



PUTNEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Junior School (including EYFS) Behaviour, Rewards and Sanctions Policy

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Junior School (including EYFS) Behaviour, Rewards and Sanctions Policy

Ethos of the Junior School at PHS

- 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 Early Years, Miss Jo Tew, who works closely with the Early Years Foundation Stage team. Behaviour incidents are logged on CPOMS and parents are informed.

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 6 Golden Rules form the basis of expectations for behaviour, though we go beyond these.

The 6 Golden Rules are displayed prominently throughout the school and are introduced to, and agreed with the pupils at the start of every academic year:

1. We are gentle We do not hurt others.
2. We are kind and helpful. We don't hurt anybody's feelings.
3. We listen. We don't interrupt.
4. We are honest. We don't cover up the truth.
5. We work hard. We don't waste our own or others' time.
6. We look after property. We don't waste or damage things.

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 ensure that all pupils have responded to the strategy appropriately before they continue to give instruction.

- The staff member will raise their hand and wait for all pupils to raise their hands, be silent and look at the adult.
- Only when the whole group is silent will the adult continue to give instruction.

Consistent strategies for getting pupils' attention are used in all year groups. This ensures that expectations are clear for all pupils and staff in any lesson or location in school.

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 right on stairways and in corridors.
- Walk and not run when moving around the building.
- Knock and ask for permission to enter another class or office.
- Smile or greet people as they pass.

Playground

Pupils should continue to follow the Golden Rules in the playground. All staff on duty are expected to promote a safe and happy environment. For example:

- Pupils should interact with kindness, respect, and tolerance, and in accordance with the anti-bullying policy.
- 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 themselves.
- 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.

- Pupils should follow equipment rules to keep safe. e.g., follow the Adventure Playground timetable to ensure there are not too many pupils on there at once.

There are 3 times during the day when staff and pupils are requested to move around the school in silence:

- When the bell goes in the morning (8.30am)
- When the bell goes at the end of break time
- When the bell goes at the end of lunch break

At these times:

- pupils will freeze on the first bell.
- on the second bell pupils move to their line in silence, collecting their belongings on the way.
- pupils line up in silence in register order and walk into school without talking.

This gives pupils time to calm down and prepare for the transition from playing to learning. It also ensures that staff and pupils are safe during times when everyone is moving around.

At other times, e.g., moving from classroom to specialist teaching room/ Library, pupils may talk quietly to one another ensuring respect and consideration is shown for those working in other rooms.

Lunch

- Pupils should queue quietly and sensibly in the servery area.
- Pupils should say please and thank you to the catering staff who serve lunch.
- Pupils should listen to and always follow instructions in the dining room.
- Pupils should fill up seats from the back of the cafeteria and ensure that there are no empty seats on the table.
- Pupils are expected to clear their plates and cutlery and cup on the carousel at the end of their meal when instructed to do so.
- Pupils must walk when they are in the cafeteria or on the way to or from the cafeteria.
- Pupils are expected to talk quietly with the pupils on their table.

Uniform

We expect a 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.

Whole School 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:

- **Core Value Certificates** awarded in Celebration Assemblies
- **House points** are awarded for good work or demonstration of our Core Values by giving pupils counters in their house colour, which are collected in each class.
- **Kindness certificates** can be awarded to any pupil and nominated by any member of staff or other pupils for acts of kindness.
- **Golden Acorn badges** are awarded to one pupil per class, per term for kindness.
- **Sports Award badge** – one badge is awarded termly to one pupil in each class.
- Recognition of achievements in extra-curricular activities during whole school assemblies.

By 12 noon each Friday, the School Council representative for each class takes the house points awarded to their class to the Library.

The House Captains will count and record the number of tokens awarded to each house.

EYFS and KS1 Rewards – awarded during EYFS and KS1 assembly.

- **Manners Matter** certificate – awarded half-termly, one pupil per class.
- **Presentation Award** – awarded half-termly, one pupil per class.

EYFS Specific Rewards

- **'Wow' moments** are celebrated in class. These are certificates brought in from home when parents have noticed something wonderful that their daughter has learnt, achieved or done at home that parents are particularly proud of. This can be in any aspect of life and child development. It may be for helping do something at home without being asked, being independent in a particular skill, learning how to do something such as ride a bike.
- **Star of the Week** – awarded weekly, one pupil per class, for achievement, effort, kindness, manners.

- **Purple Superstar** – girls try to get their name on the purple superstar daily, for positive behaviour and good effort.

Golden Time

- Each pupil begins the week with 20 minutes Golden Time
- Pupils who keep all of their 20 minutes each week for a half term and whose name is not recorded in the Golden Time book are awarded a Golden Ticket
- At the end of each half term, one Golden Ticket from each class is drawn. These pupils are invited to a special afternoon tea with Mrs Page-Roberts at the end of the half term.

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 respected, 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.

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.

A Golden Time book is used to reinforce behaviour expectations. It is vital that class teachers spend time clearly explaining 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.

If a pupil is reminded of the required behaviour and continues to break one of the **6 Golden Rules**, they are given a warning that if they continue their name will be written in the Golden Time book and they will lose one Golden Minute.

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

Sanctions

Sanctions should be in line with this policy and consistent with the school-wide approach. 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..."; "There seems to be some confusion here..."
- 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/PSHEE.

EYFS Specific – Purple Superstar

In the EYFS we have a visual reminder of behaviour. Girls work towards getting their name on the 'Purple Superstar' for positive behaviours such as kindness, excellent attitude, effort or achievement, politeness and for being a good friend. If behaviour does not follow our school and classroom rules their name may be moved down a traffic light system:

- Blue dot - if a girl has needed reminding of appropriate behaviour or has not followed our agreed Golden rules her name is put on the blue spot, and she has a chance to work her way off it and on to the purple superstar.
- Yellow dot - if her behaviour does not improve, she may be moved down to the yellow spot and reminded of the consequences of her behaviour. Additionally, if the behaviour was more serious then she may be asked to move straight down to the yellow dot. Loss of part of a playtime may be necessary in order to discuss the behaviour or problem. Parents may be informed. If a pupil's name is put on the yellow dot they will miss one minute of golden time.
- Pink dot - in the rare event that a girl's name reaches the pink dot, Mrs Page-Roberts and Miss Franks are informed. This incident would be recorded on CPOMS, and parents would be informed. On occasion, a girl may go straight to the pink dot. It is essential that staff, parents, and girls work together and support one another to achieve success for the pupil concerned.

Parents may be contacted after 'one-off' incidents of a serious nature e.g., hurting another pupil, bullying, stealing. If the behaviour continues or other incidents occur, then parents will be contacted again, and regular meetings might be arranged to monitor the situation. A behaviour plan may be drawn up between the teacher (including the Head/Deputy Head Teacher), pupil and parents.

Corporal punishment is not used or threatened and there is staff guidance on physical intervention in the Staff Handbook.

EYFS Specific - Physical Intervention

Where Physical intervention is required, a log is kept in the class folder on the server and noted on CPOMS. Physical intervention may be necessary:

- to help a child separate from their parent or carer.
- to avert immediate danger of personal injury to any person.
- to manage a child's behaviour, if absolutely necessary.

The named person for behaviour management in the Early Years is the Early Years Coordinator, Jo Tew.

Out of Class Incidents

The playtime and lunchtime 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, and SLT where relevant.

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 or 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.

A record of EYFS Physical Intervention is kept every year.

Related Policies

Anti-bullying
Health and Safety
Pupil Supervision
Safeguarding & Child Protection
Teaching and Learning