made clear that the sanction is for the behaviour and not the child; it is the behaviour that is unacceptable – never the child. We also praise in public and, where possible, sanction more privately.

The line management for behaviour management is:

1. Member of staff
2. Class teacher
3. Designated member of staff (e.g. neighbouring class teacher)
4. Senior Leadership Team
5. Headteacher

Sanctions at break and lunch time:

1. A verbal reminder to the child.
2. Child stands by teacher on duty for a couple of minutes and discusses their behaviour with them, including revision of the Behaviour Code.
3. Child sent inside to Consequence room.

For displaying negative behaviour at break or lunchtime children may not be allowed to enter certain areas of the outside space for an extended period. This will then be followed by a scaffolded return to a normal outside arrangement. This may include reduced time outside or Lunch Club.

Homework Sanctions:

If homework is not completed on two occasions, the child's parents will be informed

If homework is not completed on three occasions, the child will attend the Consequence room.

Serious Behaviour Sanctions:

Certain misbehaviours lead directly to a child being taken to SLT. These include (but are not limited to) swearing at a child or an adult, refusing to follow an instruction, violent behaviour, deliberate damage to school or another person's property and incidents of bullying. This may be followed by being withdrawn from lessons for a fixed period of time.

Persistent poor behaviour or behaviour deemed serious enough to be sent directly to SLT may also lead to loss of special occasions e.g. part of a Housepoint reward afternoon or a class party. This is to deter children, and others, from repeating this behaviour.

Behaviour Chart

The Behaviour Chart is displayed prominently in every classroom and is referred to when children display negative behaviour so as children understand the certainty of consequences for certain actions. Appendix C

Restoration Meetings

When a child has displayed negative behaviour, where possible, time is found to set the terms of reintegration with peers. An adult will discuss with the child their actions, the impact of the actions and the better alternatives to avoid repetition of the mistake.

Children are asked to reflect upon the following questions:

- What went wrong?
- Why were the actions wrong?
- Why did it go wrong?
- What changes need to be made?

These discussions will usually happen in the Consequence room with a member of SLT.

The child will have to acknowledge the impact of their actions and take steps to repair any damaged relationships. An important part of this will be apologising but not just saying sorry as a learnt word but asking 'How can I fix our relationship?' This will be encouraged to happen when the child returns to their learning environment or as soon after this as suitable.

Re-establishing

As part of re-establishing positive behaviour, children are made to feel a sense of belonging and that they are still valued. Relationships are restored and an emotional investment is made. Every interaction is an intervention.

To support the child, adults will look for opportunities to 'catch them being better'. However, this is done on child's terms. For example, this may be done quietly and discretely for a child who would not feel comfortable with being praised in front of peers. It is believed that regular positive communication, with the child and parents, will reinforce positive behaviours.

Monitoring Behaviour

Attendance to the Consequence room is logged and monitored by a member of the admin team. Teachers are informed when a child has reached 3 or 6 visits in a half term.

Serious behaviour issues are logged on CPOMs.

The recording of episodes allows staff to try and identify a trend.

SEND

Research informs us that SEND children are more likely to break school rules than their peers. Consequently, rigid application of the behaviour policy would amount to indirect disability discrimination

However, expectations must remain high for SEND children as otherwise children experience a poverty of expectations, which will only exacerbate the situation. Consideration is given regarding appropriate behaviour the child is realistically capable of and reasonable adjustments are made to maintain high expectations whilst acknowledging individual differences.

Adaptations

Not all children have the life experiences that make the expectations of the school an instant achievable goal. Children with the greatest behaviour needs need to be proactively supported. However, we believe that the vast majority of children are capable of behaving well and that adapting too widely will potentially undermine the consistency of approach. Children with adaptations will generally have an IBP.

An approach of 'flexible consistency' is required for these children. The same desired expectations remain in place but different pathways are put in place to reach these expectations. Teachers become the common sense arbitrators of the policy.

Adaptations to the behaviour system are put in place to support this small number of children. Adaptations may last for a short period while the child learns the routines and expectations or for a longer period for a child with ongoing behaviour concerns.

See Appendix D for a sample of adaptations used.

Time is taken to consider what is behind the behaviour? What is the unmet need? What do we need to put in place? How can we make them feel valued? How can we provide the social proof for positive behaviour?

Children are supported to understand how they can improve their behaviours through self control, resilience, self management and impulse control.

Working with parents

Our relationship with parents and carers is fundamental to the success of our Behaviour Policy. It is hoped that we can resolve most problems with the support of the parents. Behaviour will be discussed via informal chats on the gate and pre arranged appointments. During discussions strategies, for both home and school, are suggested to intervene with the current behaviour and the child is made aware of the outcome of discussions. A method and timeframe of reviewing the intervention is also agreed. A member of SLT may attend the meeting if it is felt it is required.

Role of...

Child	• Take responsibility for own actions • Respect, support and care for each other • Listen to others and respect their opinion • Follow the rules and routines of the school • Understand the consequences of any poor choices
Headteacher	• Implement the behaviour policy consistently throughout the school • Ensure the safety, health and welfare of all children in the school • Meet the educational, social and behavioural needs of children through a carefully designed curriculum • Keep records of all reported serious incidents of misbehaviours including bullying and racism • Deploy staff to support children who find the school environment challenging • Liaise with external agencies for support

	• Report to governors on the effectiveness of the behaviour policy
Teacher	• Teach children how to behave in learning and social environments • Maintain positive relationships with children • Demonstrate consistently the positive attitudes, values and behaviour, which are expected of children e.g. thank, apologise, show kindness • Maintain high expectations of behaviour for all children • Be the common sense arbitrators of the policy • Establish a safe and stimulating learning environment • Ensure all children have a clear understanding of expectations • Praise children for displaying encouraged behaviours • Sanction prohibited behaviours in line with the behaviour policy • Must refrain from shouting at children • Listen to children and address any concerns • Be consistent and fair in expectations • Provide opportunities for children to create positive relationships • Record any incidents on CPOMs that resulted in the child being sent to SLT • Ensure parents are aware of repeated low level behaviour (three visits to consequences room in a half term) and of any serious incidents • Apply adaptations to the behaviour system to children who are identified as requiring this
Support Staff	• Demonstrate consistently the positive attitudes, values and behaviour, which are expected of children. • Maintain high expectations of behaviour for all children • Ensure all children have a clear understanding of expectations • Support children's development of behaviour skills and self regulation • Inform the class teacher of any inappropriate behaviour
Parents	• Agree to the Home School Agreement in all children's study log • Respect, model and support the aims and values of the school • Take an active interest in their child's learning and behaviour • Discuss with their children the impact of any poor choices and the alternatives that are available to them • Address any queries in regard to sanctions firstly to the class teacher, then to a member of the senior leadership team • Inform school of any concerns about their own child's behaviour
Governors	• Review the effectiveness of the behaviour policy • Seek the opinions of stakeholders on the effectiveness of the policy

Online Behaviour

If a child demonstrates poor behaviour on our school Google platform, the consequences of actions will be dealt with in line with the whole school behaviour chart.

Physical Intervention

Physical intervention is avoided whenever possible. If a child is endangering themselves, or another child or adult, it may become necessary to physically intervene. If this is the case, a record form is completed by the individual, and witnesses, and handed to a member of SLT. The incident is discussed promptly to ensure that an accurate record is ascertained and appropriate follow up is completed.

Suspension or Exclusion

In the case of suspension or exclusions the following guidance will be followed: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

The school has a firm and clear approach to the use of discriminatory language and behaviour, and this is not tolerated or accepted. The school undertakes a thorough approach to education for the children, so that all children are aware of what is and is not acceptable.

Behaviour and language that is deemed to be discriminatory against the 9 Protected characteristics will result in a suspension and follow up education for the child and family. (Appendix F)

This policy is to be read in conjunction with our anti-bullying policy which can be found on our website.

Appendix A: Behaviours

Encouraged Behaviours	
Learning	Social
Proud of achievements Eyes on the teacher when they are talking Organised workstation Maintaining a full learning pack Follow instructions Focused independent work Proactive learner e.g. self marking Active reading – ruler on text Sensible use of honesty cards Ask for support when needed Respecting school equipment Good presentation STAR listening (Sit up, Track the teacher, Ask and answer, Respect) Willing to have a go Resilience in the face of challenge Green pen to respond to feedback Supportive peer learning Make a valued contribution to co-operative work Understand that time and effort are necessary to reach goals Understands it is ok to make mistakes Positively negotiate within collaborative work Take inspiration from surroundings	Respect each other Telling the truth Manners Kind hands Smile and greet people Positive play with others No one is left out Empathy Turn taking Appreciate others around them Have fun Challenges injustice Value positive relationships Enthusiasm Adaptations in behaviour to context Speak openly with trusted friends and adults High 5
Prohibited Behaviours	
Calling out Distracting others Poor presentation Talking when others are Rough play Answering back Placing hands on others Running off Being off task Refusing to work Swinging on chairs Doodling Fiddling when the teacher is talking Writing notes Losing Learning pack equipment	Hanging around in the corridors Forgetting kit Drawing on hands Throwing things Swearing Telling lies Hurting others Verbal abuse Talking in assembly Not following routines Play fighting Deliberately damaging school equipment Stealing Discriminatory language or intentions

Appendix B: Routines at Poulner Junior School

Arrival at School

Put coat and bag in locker

Bring water bottle, pupil diary and reading book into the classroom

Set out Learning pack, pupil diary and reading book at table place

Read board for instructions and complete morning task

Choose from lunch menu on board

Read silently

Answer the register with "Good morning/afternoon Mr/Mrs/Miss _____ (for lunch I would like _____.)"

(children may respond in a different language)

End of lesson

Mark any unmarked work with an honesty card

Complete success criteria

Place book where teacher has requested

Remain in seat until asked to move

Lesson Transition

Tidy away personal resources into Learning pack

Stand behind chair silently

When asked to move, find book and new place in silence

Check for CAR – Complete with purple pen

Check for spellings

Complete DUMTUMs

Write the Learning Objective in book and read

Put down pencil etc and eyes on teacher

Coming in from the playground

Stop playing and stand still on first whistle

Return any equipment and check for litter directed by the adults on duty

Listen to the information shared by teachers and walk in calmly when the year group number is called.

Walk in a silently to the classroom

Moving around the school

Walk quietly and with awareness

Walk on the left side of the stairs and corridors

Hold doors open for each other and adults

Be thoughtful in your behaviour and use manners

Lunchtime

When called enter the school quietly and calmly with awareness

Line up silently outside the appropriate door

(Office side for hot dinners, Courtyard hall way for sandwiches)

Sandwiches to collect their lunchboxes from their classroom tubs

Enter the hall when directed by an adult

Hot dinners to queue quietly to the kitchen, those with dietary requirements to go to the front of the queue

Sandwiches to sit where directed by the adult

Eat quietly and display good table manners

Any hats or external jackets to be removed and placed over the back of their chairs

Children who are having hot dinners to put their hand up before moving on to pudding

Children to put hand up and wait for an adult's permission before leaving the hall

Children to check area for anything that needs picking up, chair under and space left tidily

Sandwiches to place their lunchbox back in the classroom tub

Hot dinners to take their tray to the clearing table and place the dirty cutlery and trays in the correct piles, clearing away any uneaten food into the bin

Children to walk calmly out of the hall and out to play

Assembly

Silently make a line at the door, girl/boy alternating

Walk silently to assembly

Stand in line in the hall

When the teacher says, turn and face the front

When the teacher says, sit facing the front one line at a time

Through out the assembly stay silently sat on the floor and eyes on the teacher

Packing away devices

Shut down the device properly

Carry to storage unit in two hands

Pass to the accompanying adult who will place in the trolley the correct way around or supervise the child to plug in

Check wire is tucked in

End of the Day

Tidy away personal resources into Learning pack

Face the teacher and remain in chair until asked to move

Stack chair

Collect belongings from lockers silently and place Learning Pack in the locker

Stand behind table with bag on the table

When asked to, formed a paired line at the door.

Appendix C: Behaviour Chart

Honesty	Telling the truth and knowing the importance of this no matter what has happened.
Excellence	Coming to school and trying to be the very best version of themselves every day.
Attitude	Having a positive one and developing the resilience to overcome situations where they do not feel so positive.
Respect	Themselves, each other and property in their actions and in their words.
Thoughtfulness	Thinking about how they or others would feel in their situation or in any other given situation.

Prohibited behaviours:

- Calling out
- Distracting others
- Poor presentation due to effort
- Talking when others are
- Answering back
- Placing hands on others
- Being off task
- Losing AfL equipment
- Swinging on chairs
- Doodling
- Fiddling when the teacher is talking
- Running in the corridor
- Hanging around in the corridors
- Drawing on hands
- Throwing things
- Not following routines

1st time: Verbal Warning

2nd time: Name on board. Speak with teacher at breaktime

3rd time: Name with mark, attend Consequence room

Prohibited behaviours:

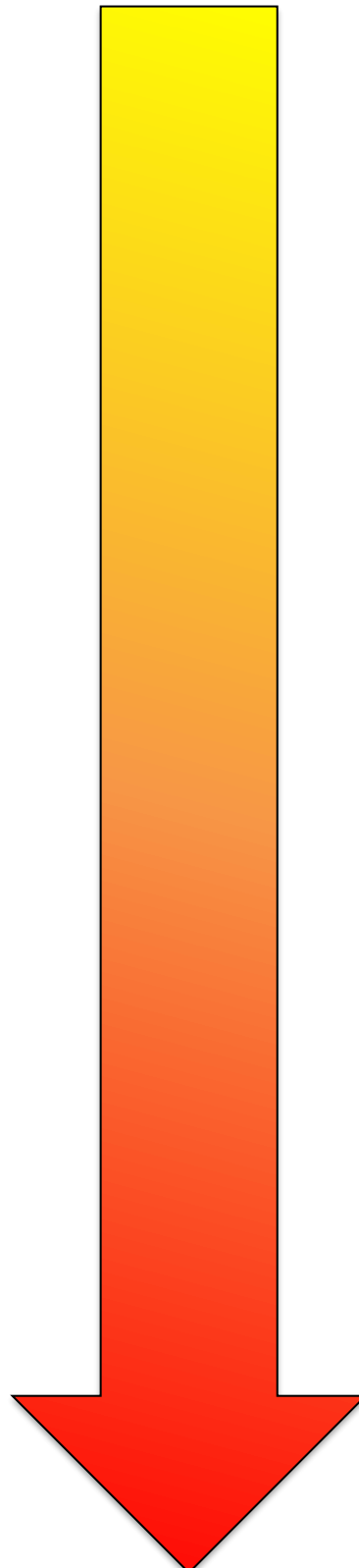
- Rough play / Play fighting
- Refusing to work
- Deliberately damaging school equipment
- Writing notes
- Swearing (non directed in the moment)
- Telling lies
- Talking in assembly
- Talking in lines
- Name calling
- Verbal abuse
- 3 x no homework
- 3 x no PE kit

Sent to Mrs Cason or Mrs Smalley, then to the Consequence room.

Prohibited behaviours:

- Running off
- Swearing (aggressively at someone)
- Hurting others deliberately
- Fighting
- Stealing
- Racism
- Bullying

Sent to Mrs Randall withdrawn from break times and/or class for a fixed period of time, loss of special occasions, and parents/carers contacted.



Appendix D: Adaptations

Fidget toys for inputs

Individual inputs

Cubes as a visual prompt linked to verbal warnings

Red/Green card for children to display emotions

Movement breaks

Brain breaks

Immediate sanctions rather than waiting for Consequence room

Immediate rewards

Time out cards with a linked safe place

Rewards linked to time on task

Marble jars for rewards

Individual reward/star charts

Contracts between child and teacher

Pride books that go home

Gratitude book

Next – Now cards

Sensory circuits / box

Choice cards

Independent work stations

Adapted seating arrangements

Appendix E

Housepoint Rewards

Any Housepoints cashed in will be taken from the child's overall total.

5 points- stationary

10 points- sweets/chocolate

15 points-15 minutes extra playtime for you and 3 friends, choice of lunchtime activity, toy

20 points- Jump the lunch queue with a friend for a week, lunchtime top table with two friends

30 points-30 minute computer time for you and a friend, special lunch with a chosen adult/teacher

40 points- Non uniform day for you and a friend

50 points- Pool party/games afternoon

100 points-Moors Valley day trip

Certificates are also given for individual children as they reach 25, 50, 75 and 100 Housepoints.

Appendix F

Addressing racism and educating generations at Poulner Junior School

Poulner Junior School is proud of its role in the community of Ringwood and Hampshire. We welcome children and families into school and feel that every child and family have a special place with us.

The school consists of mainly white, British children with similar faith and life experiences and our school does not accurately reflect the vibrant multicultural community found across the United Kingdom and the world. It is particularly important to us that we fully adopt the school's No Outsiders approach, recognising that we are 'all different and all welcome', it educates children about all 9 Protected characteristics and the legal duty to uphold these and show no discrimination.



Families of varying faiths and race can often face discrimination and highly offensive language targeted towards them and may be in person, online or through the media. We know with the ever-increasing online use, through phones, tablets, and computers that children are being exposed to highly offensive language and slurs, which are used through gaming, music and social media apps.

As a school we want to make a clear stand on the use of any discriminatory language, including everyday words or phrases that show the context and use of the word to be discriminatory against a protected characteristic.

Families sometimes say that their child did not know the meaning of a word, however with the No Outsiders taught at Poulner Infant School and other school's having robust PSHE curriculum and are strong focus on education right from the start of Year 3, our children do have appropriate education and do know that these words are not to be used ever.

We believe that families also have an important part to play in this journey of education, parents and adults in the home need to be aware of what their child is watching and listening to, and they need to be role models to the children in the way views and values are displayed.

As school leaders, SLT and Governors have decided to make a firm stance and as a result any use of discriminatory acts, language or reference using applied language (using an everyday word or phrase but in a manner that is discriminatory) will result in immediate suspension.

As a community we must stand up in support of all our community and let it be clear that there will never be a justifiable reason for racism, discrimination or abuse towards another. It is a community role that we all must play together to explain to the children that this language is so awful and disrespectful that it will never be something that can be accepted or excused.

If your child is suspended, then we will of course explain to them the reasons why. Our aim is to stand firm and clear so that children learn quickly and for those children who have been affected by other's actions and words, feel supported in school and the wider community.