

## **Junior School Behaviour, Rewards and Sanctions Policy**

**This policy applies to all pupils in the Infant and Junior School, including the EYFS.**

### **Rationale**

The overall purpose of this policy is to promote good relationships between all members of the school community. This Policy is intended to apply both on and off school premises to the extent that the behaviour has an impact on the school or the wider community. All school staff have a duty of care to the pupils in their charge and to that extent this policy must be followed. The teacher in charge of EYFS behaviour and sanctions is Mrs Leslie.

### **Aims**

- To create an environment which encourages and reinforces good behaviour
- To make boundaries of acceptable behaviour clear and ensure safety at all times
- To encourage pupils to have high expectations of their own behaviour
- To raise awareness of appropriate behaviour, promoting this through positive reinforcement
- To encourage consistency of response to both positive and negative behaviour throughout the school
- To assist in the forming of positive relationships within the school community and ensure that all pupils and staff respect each other
- To encourage the involvement of both home and school in implementing this policy

### **Values**

Our school values are consideration, cooperation, courage, creativity, determination, honesty and loyalty. These are articulated throughout the school in assemblies, House Meetings and by staff and pupils' words and deeds. The Junior School Council reviews 'Our School Commitments' annually and shares this with all members of the school community, and displays it in all classrooms – in the Infant and Junior School. We seek to promote respect, fairness and social inclusion for all. We do not tolerate any form of discrimination, harassment or bullying and seek to ensure that all pupils feel happy, safe and secure. (See our Anti-Bullying Policy). Through the school curriculum, values and attitudes are taught, as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

### **Roles and Responsibilities**

Ultimately, the responsibility for the management of positive behaviour lies with the Head of the Infant and Junior School. However, we believe that every member of the school community has an important role to play in creating a positive learning environment. It is particularly important that all adults working in the school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is observed. They will:

- Provide a positive role model for pupils and each other at all times
- Make clear their expectations of behaviour
- Encourage pupils to take responsibility for their own actions and associated behaviour
- Treat all pupils fairly and with respect and apply this policy consistently
- Provide a stimulating, safe and pleasant learning environment

- Set out and use guidelines and sanctions clearly and consistently
- Seek to form a good relationship with all parents of pupils to demonstrate a common aim
- Provide opportunities for pupils to take responsibility
- Encourage pupils to take care of school property, their own and that of others
- Praise good behaviour, privately and publicly
- Liaise with other staff to ensure effective and consistent monitoring of pupil behaviour

Pupils will also be required:

- To treat others, including all adults in the school, with respect
- To listen to and follow the instructions of all school staff
- To observe the uniform code
- To take care of property, including the natural environment, in and out of school
- To co-operate with other pupils and staff
- To do their best to contribute to a positive learning environment and allow others to do the same

### **Unacceptable Behaviour**

Unacceptable behaviour includes bullying of any sort (see Anti-Bullying Policy), damage to any property be it of the school, staff or other pupil, offensive language, behaviour which puts themselves or others at risk and any behaviour which disrupts the smooth running of the school community.

Any misbehaviour involving drugs will be dealt with using the School's Drug Policy.

### **Expectations and Rewards**

It is known that positive encouragement promotes good behaviour and raises self-esteem. Staff will endeavour to acknowledge good behaviour, through descriptive praise, positive feedback and appropriate use of rewards, such as stickers, stamps and merits. Merits are House Points and are awarded for:

- exemplar behaviour,
- showing and upholding the school values and our Growth Mindset bricks,
- academic success and progress relevant to the individual pupil.

Praise Postcards and Star of the Week – both of which are recorded in the Book of Achievements by the Head - are used to acknowledge exceptional learning based on the individual pupil, and when pupils exhibiting the school values above and beyond what is normally expected. These are announced in school assemblies.

Expectations concerning behaviour in school will be maintained and modelled by all members of staff. The Word of the Week is drawn from the school ethos and values, FBV and Growth Mindset, and is examined in the weekly assemblies and House Meetings. Notable national and international events are noted in assemblies and House Meetings. The girls' achievements, academic, extra-curricular and achievements outside of school, are celebrated in assemblies. The school also values greatly the standards of behaviour set by positive and inspirational role models in the local, national and international community.

### **Sanctions**

Where pupils choose to display poor behaviour, agreed sanctions appropriate to their age and behaviour will be applied fairly. These sanctions are intended to deter repetition of the behaviour and help pupils to learn that consequences follow actions. Where the misbehaviour is exhibited by a pupil with Specific Learning Difficulties and/or Disabilities, the SENCo will liaise with those staff concerned to ensure that reasonable adjustments are made for this pupil, if appropriate.

Corporal punishment is not used or threatened in any part of the School, including the EYFS; guidance is given to all members of staff on the circumstances in which physical intervention is allowable – see Safeguarding Procedures.

A staged approach will be used, with each stage being part of a consistent and progressive response to pupil behaviour which does not meet expectations:

### **Stage 1**

Individual staff will address minor behaviour problems through one-to-one discussion. This may result in an informal verbal warning, which should clearly indicate the consequences of no change in behaviour or repetition.

### **Stage 2**

Repeat offenders will be given a “time-out” sanction, from a minimum of 5 minutes to a maximum of 15 minutes, to be taken during lunch break. Pupils on a “time-out” will sit in silence in a supervised area. Staff will liaise with the Head of the Infant and Junior School to ensure a consistency of approach. Each incidence will be recorded, by the teacher, by email to the Head of the Infant and Junior School.

### **Stage 3**

Persistent repeat offenders will be sent to the Head of the Infant and Junior School and their parents will be informed. It may be deemed appropriate to issue a report card, at this stage, to enable behaviour to be monitored with the pupil and parents and targets set for improvement.

### **Stage 4**

In extreme cases of unacceptable behaviour, the Head of the Infant and Junior School may issue an internal exclusion. In accordance with the GDST Exclusions Policy, a pupil may be excluded for a fixed period of time and/or permanently for:

- A serious breach of the rules
- Non-payment of fees
- Where there have been repeated minor breaches of the rules and a pupil has not responded to other sanctions or pastoral support
- If, in the Head’s considered opinion, the behaviour of parents is unreasonable and is likely to affect adversely the pupil, or other pupils or staff, or is likely to bring the School or the Trust into disrepute.

### **Recording**

A factual and non-judgemental record is kept of all significant pupil interviews and parent contacts on pupil and parent contact forms, copies of which are shared with appropriate staff and kept on the pupil’s file.

### **The role of Parents**

We value the strong links we enjoy with parents and seek to maintain good communication between home and school. The Code of Conduct is published in pupil planners and in the classrooms, and the school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation and to agree a plan of action, within the terms of this policy. Parents have a right to raise a complaint under the school’s Complaints Policy.

Responsibility: C Hald	Updated: September 2017	Review: September 2018
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