

Junior School Behavioural Policy

(To be read in conjunction with the whole school behavioural policy)

This policy includes girls in the Early Years Foundation Stage 3-5 years and also applies to the extended care in school.

We expect every member of Junior School to behave in a considerate way towards others. The girls in Junior School are aged from 3 to 11 years old and therefore different strategies are necessary to enable girls to understand their boundaries. We strive to encourage good behaviour through positive reinforcement whilst at the same time structuring expectations that are fair and consistent.

School Rule: Be Kind – this is reinforced regularly through aspects of the PSHCE curriculum, for example during Circle Time and Assembly.

Our underlying principle is to encourage, praise and reward good behaviour. When our expectations are not met, we deal with the matter fairly and firmly.

We aim to foster an ethos which ensures that all members of the School community may achieve their full potential both academically and socially, demonstrating respect and tolerance for others.

All girls have a responsibility to:

- Work to the best of their ability.
- Show respect and consideration for all members of the School community, including teachers, other staff and all girls through their behaviour and language.
- Take proper care of books, equipment and the School environment generally.
- Accept and support this code of behaviour.

The School defines acceptable behaviour to include the requirements to:

- Be courteous, co-operative, helpful and considerate to others.
- Be punctual for School, including for registration, lessons and other activities.
- Behave in a manner which contributes to a positive learning environment.
- Wear proper School uniform.
- Respect each other and appreciate everyone, regardless of race, background, religion, lifestyle, ability and physical characteristics.
- Honour all commitments freely undertaken.
- Respect the School environment and the property of others.

Rewards and Sanctions

Rewards for good behaviour:

- Verbal praise from staff.
- Comments in the Home-School Diary for parents to read.
- Recognition of achievements in extra-curricular activities during assemblies e.g. contributions to the House Point System.
- EYFS/Key Stage One – Immediate teacher/practitioner approval, vocal praise, smile, sticker. Contributions to the House Point System.
- Key Stage Two - House Points awarded for good conduct, acts of kindness or demonstrating initiative or community spirit in action in school. The House with the highest number of points each week is congratulated in Assembly and awarded a cup and rosette. All House Points earned are counted towards the weekly, end of term and annual House cups.
- Teachers award individual stickers e.g. good table manners or being kind to a classmate.
- Praise from Head Teacher.

Sanctions for poor behaviour:

- 1 Girls may be asked to move position to be near a teacher or away from others if they are not listening or giving a task attention.
- 2 Some of the following procedures may apply for minor misdemeanours e.g. not listening, forgotten homework, making inappropriate comments:
 - Verbal disapproval e.g. *'Please don't do that.'*
 - A reminder about the behaviour e.g. *'I've told you before that...'*
 - Ask for an explanation
 - Ask for an apology
 - Bring up issues in circle time
- 3 A House Point can be lost (signed into Home-School diary) for unacceptable behaviour. Persistent losses will be reported to the Phase Leader and parents.
- 4 After three house point losses within a half-termly period (record and date losses in home-school diary) **a full day's break times will be lost and Phase Leader will be informed.** If this occurs again (after a further three house points are lost) the Head Teacher will be informed.
- 5 The Head Teacher speaks to the child **and informs the child's parents in order to arrange a meeting** to discuss the unacceptable behaviour and further action.
- 6 After the meeting with the Head Teacher, the girl will be monitored using a Behaviour Booklet. Parents and School will work together in partnership to support her to improve her behaviour. The system will be reviewed after an agreed period of time.
 - The girl may continue to be monitored using the behaviour booklet
 - Will have improved and no longer require the booklet.
 - If behaviour **doesn't improve, internal exclusion will apply.**
 - Serious misconduct may lead to fixed-term or permanent exclusion.

- 7 Serious incidents will be dealt with by the Head Teacher immediately.
- 8 Some girls with specific difficulties find it hard to behave. If a girl's behaviour gives cause for serious concern, we can give additional in-school support from the School Nurse. Girls with specific needs or disabilities will be considered on an individual basis.
- 9 EYFS practitioners will judge the needs of individual cases and adopt appropriate strategies. Individual Behavioural Plans and Individual Play Plans may be drawn up, in consultation with parents. Any meetings with parents to discuss behavioural problems will be recorded and passed on to the EYFS Leader and Deputy Head.

Teacher's Role

- We will praise and reward the positive and be consistent.
- Circle Time is used as a vehicle to encourage good behaviour and discourage poor behaviour.
- The staff member present deals with poor behaviour in the first instance. In the case of specialist staff, all instances of poor behaviour are reported back to the class teacher.
- There is open dialogue with parents. Class teachers keep them informed of good behaviour and poor behaviour.
- A brief conversation is all that is required in class for any age of pupil. A follow up discussion may be needed at the end of a lesson or before break time.
- Girls will follow School rules.
- All staff have high behaviour expectations and treat all girls fairly and equally.
- Staff draw attention to good behaviour to provide a model for others.
- No girl should ever be sent to stand outside a classroom or to face a wall.
- We never use physical punishment and girls are never threatened with this.
- We will only use physical restraint to prevent physical injury or serious damage.

Role of the Head Teacher and Deputy Head

- The Head Teacher, Deputy Head and Phase Leaders act in a supportive and advisory role to staff and should be kept fully informed of concerns.
- There will be an annual report to the Headmistress using monitoring and feedback from staff, pupils and parents, on any required changes to the policy or procedure.
- Parental meetings will be arranged in accordance with the policy.

Role of parents

We work collaboratively with parents to ensure that girls receive consistent messages about how to behave at home and at school. Parents can help by recognising that an effective behaviour policy requires close partnership between parents, teachers, key practitioners and girls. Teaching and learning cannot take place without sound discipline.

We expect a high standard of uniform, including PE kit, and ask for parents' support in ensuring their daughter is correctly dressed. The correct school uniform is detailed in the Parent Information Booklet. Parents will be contacted if girls fail to wear the correct uniform

Other policies that directly influence this policy include:

Teaching and Learning Policy, Assessment Policy, Anti- Bullying Policy, Health and Safety Policy and Foundation Stage Behavioural Policy.

Reviewed August 2016
Next Review Date **August 2017**