



Notting Hill & Ealing High School GDST

Junior School Behaviour Policy Including the Early Years Foundation Stage

Ethos of the Junior School at NHEHS

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.

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 Head of the Junior School 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
- Enter and exit assembly quietly

Classrooms

At the beginning of each new academic year the class will be reminded of the 'golden rules' by their teacher. These are clearly displayed in each room so that parents and children know what is expected. Teachers, in consultation with their class, will also draw up rules regarding attitudes to learning at the beginning of each academic year.

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. No child should be sent outside the classroom for misbehaving. If the child's behaviour warrants a period of 'time out' a member of the SLT should be informed who will assist the class teacher.

Playground

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

- Play with children in their own year group, except for girls who have been appointed as Playground Pals
- Girls should take out everything they need for play before exiting the building and not re-enter without permission.
- 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 line up in their classes.
- Any accidents should be reported to the adult on duty.
- If teachers ask girls to come in at lunchtime, girls must wait in the playground until the teacher comes out to get them (apart from regular weekly clubs).
- Ensure that lost property is collected and rubbish is disposed of appropriately.
- No food should be eaten in the corridors.

Wet Play

During wet play, girls will:

- Remain in their classrooms unless otherwise directed.
- Not use scissors or other potentially hazardous items and only involve themselves in activities that have been approved by the class teacher.
- Y6 (or in their absence Y5) will help monitor the behaviour of the pupils in R, Y1 and Y2.
- Not climb on furniture.
- Abide by classroom rules.

Lunch

- Girls are supervised going back and forth to the dining room.
- Girls in Y3 upwards may walk over independently.
- On arrival in the dining room, girls sit in their allocated year group spaces and are called up to the queue by the lunchtime supervisors. They 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. 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 courts 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 wait unaccompanied by their parent/carer on site before 8.20am.
- Girls who arrive late must be signed in using the designated book in the office before going to their class.
- Girls who are not collected at the end of the day by an adult, will wait with their teacher. At 3.30pm they will be taken to After School Club. 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.
- Team 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 'teams' exist in the school. At the end of each term, a cup is presented to the team which has gained the most points. Once a team point has been awarded, it may not be deducted.
- In Reception girls are given stamps for any aspect of school life that deserves praise. When they receive 10 stamps they can choose a little prize.
- In addition to team points, class teachers can operate their own reward systems e.g. marbles in the jar, stickers.
- 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. 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

Girls are not to be told to stand in a corner or outside the classroom.

Playground incidents

The playground supervisors will deal initially with the incident and talk to those involved. They will follow up the incident by completing a playground slip which will be seen by class teachers to follow up where necessary. A copy is kept on file.

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.

In very serious cases, the Head of the Junior School could 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

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.

Other policies that directly influence this policy include:

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

September 2016

Next review: September 2017