



South Hampstead High School

Junior School (including the EYFS) Behaviour Policy

Ethos of the Junior School at SHHS

The promotion of kindness, respect and tolerance lies at the heart of our approach to behaviour management. 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 pupils 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, acting 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 their role in and impact on 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 pupils in the EYFS. The named person responsible for behaviour in the Early Years Foundation Stage is the Head of the Junior School, Ms Caroline Spencer, who works closely with the Early Years Foundation Stage Co-ordinator. An EYFS behaviour record is created every year and updated for each new Reception class.

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. An atmosphere of mutual respect, praise and encouragement should permeate.

The following golden rules form the basis of expectations for behaviour, though we go beyond these. The Golden Rules are displayed prominently throughout the school and are introduced to the pupils at the start of every academic year.

1. Do be kind and helpful
2. Do be gentle
3. Do listen
4. Do work hard

5. Do be honest
6. Do look after our property and our environment

Each class is also able to devise their own unique set of 'class rules' with input from pupils and teachers. Teachers will also display and discuss the acronym THINK:

Before you speak:
THINK

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?

Strategies for Getting Attention

To avoid unnecessary use of raised voices, staff adopt agreed strategies to gain the pupils' attention. Staff always ensure that all pupils have responded to the strategy appropriately before they continue to give instruction. Appropriate strategies for getting pupils' attention may vary according to key stage. It is the class teacher's responsibility to ensure any strategies unique to the class are shared with other teachers of their class, and teaching assistants, to promote consistency. Examples of strategies used are:

- Repeated phrases or ditty (S-T-O-P; 1, 2, 3...)
- Countdown to zero or 1
- Clapping a rhythm to be repeated

Behaviour around the school

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

- Move around the school quietly

- Show consideration for others, including holding doors open for each other and for adults
- Keep to the left on stairways
- Walk and not run when moving around the building
- Knock and ask for permission to enter another class or office
- Smile at other people and greet people they know as they pass

Playground

Pupils should continue to follow the Golden Rules in the playground. For example:

- Pupils should interact with kindness, respect and tolerance; excluding others is not in line with our expectations
- Pupils should use TAG (see Anti-Bullying Policy), trying initially to sort out their own disagreements before asking for an adult to intervene
- Pupils should listen to and follow instructions given by the staff on duty
- Pupils can help to keep everyone safe by letting staff know if a pupil hurts herself
- Pupils should always ask permission to leave the playground, e.g. to go to the toilet
- Pupils should take a responsible approach to looking after their belongings, remembering to pick up their coats etc
- Pupils should help with the collection of lost property and are expected to dispose of rubbish appropriately

Lunch

- Pupils should queue quietly and sensibly in the servery area, saying please and thank you to the catering staff who serve lunch
- Pupils should follow instructions at all times in the dining room
- Pupils are expected to place their plates and cutlery on the trolleys at the end of their meal
- Pupils are expected to talk quietly with the pupils on their table

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 available on the website.

ICT

Pupils are expected to follow the ICT Acceptable Use guidance at all times. This is introduced at the start of the new academic year and is shared with parents.

Rewards

Our reward system is based on our behavioural ethos and encourages the pupils to take responsibility for their actions and learning. Praise and recognition are given to pupils for effort, hard work and achievement, as well as to recognise learning skills and attributes. These achievements and efforts are regularly recognised through the following:

- Stickers awarded by Class Teachers, Subject Specialist Teachers and Teaching Assistants
- Certificates awarded in Celebration Assemblies

- House points
- Head Teacher golden stickers
- In Reception, pupils are recognised for any aspect of school life that deserves praise and celebrate out of school 'Wow' moments.
- In addition to house points, class teachers can operate their own reward systems e.g. marbles in the jar, stickers.
- Recognition of achievements in extra-curricular activities during whole school assemblies.

Good behaviour is the expectation and, as such, is not rewarded per se. Praise and encouragement are the main strategies for behaviour management. All classrooms will have an atmosphere of positivity, where every pupil is valued and recognised for her efforts and achievements.

Addressing sub-standard behaviour

Behaviour is generally very good and as such, warnings, consequences and sanctions should be used sparingly. Encouragement and praise, using examples of the desired behaviour demonstrated by other pupils, is to be the approach adopted across the school. Behaviour management should not disrupt the flow of lessons nor be overzealous.

In order to ensure that pupils understand the expectations and where the boundaries are, visual systems are set up in classrooms. These help to promote good behaviour and give reminders of the expectations on the rare occasion of sub-standard behaviour or low level disruption. These strategies vary according to age, with consistency within phases and in agreement with the Head. The aim is to ensure pupils understand the boundaries and are well prepared for the transition to senior school, with its own system of behaviour management.

Examples of visual systems for reinforcing behaviour expectations:

- Rainbow charts
- Traffic lights
- Initials / name noted to signify a correction is needed

It is vital that class teachers spend time clearly explaining any behaviour systems to pupils so that they understand what is expected and what might be a consequence if they make a bad choice. Teachers will give opportunities for pupils to rectify their mistake and will quickly move on. In this school, there should be little need for intervention as standards of behaviour are generally very good. However, a consistent, gentle and clear approach is taken when behaviour needs to be addressed.

Tiered Consequences

On rare occasions, a consequence beyond the classroom might be required, following discussion with the Senior Leadership Team. A tiered approach is taken:

- 1) The Phase Leader will chat to the pupil to reinforce expectations. Parents might be contacted, depending on circumstances.
- 2) The pupil might attend 'Reflection Room' with Head of Junior School. During this brief session, pupils complete a reflection form with the Head of Junior School. Parents would usually be contacted. The form finishes by asking pupils to share something positive they did that week, so as to end on a positive note.

Sanctions

We expect staff to ensure they have time to listen to pupils and value their contributions to all aspects of school life. Any sanctions will be decided upon taking into account 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 or need. An understanding of the pupil behind the behaviour is key to our behaviour strategy and should always be part of the consideration when deciding how best to respond. For example:

- The staff member will make it clear that the consequence is related to a specific behaviour and is not a criticism of the pupil as a person
- Specific comments will be addressed to those responsible (not to the whole group)
- Staff will attempt to ascertain the facts before taking further action

For minor misdemeanours some of the following procedures may apply rather than using any formal systems. The aim should be to avoid disrupting the flow of the lesson wherever possible. For example:

- Ask gently, e.g. "What *should* you be doing?" to encourage ownership of behaviour and a redirection to positive behaviour; link back to the golden rules, e.g. "At this school, we listen..."
- A reminder about the behaviour, focusing on what the pupil should be doing instead e.g., "At this school we are kind; was your behaviour kind?"
- Redirect or separate a pupil from object of distraction (be mindful of any learning needs relating to attention and focus; discuss with Learning Needs Coordinator)
- Bring up issues in circle time/PSHE

Playground incidents

The playground supervisors will reinforce the expectations for kindness, respect and tolerance, dealing initially with the incident and talking to those involved. They will follow up the incident by passing on any necessary information to the class teacher.

For serious misdemeanours

In very serious cases (e.g. bullying, deliberate acts of physical aggression), the Head of the Junior School, after discussion with the Headmistress of the whole school, might take further action, including internal suspension, a fixed term or permanent exclusion of the pupil from the school.

In the case of a fixed term exclusion, the parents will receive a formal explanation in writing (as well as any informal discussions) and will be advised as to what will occur if the behaviour is repeated.

Pupils who have made false allegations against staff will have appropriate sanctions applied. The seriousness of such allegations will be explained to the pupil and their pre-existing understanding of that seriousness assessed when deciding on the appropriate disciplinary response, which would range from a written letter of apology to the teacher to temporary or permanent exclusion.

Use of force

Corporal punishment must not be used or threatened under any circumstances. Other examples of unacceptable disciplinary sanctions would include any punishment intended to cause pain, anxiety or humiliation and the deprivation of or forced consumption of food or drink.

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.

Other policies that directly influence this policy include:

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

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