Putney High School Policy

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

Aims

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others and the environment).
- Define what we consider to be unacceptable behaviour, including bullying
- Prevent bullying, including online bullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Behaviour principles

- 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 and developing a strong sense of what they believe is right and wrong.
- We expect parents and teachers to work closely to ensure that pupils uphold these values, acting as positive role models to reinforce our expectations.

Roles and Responsibility

The Head of Junior School

The Head of Junior School 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 them.

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

The members of staff with day-to-day responsibility for behaviour management are the Deputy Head Pastoral, the Deputy Head Academic, Assistant Heads, class teachers and specialist teachers, as well as the wider pastoral team including Teaching Assistants, the Designated Safeguard Lead and the SENCO.

All staff have a responsibility to:

- Provide a safe and welcoming environment.
- Be understanding of the feelings and needs of pupils. A pupil must never be made to feel humiliated or embarrassed.
- Place the emphasis on teaching and learning.
- Proactively support pupils to follow expectations during lessons, in corridors and during break times.
- Ensure early intervention in cases where behaviour falls below the expected standard.
- Ensure sanctions are applied fairly and consistently and are proportionate to the nature of the incident and any relevant background context, and to take into account the circumstances and needs of individual pupils.
- Take responsibility for any misbehaviour initially – seeking support/ advice when required.
- Enthusiastically recognise, praise and reward appropriate behaviour.
- Work in partnership with parents and guardians.
- Promptly record any significant incidents and sanctions imposed on CPOMS.

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 Early Years who works closely with the Early Years Foundation Stage team. Behaviour incidents are logged on CPOMS and parents are informed promptly.

General Principles

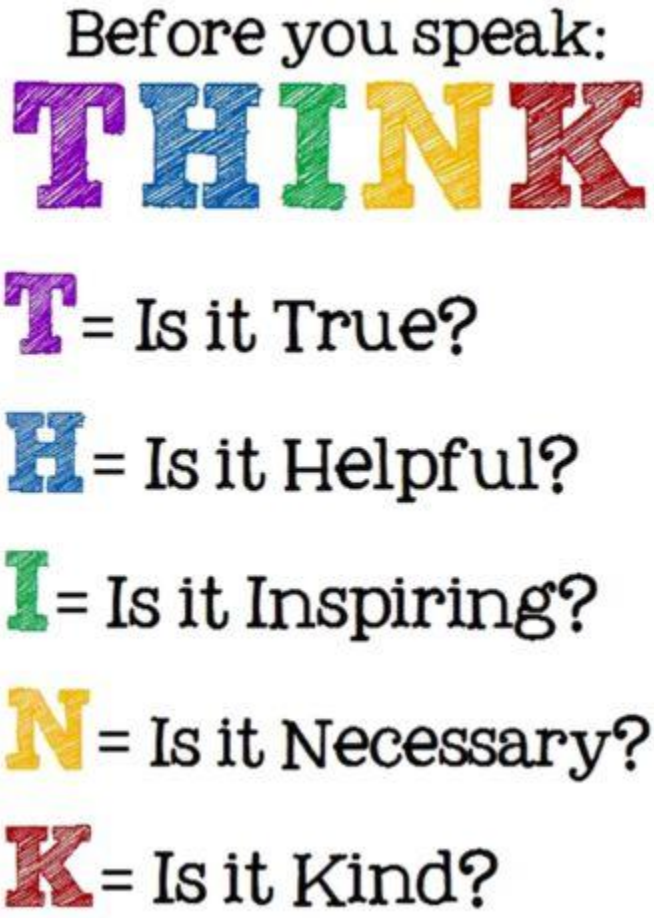
We operate a positive whole school approach to behaviour management which has high and non-negotiable expectations of all within the school community. An atmosphere of mutual respect, praise and encouragement should permeate.

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:

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We respect property.

Teachers will also display and discuss the acronym THINK:



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 a 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 be proactive in promoting 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, snack boxes etc.
- Pupils should help with the collection of lost property and are expected to dispose of rubbish appropriately in the bins provided
- 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 8:20am
- 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 quietly, collecting their belongings on the way.
- pupils line up in silence 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 use the toilet before going to lunch. Toilets in the Athena Centre should only be used in an emergency

- 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 cups 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 school 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
- Putney Spirit certificates can be awarded to any pupil from Year 1 and nominated by any member of staff or other pupils for acts of kindness or demonstration of social responsibility
- Putney Spirit Stickers can be awarded to EYFS pupils and are in the moment awards for kindness and good behaviour
- 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
- Golden Tickets are awarded from Year 1 'on the spot' to pupils exhibiting excellent behaviour or exemplifying the Golden Rules. One ticket is drawn from the drum during Celebration Assemblies and the winner can choose a prize from the Golden Bag.
- EYFS: Amazing Acorns are awarded each week to pupils in EYFS and are linked to their 12 school-based EYFS curriculum aims

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.

Golden Time

Class teachers in Years 1-6 can award their pupils Golden Time as a reward for good behaviour. Golden Minutes can be earned during each lesson and a sticker added to the class chart. Once the required number of minutes have been earned, the teacher may choose a suitable time during the following week for Golden Time. The required number of minutes may vary depending upon the age of the pupils but will be consistent across year groups.

Golden Time is a period of downtime where pupils can socialise or play with friends. It is not time to finish off work or play games on the iPad, although occasionally activities on iPads are allowed at teacher discretion.

Pupils should be supervised but activities should be pupil lead/independent as far as is practicable, e.g. time on the Adventure Playground; time in the Outdoor Classroom; House Team games/challenges/quizzes etc.

The activity and level of adult support will depend on the age of the pupils.

Class teachers can liaise to combine year groups to enable older pupils to support younger pupils.

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 or cause embarrassment or humiliation.

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.

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 on the Sanctions Log. If this happens, they will spend the next break time in the Reflection Room with a member of JSLT.

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 staff member will speak with 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 or another JSLT member if they are not available. During this brief session, pupils complete a reflection form with the staff member. 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.

It is important to consider if there are any safeguarding implications, and whether the behaviour gives any cause to suspect that a child is suffering, or is likely to suffer, significant harm. In such cases the safeguarding policy should be followed, and the Deputy Head Pastoral or DSL informed without delay.

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.

In cases of behaviour that persistently falls below our expectations, the class teacher, Deputy Head Pastoral and SENDCO will meet with parents to discuss any possible factors, (e.g., pastoral, SEND), underlying the behaviour and create a Pupil Behaviour Support Plan. If there is a safeguarding concern, the DSL will be notified without delay.

Any Pupil Support Plan will be shared and discussed with parents and relevant teaching staff to ensure a consistent approach in support of the individual. The plan will be reviewed regularly and revised as needed.

Pupils with SEND and additional needs

The school accepts that for a wide variety of reasons (such as having special educational need, disability, or mental health issue) some pupils require additional support to learn and display positive learning behaviour. For these pupils the school will draw upon a range of interventions to support and improve behaviour. Strategies include:

- Consideration of curriculum need / level of work
- Additional learning support
- Additional internal provision
- ELSA support
- Pupil Support Plan
- Reasonable adjustments to learning environment
- Working in partnership with parents and other professionals/ agencies
- Any necessary sanction will be considered in relation to the pupil's individual needs, and reasonable adjustments will be made where appropriate.

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

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 pupils involved. They will follow up the incident by passing on any necessary information to the class teacher, and JSLT where relevant.

For Serious Misdemeanours

In very serious cases (e.g., bullying, deliberate acts of physical aggression, child- on- child abuse), 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 meet with the Head of Junior School and 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.

Malicious allegations against members of staff

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the conduct of a member of staff and has procedures for dealing with such concerns. However, 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.

Corporal Punishment

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.

Use of reasonable force

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.

EYFS Specific - Physical Intervention

Key principles of physical intervention in EYFS in line with the EYFS Statutory Framework

- Physical intervention is only used when necessary to keep children safe.
- Staff use de-escalation strategies first, including distraction, redirection and calming communication.
- Physical intervention is never used as punishment
- All interventions must be reasonable, proportionate and necessary

When physical intervention may be used:

- To prevent a child from harming themselves or others
- To prevent serious damage to property
- To guide a child away from danger or to a safe place
- To manage a child's behaviour if absolutely necessary

Restrictive vs non-restrictive physical intervention in EYFS

It is acknowledged that physical intervention can be required in a low-level capacity as part of everyday practice and is not considered restrictive. Non-restrictive forms of physical intervention include guiding, placing an arm around an emotional child, or blocking a child's movements. Comforting an emotional child (e.g. placing a hand on their back) is considered positive handling or appropriate physical contact, as opposed to restrictive, physical intervention; it is a necessary part of nurturing, building secure relationships and supporting emotional well-being and needs with our youngest pupils. Physical comfort given or sought by a child, such as a cuddle, should be in view of others.

Helping a child separate from parents or others may involve restrictive physical intervention that is low-level reasonable force. Where a low-level of reasonable force is required for physical intervention, and parents or carers are present, the staff member should ask the parent/carer if they are happy for the staff member to physically intervene before doing so.

After a restrictive physical intervention

- The incident is recorded promptly and factually
    - If parents/carers are present, the incident is recorded on the 'EYFS Physical Intervention log'.
    - If parents/carers are not present they are informed on the same day, where possible, and the incident is recorded in-line with the whole school 'restrictive physical intervention incident report form' (Appendix 1) and the incident is uploaded to CPOMS.
- EYFS staff review and reflect on logs half-termly

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.

The Head of Junior School or any member of staff authorised by the Head of Junior School, may search a pupil or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent.

Items banned by school

- Alcohol
- Fireworks
- Illegal drugs
- Knives and weapons
- Pornographic images
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes / Vapes
- Any article a member of staf reasonably suspects has been or is likely to be used to commit an offence, to cause personal injury to or damage to the property of any other pupil or person.

This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The Deputy Head Pastoral or DSL will be informed without delay of a search reveals a safeguarding risk. In certain circumstances, the police may be involved.

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

Prohibited or banned items found as a result of a search may be confiscated, retained, handed to parents, handed to the police or disposed of as appropriate.

Staff support and development

Staff are supported in their implementation of this policy through the guidance and leadership of the Deputy Head Pastoral and other pastoral staff, regular meetings and periodic staff training.

Behaviour off the school premises, including online

Teachers have the power to discipline pupils for behaviour outside school, including online conduct, to such an extent as is reasonable, where the misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school. In all cases, the disciplinary sanction can only be imposed on school premises, or when the pupil is under the lawful control of a member of staff.

Online behaviour incidents can occur both on and off the school premises. Parents are responsible for incidents occurring outside the school day and off the school premises. However, these incidents may affect members of the school community and damage the school's culture.

The same standards of behaviour are expected online as apply offline, and school can sanction pupils for online behaviour whenever and wherever this occurs if this behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running or the reputation of the school.

The Deputy Head Pastoral or a member of JSLT will liaise with parents regarding any incidents which occur outside of school or online to ensure the safety and wellbeing of all in our community.

Related Policies

This policy operates in conjunction with:

- GDST Anti-Bullying Policy
- GDST Acceptable Use Agreement
- GDST Alcohol and School Drugs Policy
- GDST Equal Opportunities Policy
- GDST Fixed Period and Permanent Exclusions Policy
- GDST Inclusion Policy
- GDST Online Safety Policy
- Safeguarding & Child Protection Policy

Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (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)
- Mental health and behaviour in schools (November 2018)
- Keeping Children Safe in Education (September 2025)
- Searching, screening and confiscation: advice for schools (July 2022)

Monitoring, evaluation, and review

The Deputy Head Pastoral and Co-curricular/Designated Safeguarding Lead will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other sanctions such as detentions, and report to the Head.