REVIEW DATE	September 2026
NEXT REVIEW DATE	September 2027
POLICY OWNER	Assitant Head Pastoral
AVAILABLE TO	Staff and Parents

NEWCASTLE HIGH SCHOOL FOR GIRLS

GDST

GIRLS' DAY SCHOOL TRUST

Behaviour Policy (Junior School)

Introduction

Newcastle High School endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility.

Policy Aims

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures.

Roles and Responsibilities

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior and Junior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour and the pupils who exhibit such behaviour, ensuring that this happens fairly and consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is Mrs Lucy Franks-Doyle Deputy Head Pastoral in the Senior School, Mrs Louise Staimand, Junior Assistant Head Pastoral, and Mrs Louise Gibson, EYFS Lead.

All staff have a responsibility to:

- Provide a safe, welcoming environment.
- Place the emphasis on learning and teaching.

- Ensure pupils follow the school expectations during lessons, in corridors and in free time.
- Recognise, praise and reward appropriate behaviour.
- Ensure early intervention in cases where behaviour falls below the expected standard.
- Take responsibility for any misbehaviour initially – seeking support/advice when required.
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to consider where appropriate the circumstances/ needs of the pupil.
- Work in partnership with parents and guardians
- Model behaviour they want the girls to adopt, for example using a quiet and calm approach.
- Teach the pupils to say sorry, please and thank you, negotiating to solve problems and carefully tidying resources.

Pastoral Support Framework: Monitoring, Support and Intervention

Through the pastoral and guidance systems the school has staff (class teachers, teaching assistants, Assistant Head Pastoral, Deputy Head) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

Pastoral teams also monitor and analyse attendance and behaviour data regularly by at individual, group and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

Pupils with SEND and Additional Needs

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

Any necessary sanction will be considered in relation to a pupil's individual needs, and reasonable adjustments will be made where appropriate.

Partnership with Parents

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues.

Approaches will include:

- Phone calls
- Emails
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home school agreement
- Invitations to agency meetings
- Follow up & routine communication.

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's behaviour and education.

Newcastle High School for Girls Code of Behaviour for Pupils

Expectations

At Newcastle High School for Girls (NHSG), we have high standards and clear expectations of how you should behave in and around school. We expect you to:

- Be courteous, co-operative, helpful and considerate towards other pupils, staff and visitors or other persons within and outside the school premises.
- Show, through your behaviour and language, respect and consideration for all members of the school community and appreciate everyone regardless of race, background, religion, lifestyle, ability, and physical characteristics.
- Behave helpfully and responsibly.
- Respect the right of others to hold their beliefs and opinions.
- Be punctual for registration, lessons and other activities.
- Work to the best of your ability and behave in a manner which contributes to a positive learning environment.
- Help to prevent all forms of bullying.
- Behave with health and safety of others in mind.
- Wear correct school uniform or adhere to the right dress code.
- Respect the school environment and the property of others.
- Adhere to other relevant codes, such as the ICT Acceptable Use Agreement, Equality, Diversity and Inclusion Agreement, and Anti Bullying Policy.

These expectations are underpinned by our core school values:

1. Creative
2. Caring
3. Composed
4. Communicative
5. Courageous
6. Confident
7. Curious
8. Collaborative

Positive Behaviour and Rewards

At NHSG, we would like our pupils to be motivated by their own goals. The reward system should be seen as a recognition of this internal motivation, rather than the driving force behind it.

NHSG recognises the efforts and achievements of its pupils in a variety of ways. The culture is a supportive one in which participation is valued as highly as excellence, such that one leads to the other in all manner of fields. You are encouraged to stretch yourselves and are congratulated when doing so. Personal and team achievements are regularly mentioned in whole school assemblies and other smaller forums.

We appreciate the age and stage of our pupils in terms of their personal, social and emotional development and their language skills. There is additional guidance for EYFS staff in supporting the behaviour of our youngest pupils in a positive way throughout Nursery and Reception.

Formal rewards are issued on an individual basis as follows:

1. The House Point system identifies the particular skill/quality/value you have demonstrated on a particular occasion.

2. Commendations build upon the House Point system and are awarded for consistently praiseworthy behaviour/effort.

These individual rewards then feed into a collective rewards system, linked to the form class and House system.

House Points

Our House Point system in Junior School seeks to promote and celebrate the development of our core whole school values as well as underpinning the 8 C's within Junior School.

- Creative
- Caring
- Composed
- Communicative
- Courageous
- Confident
- Curious
- Collaborative

Merit	What they might be awarded for?
Creative	An outstanding creative response in any subject.
Caring	Caring for both others and yourselves with integrity. For example, supporting a friend who is struggling, being a buddy to a new pupil, supporting a charity event, supporting the local community.
Composed	Showing resilience in responding to a setback.
Communicative	Putting forward an argument in a clear and constructive manner. Listening attentively and having an appreciation of the views of others. Actively contributing to lessons; delivering presentations; showing parents around school on open days etc.
Courageous	Trying something new or having the strength of character to do the right thing. Embracing new opportunities. Learning from setbacks that are encountered. Having a sense of justice and standing up for others in face of adversity.
Confident	Speaking in a whole school assembly; excellent homework or classwork; putting yourself forward to take on additional responsibilities etc.
Curious	Extending your learning beyond the classroom. The ability to be motivated by long term goals and seek out new knowledge independently of your lessons.
Collaborative	Excellent teamwork on a group endeavour. Supporting a community event such as a stall in the hall activity or House event.

Teachers can award house points by giving house point tokens. Tokens are collected in the classrooms and then brought to assembly on Monday mornings. The House Captains collect the tokens and put them into the display unit outside the Junior School Hall.

In EYFS house points are noted and shared through Tapestry.

Class teachers will keep class records of the house points awarded to the individual girl.

Commendation Pyramid – Individual Rewards

If a certain number of house points are awarded, girls will move up the rewards pyramid throughout the year through a series of commendations. At each point, parents will be alerted that you have achieved a commendation, and these achievements will also be celebrated in Key Stage or Whole School Assemblies:

Number of House Points	Commendation	Reward
10	Bronze	Postcard sent home by Class Teacher.
25	Silver	Breaktime hot chocolate with Assistant Head Pastoral and certificate presented in Key Stage Assembly. The Assistant Head Pastoral will arrange specific dates in each half-term for the Silver breaktime.
75	Gold	Privilege Pass awarded by Assistant Head Pastoral and presented in whole School Assembly. Privilege to be arranged with Assistant Head Pastoral.
100	Platinum	Lunch with Junior Head. Award at Prizegiving.

When pupils achieve a Gold Commendation, they can choose which Privilege Pass they would like to use in discussion with the Assistant Head Pastoral.

Collective Rewards

As well as individual rewards, there will also be termly rewards for collective achievements:

Group	Reward
Class	The class which attains the highest number of house points overall each term will be given the option of choosing one of the following rewards. The class must decide upon which reward they want through a democratic process: • having a form time hot chocolate one morning • sit where you wish to in lessons for a day (KS1 and KS2) • extended playtimes
House	The House which attains the highest number of house points each term will be rewarded with the honour of the House Cup.

Class awards will be awarded to the class with the highest average house points across the half term. These will be calculated by the class teacher and sent to the Deputy Head by the arranged date for the half term.

House Awards will be calculated by the House Captains by calculating the average number of house points per house.

Awards will be calculated on a specified date in the second last week of each half term and rewards will be arranged for the final week of each half term.

Negative Behaviour and Sanctions

Alongside our rewards system, we have sanctions. Whilst we would always hope to promote positive behaviour primarily through praise and encouragement, age-appropriate discussions between pupils, there are also certain behaviours that will not be tolerated in school that require further approaches.

We discuss girls' behaviour with parents in an open way and comments and conversations about behaviour are reported on school monitoring systems. Early intervention is key with girls of a young age and contact with parents will be made by the class teacher to discuss any concerns or observations surrounding negative behaviour and attitudes.

Corporal punishment, humiliation or insults are never used as behaviour management strategies.

When unacceptable behaviour is observed we intervene in a calm way, using age-appropriate language to state that the behaviour is inappropriate, give a simple explanation and offer an alternative choice. We describe the consequences of behaviour (e.g. when you say unkind things to your friend it is upsetting).

When we talk to girls about their behaviour we keep this separate from them as a person meaning that we never label girls as mean or naughty but instead describe the behaviour we have observed and its impact on other people.

Approaches to behaviour management are consistent and discussed between staff teams. Where further particular strategies are needed to support individuals these are discussed as a team and will be shared with parents. These may include but are not limited to: closer monitoring by staff and additional support in the classroom or other areas of school, sticker charts, social stories and small group activities.

Unacceptable behaviour disrupts or impacts on the learning or welfare of other pupils, or on the maintenance of health, safety and discipline within the school community. It may take place inside or outside of school. Negative behaviour is reported to parents via phone, email or face to face meetings.

Bullying is an example of unacceptable behaviour. When incidents of bullying do occur, they are investigated thoroughly, and stronger action is taken to deal with those responsible and to support the person or persons targeted. All incidents of unacceptable behaviour are reported to the Class Teacher so that behaviour can be monitored, and action taken. Serious or persistent misconduct is reported to the Assistant Head Pastoral, Deputy Head, Head of Junior School.

When our expectations are not met, we can also use a range of sanctions and strategies to encourage pupils to understand the effect of their misconduct and to behave responsibly in the future. Whilst it is impossible to describe or predict every possible scenario and sanction, a rough overview of the hierarchy of sanctions is set out below:

Possible Sanctions
Being spoken to your Class Teacher/being moved in a lesson, etc
No lunchtime play, being spoken to by the Assistant Head Pastoral, contact made with parents. Deputy Head and/or Head informed.
Being placed on Behaviour Report, checked weekly by the Assistant Head Pastoral.
Removal of a privilege e.g., participation in trips
Internal suspension, fixed-term exclusion
Permanent exclusion

Demerits

Demerits are used to encourage a positive approach and attitude towards school rules and regulations and are issued in Years 5 and 6 as part of transition into Senior School.

A warning/discussion with a teacher would usually occur before a demerit is issued.

The first sanction most likely to be received is a verbal warning from the member of staff.

Demerits may be given for the following reasons:

Demerit Type	Example
Homework	Failure to submit homework on time in LKS2 and UKS2
Behaviour	Talking when the teacher is talking, rudeness, low-level disruption etc.
Mobile Phones	Not handing in a mobile phone to Mrs Croce (Junior School Secretary) [this may require further sanctions]
Eating	Eating in corridors or drinking (except water) outside of the Dining Hall/playground at appropriate times
Chewing Gum	Chewing gum anywhere in school
Other	Any other behaviour that a member of staff deems unacceptable

Staff will discuss any uniform infringements and lateness directly with parents.

Staff will explain the reason for the demerit to the pupil and discuss appropriate future behavour and actions with the pupil.

Staff will record a demerit on CPOMS and email the parent explaining why the demerit has been issued.

Demerits do not cancel out house points (or vice versa).

If you are given five demerits for five separate misdemeanours, e.g., one for homework, one for chewing gum, one for mobile phone etc., this will trigger missing a lunchtime play.

If you are given a demerit for the same misdemeanour on two separate occasions, e.g., demerit for behaviour, this will automatically trigger five demerits and a missed lunch playtime.

Missed Playtime

Five Demerits in a term will result in a **missed lunch playtime,** which runs from 12.30-12:55pm (KS1) or 13:00–13:25pm (KS2) and takes precedence over any other activity except scheduled peripatetic Music lessons. Parents will be informed.

Assistant Head Pastoral or Deputy Head will oversee lunchtime detentions in The Conference Room.

More Severe Sanctions

More severe sanctions are also available. These are applied when there has been a persistent and flagrant breach of the school's expectations. They may also be applied when a pupil has not responded to the other steps taken to correct and modify their behaviour, or where the misconduct is of such a serious nature that the immediate resort to severe sanctions is appropriate.

These more severe sanctions include:

- Being on report
- Internal suspension
- Removal of a privilege (e.g., participation in trips/participation in PE matches)
- Being placed on a Home-School Agreement
- Fixed- term exclusion (in line with GDST Exclusions Policy)
- Permanent exclusion (in line with GDST Exclusions Policy)

Removal From the Classroom

Removal from the classroom is a serious sanction which will be used only when absolutely necessary as a response to serious misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom. If a pupil is removed, they will be taken to the

Assistant Head Pastoral or Deputy Head, who, will issue a suitable supervision programme. The time out of the classroom will be determined by age and misbehaviour. Work will be issued by class teachers to be completed by the pupil under supervision by a member of the pastoral team.

Serious misconduct which may lead to more serious sanctions, including fixed term or permanent exclusion, includes but are not limited to:

- Breaches of the Anti-Bullying policy
- Breaches of the ICT Acceptable Use Agreement
- Breaches of the Equality, Diversity and Inclusion Agreement
- Violence or physical abuse
- Threatening language or behaviour or intimidation towards any member of the school community
- Theft
- Academic dishonesty (cheating, copying, colluding)
- A build-up of incidents over time which constitute, in the judgement of the Head, a repeated flagrant breach of the school's working ethos, rules or behaviour code
- Bringing prohibited items into school.

It is impossible to say exactly what serious sanction would be given for each misdemeanour, as this will involve a number of factors including context, previous sanctions, frequency, etc.

Screening, Searching and Confiscation

The school acknowledges its duties and responsibilities under the applicable legislation and guidance in respect of screening and searching pupils, and confiscating items.

School staff may search your clothing, bags or lockers without consent for any prohibited or banned items.

Prohibited items, which may not be brought into school include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Other dangerous items which may cause injury to any person or damage to property.

Banned items in school are mobile phones, vapes and chewing gum. This process will be governed by internal procedures and will only be undertaken by authorised staff in accordance with the recommended Department of Education procedures. The school may give due regard to police involvement or initiating safeguarding processes as appropriate.

As a general rule, school staff can seize any prohibited or banned item found as a result of a

search, and any item, however found, which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty when it is reasonable to do so.

Any search for a prohibited or banned item will be recorded on CPOMS and parents will be informed.

Staff Support and Development

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Head of Junior School, Deputy Head and other pastoral staff, regular pastoral meetings and periodic staff training.