

Holtsmere End Junior School is a learning environment where everyone has the right to:

- *be shown respect;
- *learn and to teach;
- *have equality of opportunity;
- *be safe;
- *be treated fairly and with kindness;
- *achieve one's potential and to have achievement recognised;
- *treat property and the environment with care;
- *make appropriate choices;
- *be listened to;
- *be treated as an individual with their own learning needs; and
- *develop one's own beliefs.

With these rights we all have the responsibility to work towards:

- *respecting the rights of others;
- *celebrating success for ourselves and others;
- *being honest and tell the truth;
- *trying the best of our ability ;
- *acting as a good role model;
- *self-regulating our learning behaviour.



Holtsmere End Junior School Behaviour for Learning in School Parent's Information Leaflet

Promoting positive learning behaviour learning

We believe the most important aspect in children feeling valued, safe and secure is the sense of connection with members of staff. Strong relationships support great learning behaviours to flourish.

The relationships between staff and children are vital: staff need to be approachable and there to help children when they need help. Staff need to be fair and consistent with children while taking into account individual needs.

Children understand that the staff member is in control at all times enabling children to feel safe.

We believe our school promotes high expectations and motivation to achieve successful learning through valuing each other, the school community and ourselves and developing self-regulation.

There are five main areas in developing self-regulation:

Recognising and celebrating success at every opportunity

Providing a secure base for all pupils (including the use of emotionally clean and well-chosen language patterns as well as maintaining an emotionally intelligent environment)

Recognising, empathising and validating young people's feelings (including the recognition of all forms of attachment)

Setting limits on what actions from our young people are appropriate (if needed)

Problem solving / solutions generation with the child/young person

The 6Rs of Learning are learning behaviours that can be isolated, practiced and honed. By focussing on and improving individual learning behaviours the learner can learn more effectively. It is our belief that the learning skills developed in this way will better equip our children for optimum learning at Holtsmere End Junior School and beyond. The 6Rs are resilience, risk, reflection, relationships, resourceful and remembering. These are taught through weekly assembly themes. The 6Rs are linked to our school values; empathy, consideration, appreciation, respect, kindness and patience.

Remembering Consideration
Risk Respect
Resilience Patience
Resourceful Appreciation
Reflection Empathy
Relationships Kindness

Any behaviour that falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The school has a clear system for this involving Stages 1 to 4. These range from a stage which is a clear verbal warning ranging to a stage 4 for serious incidents. The consequences linked to a stage 3 are a missed playtime and lunchtime to allow for time for reflection and restorative justice. A stage 4 is a very serious incident leading to a longer period of reflection of five missed playtimes and lunchtimes. If children are issued with three Stage 4 'Think sheets' in a term, the SLT will need to consider an internal or external exclusion as an appropriate consequence of the repeated serious behaviour choices being made. (See exclusion policy).

If children are repeatedly showing poor behaviour for learning skills then a daily reflection sheet could be introduced to help the child reflect on their learning and to be rewarded for good learning behaviour.