



## Croydon High School GDST Junior School Behaviour Policy

**Responsibility:** Head of Junior School

**Last Review:** September 2023

**Next Review:** September 2024

### **Aim**

The aim of this policy is to create and preserve an environment that is a safe, happy and respectful place in which to learn and work. We believe that encouraging a sense of community and belonging is central to achieving this. We expect the high standards of behaviour that are needed to ensure that our community allows all its members to feel safe and secure. Positive behaviour is promoted at our school as the norm. We strive to develop this behaviour throughout our teaching and pastoral care.

Positive behaviour:

- Allows all members of our community to feel safe and secure
- Encourages mutual respect for other people, possessions and beliefs
- Promotes the physical and mental wellbeing of all members of our community
- Encourages the children to develop self-control and to take responsibility for their own actions
- Ensures equity for all members of our community

### **Related Documents**

This policy operates in conjunction with:

- The School's Safeguarding and Child Protection Policy and GDST Safeguarding Procedures;
- Anti-Bullying Policy;
- GDST Inclusion Policy;
- GDST Exclusions Policy;
- GDST Acceptable Use Agreements;
- GDST Equal Opportunities Policy, and;
- GDST Drugs Policy.

### **Legal/guidance framework**

- Behaviour in Schools: advice for headteachers and school staff (July 2022)
- Keeping Children Safe in Education (September 2022)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)

- Use of reasonable force; advice for head teachers, staff and governing bodies (July 2013)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)

### **Code of Conduct**

All members of our community are expected to follow the Junior School's Code of Conduct which comprises the following:

1. We are kind and respectful to others.
2. We look after our school and equipment.
3. We listen to our teachers and other girls.
4. We never hurt others.
5. We include others in our games.
6. We always say 'Please' and 'Thank you.'
7. We are grateful.
8. We are truthful.
9. We try to be our best.

Pupils should recognise that bullying can take many forms (both in -person and online) and can be based on prejudice or discrimination. The School has an Anti-Bullying policy which should be read in accordance with these behaviour expectations. Any actions taken by pupils when outside school, which have in-school consequences for their wellbeing or behaviour (or that of their peers) will be addressed by the JLT and may result in sanctions.

The Code of Conduct and an explanation of our rewards and sanctions will be shared with pupils at the start of each new academic year. New pupils will be apprised of the same as and when they join us. Regular training for staff will be provided (in the form of INSET sessions or staff meetings) to ensure that all staff are confident in using the school's approach and following this policy.

### **Roles and Responsibilities**

The members of staff with day-to-day responsibility for behaviour management in the Junior School are the Head of Juniors and the lead practitioner in EYFS.

All staff in the Junior School have a responsibility to:

- Provide a safe and welcoming environment;
- Be role models for positive behaviour;
- Ensure pupils follow our Code of Conduct in all areas of the school and at all times of day;
- Recognise, praise and reward positive behaviour;
- Ensure early intervention in cases where behaviour falls below the expected standard;
- Ensure sanctions are applied consistently, are proportionate to the nature of the incident and take into account any relevant background context and the specific needs of each child, and;
- Work in partnership with parents and guardians.

All staff should recognise:

- that continuing disruptive behaviour might be the result of unmet educational or other needs, in which case a multi-agency assessment may be appropriate; and

- that some children may adopt challenging, abusive or disruptive behaviour as a result of abuse.

In any such cases, staff will provide support and intervention, and make referrals as appropriate and in accordance with the School's safeguarding procedures.

### **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.

### **Rewards**

Rewards are awarded for demonstrating positive behaviour and showing admirable respect for our Code of Conduct. Examples of such behaviour include:

- Caring for other pupils;
- Using one's initiative to look after the school environment;
- Doing the right thing when others are not;
- Showing a high level of resilience when finding something challenging; and
- Showing outstanding levels of effort.

### **Rewards include:**

- Verbal recognition and encouragement;
- House Points;
- Celebration certificates awarded in weekly celebration assemblies;
- Telephone calls/emails to parents;
- Formal Prize Giving;
- Meeting with and recognition from JLT; and
- In EYFS, use of individual 'Positive Jars' and 'Positive Stickers';

House Points are recorded by class teachers. Any achievements, trophies or certificates which are won in any activity are passed to the Head of the Junior School for recognition and presentation in assembly.

### **Sanctions**

The School is responsible for managing children's behaviour in an appropriate manner. Corporal punishment is never used or threatened.

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act and our policy is made in accordance with "Use of reasonable force (July 2013)" non-statutory Government guidance.

All School staff members have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable adjustments will be made for disabled children and children with special educational needs. The

degree of force used should be the minimum needed to achieve the desired result. The school will record any significant incident in which a member of staff uses force on a pupil and will report any such incident to the pupil's parents as soon as practicable after the incident.

Behaviour	Sanction
<p><b>Minor/Low-level Behaviour</b></p> <p>Persistently talking/shouting out in class            Disrupting behaviours that stop others from learning            Not following instructions            Rudeness            Shouting in the dinner hall            Failing to follow expectations for lining up</p>	<p>1st time in a day: Pupil reminded of expected behaviour.</p> <p>2nd time in a day: Pupil is warned of consequences of behaviour.</p> <p>3rd time in a day: Parents to be contacted by the class teacher. Behaviour to be recorded on CPOMs. In KS1 and KS2, a Behaviour Slip (Appendix 1) will be sent home in the Homework Diary. In EYFS, parents will be spoken to at the end of the day.</p>
<p><b>Moderate/Serious Behaviour</b></p> <p>Physical contact - hitting, kicking etc.            Bullying            Malicious damage to property            Behaving in a dangerous manner            Anything illegal (e.g., theft)            Abuse of staff - physical, oral or written            Swearing</p>	<p>Any such incident must be referred to a member of the JLT. The Head of Junior School will be informed.</p> <p>A member of the JLT will investigate thoroughly and a fair and proportionate sanction will be imposed and communicated to all parties involved, including the parents of the pupil involved.</p> <p>In the Junior School, we use restorative practice to minimise repetition of poor behaviour and to repair relationships damaged by the behaviour.</p> <div data-bbox="491 1487 1166 1957" data-label="Image"> </div> <p>Possible sanctions include:</p>

Behaviour	Sanction
	<ul style="list-style-type: none"> <li>• An in-school detention;</li> <li>• Loss of privileges such as lunch-time playtime;</li> <li>• A written or formal apology;</li> <li>• Suspension, and;</li> <li>• Possible exclusion.</li> </ul> <p>Incidents involving moderate or serious behaviour need to be fully documented by staff on CPOMs (our academic and pastoral information portal) and escalated to a member of the Junior School Leadership Team.</p> <p>Issues which may affect the wider year group will be considered with classes in Form Time and/or PSHE lessons.</p>
<b>Academic</b>	<p>Pupil will be kept in at break-time to complete work to a satisfactory level.</p> <p>Pupil will be asked to complete outstanding work at home by a deadline set by the class teacher.</p> <p>If a pupil is kept in at break-time to complete work three times in a half term, the class teacher will contact parents.</p>
Insufficient effort Missing homework	

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy and Safeguarding Procedures.

#### **Policy Review Date**

This policy will be reviewed in September 2024 by the Head of Juniors and Assistant Head (Pastoral & Outreach) to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current Department for Education advice and guidance.

Appendix 1 – Behaviour Slip

Name.....	Class.....	Date.....
Behaviour:		
<input type="radio"/> Persistent talking or shouting out		
<input type="radio"/> Disruptive behaviour		
<input type="radio"/> Not following instructions		
<input type="radio"/> Rudeness or unkindness		
<input type="radio"/> Inappropriate behaviour in the dinner hall		
<input type="radio"/> Failing to follow expectations for lining up or moving around the school		
The above behaviour has been dealt with at school today. This slip is for your information only. Please would you sign below to acknowledge receipt of the slip. Thank you for your continued support.		
Signed (by parent or guardian) .....		