



Victoria Junior School



Parents' and Carers' Yearbook 2023 - 2024

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Proud To Be Me, Proud To Belong

Thank you for choosing to send your child to Victoria Junior School. We pride ourselves on being a caring school that places itself in the heart of the local community. Our curriculum and teaching is designed to inspire unique, independent, respectful, confident pupils who are fully prepared for the next stages of their lives.

We feel that your involvement in this process is crucial and we will provide frequent opportunities to keep you informed about the ways in which we are working with your child. We are keen to have parental involvement and if you have any time to spare to come into school and work with us, you will be made very welcome.

Our Vision

We want our pupils to be able to live fulfilled, curious and compassionate lives, and feel successful in whichever paths they choose to take in life.

We aim to do this by:

- recognising, nurturing and applying areas of excellence within a school that strives to constantly stimulate and challenge
- fostering an eagerness to find out more about the world around us
- creating a community where individuality is celebrated

Our Mission

As a school, we will:

- provide an evolving, relevant and practical curriculum that challenges all and meets the needs and aspirations of our pupils
- create opportunities to explore, question and challenge pupils' views of the world
- build positive relationships with pupils and their families so that they feel confident, safe and encouraged to grow as human beings.

Our Core Values

At Victoria Junior School, we believe that reading is at the heart of all our learning. Our additional core values are:

- Fulfilment
- Curiosity
- Compassion
- Kindness
- Honesty
- Problem-solving



School Term Dates 2023 - 2024

Autumn 2023

Monday, 4th September – INSET Day (school closed to pupils)

Tuesday, 5th September – INSET Day (school closed to pupils)

Wednesday 6th September – First day of Autumn Term

Friday, 20th October – INSET Day (school closed to pupils)

Monday 23rd October to Friday 27th October – Half Term

Monday 30th October – First day of Autumn 2

Thursday 21st December 2023 – Last day Autumn Term (school closes at 2pm)

Friday 22nd December 2023 – Christmas holidays

Spring 2024

Monday 8th January - First day Spring Term

Monday 12th February to Friday 16th February – Half Term

Monday, 19th February – INSET Day (school closed to pupils)

Tuesday 20th February – First day of Spring 2

Friday 28th March 2024 – Last day Spring Term (school closes at 2pm)

Friday 29th March 2024 to Friday 12th April 2024 – Easter holidays

Summer 2024

Monday 15th April - First day Summer Term

Monday 6th May 2024 - May Day Holiday (school closed)

Monday, 24th May – INSET Day (school closed to pupils)

Monday 27th May to Friday 31st May – Half Term Holiday

Monday 3rd June – First day of Summer 2

Wednesday 24th July 2024 – Last day Summer Term (school closes at 2pm)

Thursday 25th July 2024 – Summer holidays

Staff List 2023 - 2024

Headteacher

Mr D Lee

Deputy Headteacher

Mrs S Wolczynski

Lower School Phase Leader

Mrs C Seevakreedam

Upper School Phase Leader

Mrs S Barnham

Year 3

Elm Class: Mrs C Seevakreedam

Oak Class: Miss S Pretty and Mrs C Minto

Ash Class: Miss J Rowe

Teaching Assistants: Mrs C Minto, Mrs R Stevens and Mrs A Sumar

Year 4

Beech Class: Mrs M Lever and Mrs A Ahmed

Ebony Class: Mr A Farmer

Rowan Class: Mr J Robertson

Teaching Assistants: Mrs N Zend and Mrs S Azavedo

Year 5

Magnolia Class: Miss S Ubhi

Willow Class: Mr D Tavey

Holly Class: Miss E Gregory

Teaching Assistants: Mrs D Wright, Mrs V Fitzpatrick-Browne, Miss G Hanvey, Miss L Shea and Mrs R Alaeddine

Year 6

Laurel Class: Miss H Trew

Cherry Class: Mrs S Barnham

Chestnut Class: Mrs F Principe

Teaching Assistants: Mr T Hemmings, Mrs R Martin, Mrs F Jabakhil and Miss R Motherway

PPA Teachers

Mrs S Chaabane

Primary PPA Cover (External Agency)

Inclusion Lead

Mrs J Lewis

Parent Support Worker

Mrs R Begum

Sports Coach

Mr T Hemmings

Sport Impact (External Agency)

Play Therapist

Miss T Mtonga

Speech and Language Therapist

Miss J Khurana

Lunchtime Supervisors

Mrs D Wright (Lead Supervisor)

Miss A Clements

Mrs V Fitzpatrick-Browne

Mrs J Richardson

Mrs A Sharma

Miss E Sutch

Mrs N Zend

Miss L Shea

Office Staff

Miss C Morris

Miss D Huddy

Miss A Clements

Breakfast Club

Miss L Shea

Caretaker

Mr B Chahal

Cleaners

Mrs J Field

Be Clean (External Agency)

The School Day

Breakfast Club is available to pupils and staff from 7:45am. The last time for entry into the club is 8.15am. There is no charge for breakfast club.

The formal school day at Victoria runs from 8.40am to 3.15pm.

Time	Event
8.40am	Gates open
8.55am	Gates close
10:45am	Lower phase break begins
11:00am	Lower phase break ends
11.00am	Upper phase break begins
11.15am	Upper phase break ends
12.15pm	Lunchtime for all starts
1.15pm	Lunchtime for all ends
3.13pm	Gates open for the end of the day
3:15pm	Teachers dismiss pupils

Teachers will dismiss pupils to their parent or carer from their classroom doors at 3:15pm. If another adult is collecting your child, please let your child's class teacher know.

Pupils in years 5 and 6 only are permitted to go home on their own. Parents and carers need to write a letter of permission and agreed by their class teacher before doing so.

If a child is not collected or does not have permission to walk home alone, a member of staff from the year group must take them to the office and inform office staff who will then contact parent or carer.

Break times

Children attending junior school do not receive free fruit for break times, so please send in a piece of fruit or another healthy snack for children to eat during morning break. Over the course of the year, the school are looking to re-establish the Fruit Shop, where your child can buy a piece of fruit for 20p.

Please also provide your child with a named water bottle.

During the summer months, please make sure that your children wear suntan lotion.

Lunchtimes

Children are given the option of a hot school meal provided by Chartwells, or bringing in their own packed lunch and drink. If you wish for your child to have a hot school meal, these will need to be ordered and paid via ParentPay.

Packed lunch boxes should be of a reasonable size and clearly marked with the child's name. We promote healthy eating at Victoria and would like to see well-balanced and nutritious packed lunches and of course – no sweets please. Children having a packed lunch can also bring in an extra bottle of water or fruit juice to have with their lunch, but we do not allow energy drinks or fizzy drinks to be brought in.

Personal Possessions

Please ensure that children do not bring precious or valuable possessions to school. Any such items are brought into school entirely at your own risk.

Educational Visits

At the start of each school year parents and carers will be asked to sign a consent form for their children to be taken off site for local visits within one mile, eg. church, local area, etc. All other outings need specific consent forms to be completed by the parent or carer. No child is allowed on a trip unless the parent or carer's consent has been given. Some visits may ask for payments. These are optional, but trips may have to be cancelled if payments are not given.

Extra-curricular activities

We offer a wide variety of extra-curricular activities after school, ranging from academic, to creative and sports. Letters will be sent home each term and require a small payment in order to allow them to run. If you require any information on clubs, speak to the office, or visit our website.

Swimming

Pupils attend swimming lessons in Year 4 at Hanworth Airparks Leisure Centre. This is organised by the year group team and letters will be sent out.

Assemblies

Pupils attend phase assemblies in the mornings. Lower phase is on Monday and Thursday, whilst Upper Phase is on Tuesday and Friday. There are also year group and class assemblies. These are thematic and support the pupils' personal, curricular and safety development.

Our Curriculum – Know more, Remember more, Do more

Our Intent

The Curriculum team's vision is that our pupils should be ambitious, lifelong learners beyond the school day who can retain, use and apply their learning effectively. We want our pupils to be able to communicate confidently, and to be proficient readers who are excited about what they read and are keen to share their thoughts with others. We want our pupils to be secure in key mathematical skills and be able to apply these to different situations. We want pupils to be able to look ahead to the future, and embrace and accept individuality. We want pupils to be proud of our community, and to take pride in being a member of Victoria Junior School.

We have bought into "The Essentials Curriculum" by Chris Quigley and will adapt this format, as well as ideas from staff and pupils, to build knowledge and skills throughout the curriculum. Pupils will develop their skills over phases – Lower Phase (3/4) and Upper Phase (5/6). We intend to provide a coherent, structured, academic curriculum that is rich in cultural capital and community awareness, so that pupils develop a greater depth of understanding. It is imperative that learning must not be rushed, and will involve a high degree of repetition in different contexts so that knowledge enters pupils' long term memory. If all the core knowledge is acquired quickly, teachers will create opportunities to develop extended knowledge.

Our Implementation

Our curriculum is designed with the input of staff and pupils, as well as using The Essentials Curriculum. We believe that topics should be relevant to pupils living within our community, and should equip them with the skills and knowledge to be able to retain, use and apply their learning effectively.

Phases work together to develop long and medium term topic plans for learning that provide pupils with planned repetition, interweaving of skills throughout the curriculum and opportunities for frequent retrieval. Topics should be of interest to pupils within our community, and focus on developing the skills for progress from The Essentials Curriculum. On Wednesday afternoons, we hold "Enrichment Wednesdays", where pupils and staff complete projects and activities based on our Core Values. These aim to provide our pupils with a range of skills and opportunities outside of the academic curriculum.

Teachers initially plan daily lessons using the aims from the National Curriculum. The milestones for progress in The Essentials Curriculum form the objective for the lesson which allows teachers to fully focus on planning differentiated activities that develop skills and knowledge within each subject.

Our Impact

Research demonstrates that learning may not be immediately visible. Therefore, our assessment processes take into account regular monitoring including book-looks, informal and formal assessments, conversations with pupils and staff as well as learning walks, observations and data scrutiny. Our primary aim is that pupils are provided with opportunities to be ambitious, lifelong learners beyond the school day who can retain, use and apply their learning effectively so that they have the skills and knowledge to become happy, responsible and successful adults. This is primarily demonstrated through conversations with pupils, as well as evidence from books and assessments.

Communication

At Victoria Junior School we believe that good communication between school and home is essential. Listed below are the systems that are in place to ensure good communication between school and parents and carers.

The School Office

The school office is staffed from 8:30am to 4:30pm. It would be appreciated if telephone calls and enquiries could be made between these hours. The Office staff will ask about the nature of your issue, and, if appropriate, will take a message for the relevant member of staff to call you back. An answer phone is in operation at all other times or if the office is busy; this is regularly monitored.

To assist our busy office, please:

- Return permission requests to your child's class teacher
- Ensure that school meals are ordered and paid for on time on Parentpay
- Inform the office of changes of address or telephone numbers, as well as information about medical requirements

Home School Agreement

This is an agreement between parent, child and school where everyone's responsibilities and expectations of each other are set out. We expect all parents and carers to sign and return the agreement and abide by the points set out within it. This can be found at the end of this yearbook.

School Planners

All children are expected to read daily and parents or carers are encouraged to record their child's reading in the Reading and Homework Planner.

Homework is set weekly for all children to complete.

Curriculum Information

Detailed curriculum information will be provided at the start of term when you will be invited into a parents' phase curriculum meeting. Further curriculum information is available on our website.

Parents' Consultations

You will have the opportunity to make an appointment to meet with your child's teacher in the Autumn and Spring terms. These meetings will give you the opportunity to discuss targets and progress with the class teacher.

The Autumn term meeting will give you the opportunity to discuss how your child has settled in, whilst the Spring term meeting will look in more detail at the progress your child has made in their class work.

Reports

In July, you will receive a written report from your child's class teacher along with their grades in reading, writing and maths. Included will be an attendance report.

School Letters and Newsletters

You will receive information about trips, clubs and other events via letters from your child's class teacher, year group leader or the Headteacher. Letters often have a reply slip on the bottom so please check book bags regularly for any notes from the school to avoid missing out on any trips organised.

You will also receive a weekly newsletter via email which provides information about events in school and dates for your diary. The school website will also be regularly updated.

School Gateway

At Victoria Junior School, we use School Gateway to communicate with parents and carers. School Gateway allows us to send emails and text messages, as well as notifications and messages to users who have downloaded the app.

Meetings with School Staff

There may be times when you need to discuss a particular issue that cannot wait for the next parent teacher consultation. Please do not wait; you can either arrange to see your class teacher for a short meeting before school or at the end of the school day, through the office. Alternatively, if you wish to email the Inclusion Manager, you can at message the school using SENenquiries@victoria.hounslow.sch.uk.

School Website

Our school website is reviewed regularly with dates, events and information and is a good way to keep up-to-date with what is happening at Victoria Junior School.

ParentPay

Victoria uses ParentPay to allow parents to pay for school lunches and school trips, as a highly secure payment site. It gives you a history of all the payments you have made and emails a receipt of your payment to the email address you register. It also offers you the ability to set automated email / SMS payment reminders, and gives you the freedom to make payments to Victoria Junior School whenever and wherever you like.



What your Child Needs in School

School Uniform

We are proud of our school and encourage the children to wear our school uniform:

- A maroon sweatshirt or cardigan with the school's logo
- Grey or black trousers or shorts
- Grey or black skirt or checked summer dress
- Pale blue or white polo shirt or blouse
- Black school shoes, trainers or sandals

Jeans, leggings and platform, high-heeled or backless shoes should not be worn to school.

There is no need to wear make-up to school, and for safety reason, false nails should not be worn.

Sweatshirts and cardigans with the school badge on may be purchased from school.

Good quality second hand uniform is also available.

PE Kit

On PE days, we ask pupils to come into school wearing their PE kits.

They will need:

- tee-shirt (white)
- either burgundy or black shorts, or a black tracksuit – not leggings
- white or black trainers
- a named PE bag

No logos or highly visible branding on any clothing please.

Jewellery

Please do not send your child to school wearing jewellery unless it is for religious reasons. If your child has pierced ears then they should only wear small studs.

For safety reasons, children must not wear jewellery during PE lessons, unless for religious reasons when it should be covered. No jewellery at all is permitted during swimming and children are required to wear a swimming hat.

All school uniform and PE kit should be clearly named.

Attendance and Punctuality

Regular attendance and punctuality are very important and we hope that we can work with parents to instil good habits. For children to gain maximum benefit from school it is essential not only that they attend every day, but that they are in good time to listen to the instructions for the day.

If your child is absent from school please either telephone, call in to the office or send a note in with a sibling to notify the school on the first day of the absence. If you do not contact the school, we will call you on the first day of any absence.

Frequent absences or lateness are taken very seriously and will be investigated by the school Education Welfare Officer.

Any absence for which no explanation is given will be recorded as unauthorised absence.

We are required to report absences to the Department for Education and to publish attendance figures in annual report to parents each year.

If you need to collect your child during school hours, please come to the school office and your child will be called over. It is extremely important that you sign your child out and in again if you return your child to school later on the same day.

No child is allowed to leave the premises unless collected by a responsible adult.

If you require a Leave of Absence for your child from school, then please complete a request form with the relevant details and supporting evidence, to which then it will be considered by Mr Lee when granting leave.



Inclusion, Safeguarding and Welfare

Inclusion

At Victoria we believe that the curriculum should provide relevant and challenging learning to all children. We ensure that our curriculum provides suitable learning challenges for all children, responds to pupils' diverse learning needs and overcomes potential barriers to learning and assessment for individuals and groups of pupils. Our inclusion leader and team will work with children and parents to ensure that all children are given the support and challenge to achieve their full potential. If you have any questions about your child's development, SEN, gifted and talented or EAL needs, then please book an appointment with Mrs. Lewis.

Medical Needs

Children who are unwell in school or who sustain minor injuries will be dealt with by the Welfare Assistant during school hours or by the Meals Supervisors during the lunch hour. If a child receives any injury which we feel needs further treatment, or is too ill to remain in school, parents will be contacted either by text or phone call.

If the incident is considered an accident, the member of staff who has dealt with the accident is required to investigate and fill out an accident form. This will then be handed to Miss Morris who will take the next steps.

Medication

The school has a 'Treat at the Scene' policy. Which means that Asthma inhalers and Epipens are kept in the medical box in each year group and children can access them if needed, for example during PE lessons. The boxes will be taken onto the playground during break times and lunchtime.

Other prescribed medication such as Ritalin and Insulin, etc, are kept securely either in the school office or in the welfare room. Type 1 Diabetics can test their blood sugar levels whenever they need to.

If a child requires prescribed medication to be administered to them during the school day, then parents are required to write a letter giving permission for the medication to be given. Please refer to the Health and Safety Policy for further details.

Parents and carers are responsible for replenishing their child's medication and checking the use by dates.

All medication is taken to the swimming pool and on school trips.

For all healthcare needs, each child has an awareness poster kept in the welfare room. Staff must make themselves aware of these children, and have their information in their planner so that they can inform other members of staff about the pupil's needs if they will be away from their class. Health Care Plans must also be read by staff who are responsible for those pupils.

Pupil Care and Wellbeing

It is expected that staff will maintain a professional relationship with children and families at all times and conduct themselves in a proper and acceptable way in their dealings with children.

Staff must exercise judgement in deciding upon the difference between open, honest, friendly and caring involvement with children based upon trust and good humour, against over-familiarity

which might lead to a breakdown of what is universally accepted as appropriate staff / child relationships.

At times, an adult may need to make physical contact with a child dealing with first aid matters or when comforting a child who is in distress. The school accepts this as normal practice. However, staff must not place themselves in a position where accusations of improper conduct could be made.

An adult of the appropriate sex and in the presence of a second adult may carry out any examination of a child who is hurt or injured which may be of an intimate nature. The Headteacher should be informed immediately. The better preferred course of action in this instance would be to phone the parent to request they attend to deal with their child's injury.

Teachers need to exercise extreme caution in placing themselves in any situation with children where accusations of improper conduct could be made.

Child Protection

At Victoria Junior School safeguarding and child protection underpin everything we do. To protect pupils in its care and to comply with the recommendations of the Department for Education, the school will take any actions that it feels it needs to do, this may include referring concerns about the welfare of pupils to Children's Services - Social Care Department.

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been written and decided by the Local Safeguarding Children Board. If you want to know more about these procedures, please speak to the Headteacher or read the Child Protection Policy available on the website.

Behaviour

At Victoria Junior School we aim to instil and promote good behaviour and learning behaviour in all members of the school community. All children are made aware of our school rules and we have set systems for dealing with unacceptable behaviour. You will find a copy of our Behaviour Policy towards the back of this yearbook.



Our objectives are:

- To foster positive caring attitudes towards everyone, showing respect for each other and acknowledging and valuing all achievements.
- To communicate effectively with those around them and globally, and to contribute proactively to shape their community.
- To enable each person to accept responsibility for his/her own behaviour by encouraging independence and self-discipline.
- To have a consistent approach to behaviour management throughout the school with the co-operation and involvement of children and their parents.
- To enable pupils, staff and parents to have aspiration and to use initiative, developing a common sense of purpose.
- To make boundaries of acceptable behaviour clear and ensure safety.

At Victoria we make all children aware that bullying is unacceptable. Any instances of bullying will be dealt with by the class teacher initially. Please see our Behaviour Policy.

Concerns and Complaints

If parents have any concerns about their child or a school issue, they should first speak to the class teacher. If the class teacher cannot resolve their concern, then an appointment can then be made to see a member of the Senior Leadership Team. Any issue that cannot be resolved through discussion with the Headteacher can be passed on to the Governing Body. Our complaints procedure is available on our website.



Reminders for Parents

1. Please treat teachers and other staff with respect for their care and responsibility towards children (any form of aggression towards them will not be tolerated).
2. Please treat all other parents and carers respectfully and in the manner in which we ask the children to behave in school.
3. As children are always in close proximity, we ask you to ensure the nature of your conversation is appropriate for children to hear.
4. Remember to act respectfully towards the school, staff and other parents when using social media (photos taken at any school event are not permitted to be uploaded to any social media site if the photo contains children other than your own).
5. Parents and children are not permitted in the staff car park unless authorised to do so.
6. Smoking, and the use of e-cigarettes or chewing gum, are not permitted on any part of the school site at any time (indoors and outdoors). We also ask that you do not smoke directly outside of the school.
7. For safety reasons, children **MUST** get off their scooters and bicycles before entering the school gate.
8. Apart from guide and assistant dogs, dogs are not permitted onto the school site without prior permission.
9. Please obey the local parking restrictions that apply in the areas near to the School. Parking is not permitted directly outside the School - even for a short period.



Victoria Junior School

Behaviour Management Policy



1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and Consequences**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, around the school, in assemblies and at break and lunchtimes
- Non-completion of classwork or homework
- Swearing
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Leaving the classroom without permission
- Leaving the premises

- Aggressive swearing
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Any article a staff member reasonably considers not appropriate for a child, including knives and other weapons

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 *The governing body*

The governing body of Victoria Junior School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body of Victoria Junior School will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

5.2 *The headteacher*

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body of Victoria Junior School giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and Consequences are applied consistently.

5.3 *Staff*

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The class teacher has responsibility for dealing with misbehaviour of pupils in their class. They can draw on support from SLT and SMT for serious misbehaviour. The senior leadership team will support staff in responding to serious misbehaviour incidents.

It is the responsibility of the class teacher to liaise directly with parents/carers about the behaviour of pupils. If a parent/carer asks about the behaviour of their child refer them directly to the teacher who has had responsibility for them that day.

5.4 *Parents*

Parents are expected to:

- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils at Victoria Junior School are expected to:

- behave in an orderly and self-controlled way
- show respect to members of staff and each other
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times
- accept consequences when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school, including when on-line.

7. Recognitions and Consequences

At Victoria Junior School we use a range of recognitions and consequences to improve behaviour:

Positive behaviour will be rewarded with:

- Praise
- Informal feedback, letters or phone calls home to parents
- Special responsibilities/privileges
- Recognition assemblies for school
- Weekly Newsletter slot to recognise pupils fulfilling our school core values
- Headteacher and class teacher awards
- Stickers and certificates
- Congratulations Wall

Victoria Junior School uses the following consequences in response to misbehaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- One to one discussions, letters or phone calls home to parents

Victoria Junior School uses the following consequences in response to serious misbehaviour:

- Discussions with the pupil and family
- Agreeing a behaviour contract
- Work with a teaching assistant
- Internal exclusions
- Suspension (to be made by SMT only)
- Formal Exclusions (to be made by SMT only)

All serious misbehaviour must be reported on CPOMS.

8. Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

9. Malicious allegations

Where a pupil makes an accusation against a member of staff, including through social media, and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Complaints Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Behaviour management

Our aim is to have behaviour management that is so good that it is invisible. Pupils behave well because they want to and see the value in their work, not because of promises of rewards or consequences. Pupils view staff as fair and decisive. As a result, they make excellent progress academically, and staff feel confident and unstressed.

11. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They consistently will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

12. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

13. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils and may be returned to parents.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (Mrs Lewis) will 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 to create the plan and review it on a regular basis.

15. Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Please refer to the Transition Policy.

16. Training

Our staff are provided with training on managing behaviour as part of their induction process. Key members of staff are trained in proper use of restraint.

Behaviour management will also form part of continuing professional development.

A staff training log is completed termly and reported to Governors.

17. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Resources Committee and the Full Governing Body of Victoria Junior School annually. At each review, the policy will be approved by the headteacher.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy
- Transition policy
- Complaints policy
- Staff Yearbook
- Parental Yearbook
- SEND Policy

SCHOOL'S AGREEMENT

Proud To Be Me, Proud To Belong

Victoria Junior School is committed to working in partnership with parents.

Our Vision

We want our pupils to be able to live fulfilled, curious and compassionate lives, and feel successful in whichever paths they choose to take in life.

We aim to do this by:

- recognising, nurturing and applying areas of excellence within a school that strives to constantly stimulate and challenge
- fostering an eagerness to find out more about the world around us
- creating a community where individuality is celebrated

Our Mission

As a school, we will:

- provide an evolving, relevant and practical curriculum that challenges all and meets the needs and aspirations of our pupils
- create opportunities to explore, question and challenge pupils' views of the world
- build positive relationships with pupils and their families so that they feel confident, safe and encouraged to grow as human beings.

Signed: *D.Lee*

Date: June 2023

(On behalf of the school)

PARENTS' AND CARERS' AGREEMENT

Proud To Be Me, Proud To Belong

Home and school have a joint responsibility for my child's education, and I agree to do all I can to promote good relationships and mutual respect. I will:

- make sure my child arrives at school suitably dressed and on time
- make sure my child attends school regularly and provide a note of explanation for any absence
- make sure my child has a good night's sleep and breakfast
- avoid taking holidays during term time
- encourage and promote the love of reading at home and school, and emphasise the value of reading as an adult
- encourage my child to have a positive attitude towards school, work and others
- make every effort to attend parents' consultations and other meetings important to the education of my child
- support my child's learning at home by supervising homework as and when set, and provide the best possible working conditions
- make the school aware of any concerns or problems which might affect my child's work or behaviour
- support the school's aims, policies and guidelines for behaviour and work with us to support your child
- inform the school immediately of changes to details of address, telephone number or emergency contacts

Signed: _____

Relationship to Child: _____

CHILD'S AGREEMENT

Proud To Be Me, Proud To Belong

I will:

- attend school regularly and on time
- treat other people as I like to be treated and follow the school's behaviour policy
- join the school in celebrating and enjoying the benefits of reading
- do all my classwork and homework as well as I can and challenge myself
- be polite and helpful to others
- take good care of the equipment and building
- be friendly, kind and respectful to all
- celebrate the differences between us all

Child's Signature: _____