



South Hampstead

*Junior School*

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GDST

# Behaviour Policy

*Junior School & EYFS*

UPDATED BY

Ms Zoë Brass (Deputy Head, Pastoral)

LAST REVIEWED

December 2018

NEXT REVIEW DATE

September 2019

#### ETHOS OF THE JUNIOR SCHOOL AT SOUTH HAMPSTEAD

We believe that a community functions best if there is mutual respect between all members and an agreed code of conduct providing the background against which all aspects of school life may flourish. We expect the girls to abide by these principles, but, equally, encourage them to develop as independent thinkers and learners, making considered judgements about all aspects of life. We expect parents and teachers to work closely to ensure that pupils uphold these values and act as positive role models to reinforce our expectations.

## AIMS

All members of our community will:

Be understanding of the feelings and needs of others.

- Develop a responsible and independent attitude towards her role in the community.
- Develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour.
- Learn to have respect for others and to behave courteously towards all.
- Contribute to a safe environment.

## EYFS

The Junior School behaviour policy applies to girls in the EYFS. The named person who is responsible for behaviour in the Foundation Stage is the Head of the Junior School, Mrs Gabrielle Solti, who works closely with the Foundation Stage Co-ordinator.

## GENERAL PRINCIPLES

We operate a positive whole school approach to behaviour management which has high and non-negotiable expectations of all within the school community.

The following golden rules form the basis of everything that we do. These are displayed prominently throughout the school.

- 1 Do be kind and helpful – don't hurt people's feelings, be polite
- 2 Do be gentle – don't hurt anyone
- 3 Do listen – don't interrupt
- 4 Do work hard – don't waste your or other people's time
- 5 Do be honest – don't cover up the truth
- 6 Do look after our property and our environment – don't waste or damage things

## Implementation

### BEHAVIOUR AROUND THE SCHOOL

We believe that the school should be a calm, orderly place at all times and therefore the children should:

- Move around the school quietly, showing consideration for others including holding doors open for each other and adults.
- Don't run and keep to the left when walking up or down the stairs
- Knock and ask for permission to enter another class or office
- Smile at other people and greet people they know as they pass.

### CLASSROOMS

At the beginning of each new academic year the class will negotiate a set of **CLASS RULES** with their teacher. These are clearly displayed in each room so that parents and children know what is expected.

Children in all classes are expected to abide by the Golden Rules in addition to their class rules to ensure that all children have an equal opportunity to maximise their potential. Teachers will also display and discuss the acronym **THINK** (Is what you say True, Helpful, Inspiring, Necessary or Kind? If not, don't say it.)

No child is allowed to stay in a classroom unless accompanied by an adult or with special permission.

### PLAYGROUND

Children should ensure they follow the golden rules and in particular:

- Children may only go to the toilet with permission from an adult on duty.
- Girls should not be excluded from games if they ask to join in.
- Girls should use TAG (see anti-bullying policy) and try initially to sort out their own disagreements before asking for an adult to intervene.
- When the bell is rung at the end of play, girls are expected to stop and wait to be told to go in.
- Any accidents should be reported to the adult on duty.
- Ensure that lost property is collected and rubbish is disposed of appropriately.

## WET PLAY

During wet play, girls will:

- Remain in their classrooms unless otherwise directed.
- Only involve themselves in activities that have been approved by the class teacher using agreed resources.
- Not climb on furniture.
- Abide by classroom rules.

## LUNCH

- Girls to follow the instructions of the Year 6 girls about when to enter the dining room and which queue to wait in.
- Girls to place their plates and cutlery on the trolleys at the end of their meal.
- Girls are expected to talk quietly with the girls on their table and while in the queue.

## UNIFORM

We expect a very high standard of uniform, including PE kit, and ask for parents' support in ensuring their daughter attends school correctly dressed. The correct school uniform is detailed in the Parent Information Handbook and is available on the website. If girls fail to wear the correct uniform, parents will be contacted.

## FIRE

On hearing the fire alarm, girls are expected immediately to become silent and follow the member of staff responsible for them out into the playground via the exits clearly indicated in each classroom or shared area (e.g. the hall). They then line up on the road outside each building in silence while registration is taken and remain silent until told by their teacher or the Junior Head.

## ICT

Girls are expected to follow the ICT code of conduct at all times. No girl should use a computer without adult supervision.

## START/END OF THE SCHOOL DAY

(See Pupil Supervision Policy for further information)

- No girl must enter the school building until 8.25am and must wait outside with a parent/carer before this time.
- Girls are expected to be in their classroom in preparation for registration by 8.45am. Girls who miss registration must report to the office to sign in before going to their classroom.

- Girls who are not collected at the end of the day by an adult, will wait with their teacher. They will then be brought to Reception in No 5 to wait until they are collected. Only girls in Years 5 & 6 may walk home on their own and they can do so, if the school receives notification in writing from their parents. .

## REWARDS

Our reward system is based on our behavioural ethos and encourages the children to take responsibility for their actions and learning. The following rewards are given to children:

- Formative assessment including specific use of praise (see assessment policy) identifies what children have done well in all aspects of their learning.
- House points for girls in Years 1 – 6 should be given frequently for any aspect of school life that deserves praise. This includes positive behavioural choices as well as academic or extra-curricular achievements. Four 'Houses' exist in the school. At the end of each term, the winning House is recognised
- In Reception girls are recognised for any aspect of school life that deserves praise.
- In addition to house points, class teachers can operate their own reward systems e.g. marbles in the jar, stickers.
- Good work/positive attitude is recognised in weekly achievement assemblies.
- Comments to parents via homework diaries, reports and meetings with parents.
- Recognition of achievements in extra-curricular activities during whole school assemblies.

## SANCTIONS

We expect staff to ensure they have time to listen to children and value their contributions to all aspects of school life. Any sanctions will be decided upon taking into consideration the context for the individual pupil concerned, particularly with respect to any specific learning difficulties they may experience (in line with Schedule 10 of the 2010 UK Equality Act). The expectation and action taken for such pupils' behaviour will take into account their specific areas of disability and need. An understanding of the pupil behind the behaviour is key to our behaviour strategy for all pupils and will always be part of the consideration when deciding how best to respond. There should not be any unacceptable, or excessive punishments including punishments intended to cause pain, anxiety, humiliation, corporal punishment, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents, requirement to wear distinctive clothing as a punishment, or locking in a room or area of the building.

Where children fail to adhere to one of the golden rules, staff will proceed in the following ways:

- The staff member will make it clear that it is the behaviour that it is being criticised, not the child.
- Specific comments will be addressed to those responsible (not to the whole group).
- Staff will always attempt to ascertain the facts before taking further action.
- Staff will reprimand pupils in private rather than public whenever possible.
- The class teacher, or adult supervising, will deal with the incident initially.

For minor misdemeanours e.g. not listening, forgotten homework, making inappropriate comments to another child, some of the following procedures may apply:

- Verbal disapproval e.g. "Please don't do that.", "I disapprove of that behaviour"
- A reminder about the behaviour e.g., "I've told you before that....;"
- Separate children or child from object of bad behaviour
- Ask for an explanation
- Ask for an apology
- Ask for a written apology/letter
- Move child to work elsewhere
- Stay behind after a session
- Stay behind at playtime/lunchtime
- Meeting with child/parents/teachers
- Bring up issues in circle time/PSHCE

### PLAYGROUND INCIDENTS

The playground supervisors will deal initially with the incident and talk to those involved. They will follow up the incident by passing on any necessary information to the class teacher.

### FOR SERIOUS MISDEMEANOURS

For more serious incidents e.g. a physical attack on another child, ongoing bullying or where behaviour is consistently poor, the Head of the Junior School will be informed. After consultation with the member(s) of staff concerned, she might:

- Ask the staff member to continue monitoring and dealing with the issue.
- Talk to the child herself.
- Talk to child's parents herself.

Disciplinary action, in line with the sanctions described in this policy, will be taken against a pupil if it is discovered that they have

made a malicious accusation against a member of staff.

In very serious cases, the Head of the Junior School, after discussion with the Headmistress of the whole school, might take further action, including a fixed term or permanent exclusion of the child from the school. A fixed term exclusion shows the child and the parent that the school will not tolerate this behaviour. The parents will receive a formal explanation in writing (as well as any informal discussions) and may be warned what will occur if the incident is repeated. Use of Force

### USE OF FORCE

*Corporal punishment must not be used under any circumstances.*

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. The degree of force used should be the minimum needed to achieve the desired result. The named practitioner, the Head of the Junior 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.

### TRANSITION TO SENIOR SCHOOL (OR SECONDARY EDUCATION)

As part of the hand-over to the Head of Year 7 and/or the Deputy Head Pastoral in the Senior School (or as part of the hand over when a girl is moving to another secondary school) any issues regarding a pupil's behaviour will be addressed as well as the consistency of the strategies employed. This ensures the smooth transition of all pupils moving into their secondary education.

### OTHER POLICIES THAT DIRECTLY INFLUENCE THIS POLICY INCLUDE:

Teaching and Learning Policy, Assessment Policy, Anti-bullying, Pupil Supervision Policy and Health and Safety Policy.