



LEICESTER GRAMMAR JUNIOR SCHOOL

POLICY AND PROCEDURES ON BEHAVIOUR, **REWARDS AND SANCTIONS**

This is one of the policies concerned with the curriculum and pastoral welfare. It should be read in conjunction with other policies: curriculum, safeguarding, anti-bullying, SMSC, PSHE & Citizenship and the equal opportunities policy. It should also be read with regard to the Prevent Duty.

This is a whole school policy and as such includes the EYFS.

INTRODUCTION

The behaviour policy establishes standards of expected behaviour based on respect for other people. It is designed to promote a caring environment in which the self-esteem of the child can be nurtured, and where bullying and other aggressive behaviours are not tolerated. We acknowledge the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). This policy has been written with reference to the DfE document *Behaviour and Discipline in Schools – (Jan 2016)*. As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with the Prevent Duty (2015).

WHOLE SCHOOL BEHAVIOUR POLICY

The aim of the policy is preventative rather than punitive, developing a culture of consideration, co-operation and respect. This is achieved through combining firm discipline and high expectations with encouragement, praise and motivation. Pupils are expected to behave in a way that allows them, and others, to learn and develop in a safe, caring environment.

We believe in:

- the good example of staff, promoting caring co-operative behaviour
- reinforcing positive attitudes and expectations
- rewarding a wide range of exemplary behaviour, both academic and non-academic
- discouraging negative behaviour
- implementing sanctions

This policy also applies to the Early Years Foundation Stage. The Head of Infants has responsibility for behaviour within the EYFS, which is also overseen by the Headteacher.

BEHAVIOUR CODE OF CONDUCT

At Leicester Grammar Junior School we adopt the Jigsaw and R-Time approaches, which encourage relationships to improve education. Schemes are implemented by all staff to ensure the smooth-running

of the School with a view to ensuring respect for others and for property. Respect of others, good discipline and behaviour aid good learning.

The R-Time Rules are displayed in each classroom and at the front of the Homework Diary and are in the parent Information handbook, issued to new parents. They can also be found on the LGJS Website.

R-Time Rules:

- Show good manners at all times
- Care for everyone and everything
- Follow instructions with thought and care

Pupils are aware of the rules and are taught to realise that their actions have consequences for themselves and others.

From time to time the rules are broken, either unintentionally or knowingly, and will be dealt with as outlined on the sanctions part of this policy. The daily discipline of each pupil falls to the member of staff under whose supervision he/she is placed whether in the classroom, playground, dining hall or any part of the buildings or grounds.

On rare occasions where very serious breaches of discipline occur there is a separate procedure outlined specifically, referred to on the Form of Undertaking parents are required to sign when their child is admitted to Leicester Grammar Junior School. These are subject to revision when necessary.

STAFF RESPONSIBILITIES

- Reasoned, fair and firm discipline is the responsibility of every member of staff.
- Members of staff should treat pupils with respect and praise should be sincere and justified.
- Staff should not shout at pupils (unless a dangerous situation has arisen).
- Corporal punishment is absolutely forbidden.
- Children should never be expected to stand or sit outside a classroom as a punishment.
- Blanket punishments are usually unfair. They are also illegal. A class should be treated as a collection of individuals.
- It is essential that staff support each other in public. Complaints or grumbles about other members of staff voiced in front of pupils are unacceptable.
- New members of staff may need support when dealing with matters of discipline but they should not be put in a position where they are dependent on another member of staff. Each teacher should have ultimate authority in his/her own classroom.

REWARDS

Leicester Grammar Junior School aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and rewards. Behaviour is improved more effectively through a coherent system of positive reinforcement rather than negative punishment.

Housepoints

From Years 1* to 6 each child is part of a house system. There are 4 houses; St Cuthbert's (red), St Mary's (yellow), St Andrew's (blue) and St Giles (green). Siblings are placed in the same house.

*At start of Lent Term for Year 1.

Stars and house points are given for good manners, good work, effort, courtesy, attitude, etc. Stars accumulate:

- 3 stars = 1 housepoint

- 10 house points = a House Badge
- 20 house points = A House Pencil
- 30 house points = A House Ruler

House awards are presented weekly during our Friday Celebrations Assembly and are recorded on SIMS, weekly newsletter and on the house noticeboard.

At the end of every term the house with the most points is presented with the Rodber House Cup.

Headteacher's awards

Headteacher's Awards are given for exceptional examples of good behaviour and /or work where the standard or level of effort is significantly high. Awards are presented weekly in our Friday Celebrations Assembly and are recorded in the newsletter. Their work is displayed on the Headteacher Awards Board. Class Teachers should record these in SIMS.

Children may also be sent to the Headteacher for praise or a sticker for other good work/effort.

Homework Certificates

These are awarded for outstanding pieces of work completed on the Pick and Mix Homework Grid. The class teacher awards these certificates.

Other Rewards within Classes

Some teachers may have other awards which they use within their class. For example, they may feel the class has worked consistently well and deserves a class award such as an activity of their choice at the end of the week.

EYFS

Central to the policy is the desire to encourage children to practise good behaviour by operating a system of praise and reward.

Examples of good behaviour are rewarded immediately in EYFS with congratulatory feedback via verbal praise, stars, stickers or stamps.

Positive behaviour is taught through Jigsaw and circle time and covers all aspects of the Personal Social and Emotional Development strand of the EYFS curriculum.

Key Stage 1 and Key Stage 2

Every opportunity is taken to reward both pupils' achievement and their good behaviour. This may be through direct praise, verbal or written feedback, stickers, stamps, stars and House Points. Stars charts are displayed in all classrooms. Positive behaviour is taught through Jigsaw and Circle Time and children are positively encouraged to talk through their feelings. The Jigsaw PSHE curriculum covers many aspects of emotional and social development to help the children behave in a positive and caring way.

Other Rewards

Pupils may receive stickers for good behaviour, helping others or eating well at lunchtime.

LGJS also acknowledges effort and achievement of children both in and out of school, for example in Music, Sport and Drama. This is announced in Celebrations Assembly and published in the Newsletter.

Discipline

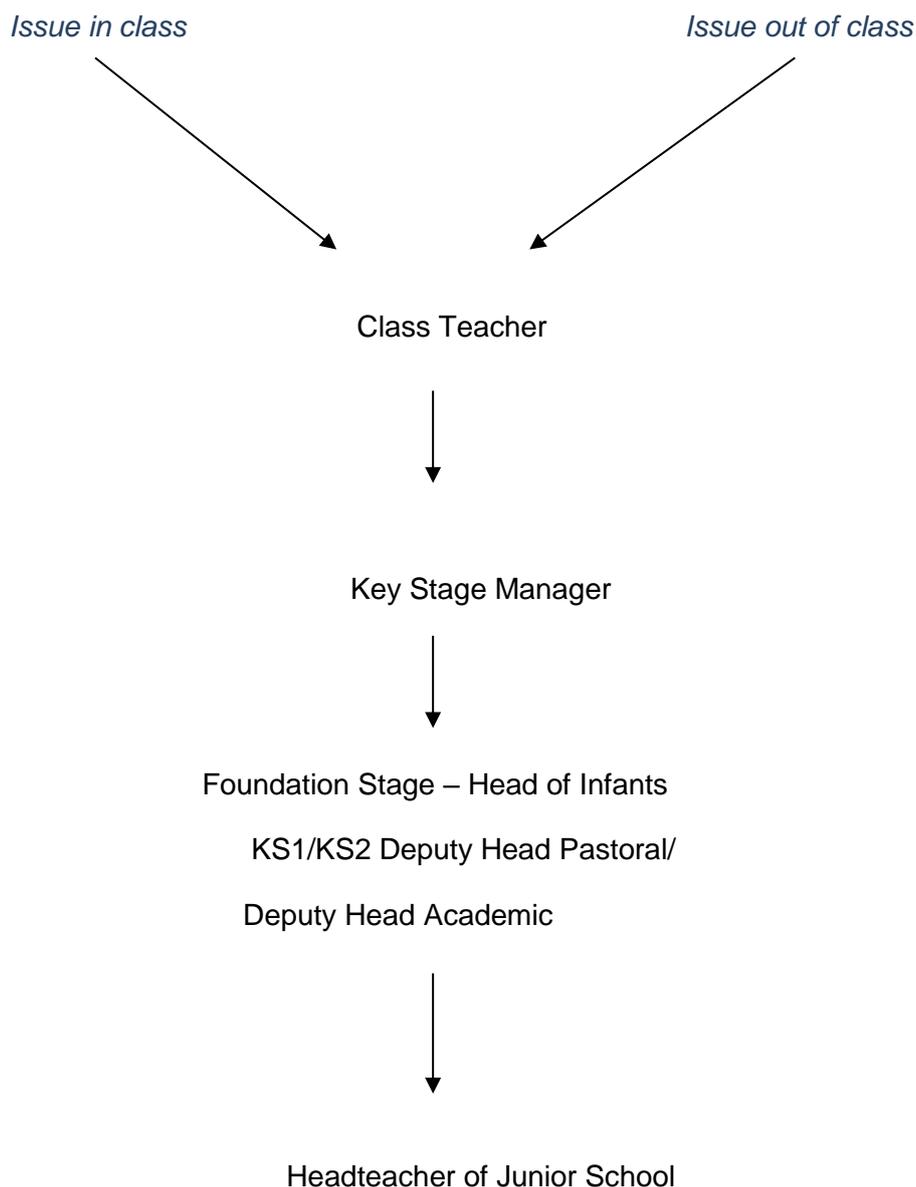
The School's approach to discipline is firm and caring, designed to promote respect and consideration.

Usually any problems are checked by a quiet word and every effort is made to maintain positive relationships between staff and pupils and between the pupils themselves, in line with the school's philosophy. Staff should **always** listen to an explanation offered by a pupil.

There is a clear policy and strategy for dealing with behavioural problems:

- In the first instance, the problem is dealt with by the adult present at the time, be that a teacher or any other member of School staff. If the situation is deemed to be serious then the member of staff may involve the Headteacher immediately.
- If the adult is not the child's class teacher, then they must inform the class teacher at the first available opportunity.
- **All** incidents should be recorded on SIMS. They should be clearly dated.
- If a situation is regarded as serious or is becoming repetitive then the class teacher should inform the Deputy Head in the first instance and if necessary the Headteacher following on from this.
- The Headteacher or Deputy Head will reprimand the child and appropriate action will be taken.
- Where necessary parents will be informed and appropriate action will be taken
- Incidents will be recorded on the SIMS on each individual pupil behaviour log.

Leicester Grammar Junior School Behaviour Referral Procedure



It must be emphasised that each member of staff is responsible for the management and discipline of his/her own classes. It is expected that all staff ensure that good order and discipline are maintained throughout the school in accordance with our aims and policies.

PARENTS SHOULD BE NOTIFIED OF ANY ISSUES, ESPECIALLY WHERE IT IS ESCALATED TO ANOTHER LEVEL.

The Use of 'Reasonable Force' by Staff

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances, such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means using no more force than is needed. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child out of a classroom. Professional judgement should always be used when considering the use of reasonable force and will depend on individual circumstances. Examples of when reasonable force could be used to manage a child's behaviour may include:

- Prevention of personal injury to the child, other children or an adult
- Prevention of serious damage to property
- or in what would reasonably be regarded as exceptional circumstances.

Any occasion where reasonable force is used to manage a child's behaviour should be recorded on SIMS/CPOMS and reported to the Headteacher and for EYFS, the Head of Infants. Parents should be informed on the same day. It is preferred that parents are informed face to face, but a phone call or an email will suffice if this is not possible.

Minor Cases of misbehaviour

- All pupils are expected to listen carefully during lessons. If they fail to do so, they may be asked to move closer to the teacher or to sit on their own.
- All pupils are expected to try their best in all activities. If they fail to do so, they may be asked to redo a task. The task may be redone during a breaktime, but staff should realise the importance of free time for children and should not expect them to remain for a whole breaktime. This should be administered with consideration to each pupil's individual ability.
- All pupils have a clear understanding of the R-Time Rules. If a pupil is disruptive despite several reminders, they may be isolated from the rest of the class until they are ready to participate appropriately. Pupils should not be sent to stand outside classrooms
- All pupils are expected to complete and hand in compulsory homework tasks on time. If they fail to do so, and there is no written note from a parent, the pupil may be asked to stay in during a breaktime. Staff should realise the importance of free time for children and should not expect them to remain for a whole breaktime. If a pupil repeatedly fails to complete compulsory homework task then the Class Teacher should write a note to the parent in the Homework Diary or Reading Record Book. In the event of work being repeatedly late or incomplete, the Headteacher will be informed and, in discussion with the teacher and probably the child's parents, will decide on the appropriate course of action.

A pupil should never have to miss lunch, a music lesson or sporting fixture because of a sanction imposed by a class teacher. The Headteacher or a Deputy Head must be consulted if this may be the case.

Sanctions to impose (see guidelines below):

- Verbal reprimand and reminder of correct way to behave
- removal from an activity, 'time out'
- re-do a piece of work

- kept in at breaktime or lunchtime break (not meal)
- verbal apology given
- letter of apology written
- removal of a star
- removal of a House Point
- note to parent in Homework Diary or Reading Record Book
- sent to the Headteacher, or a Deputy Head
- community task in school if appropriate to incident (e.g. cleaning up if a mess was made)

SANCTIONS

Sanctions will be given for unacceptable behaviour. The following guidelines should be followed consistently by all staff. They are a guide, however, and individual circumstances, and the age of the child must be taken into account when imposing sanctions.

Offences	Sanction
<ul style="list-style-type: none"> • Talking when an adult is • Silly behaviour around school • Not playing fairly/sharing with others 	Reminder to child of R-Time Rules Verbal apology to person affected by behaviour
<ul style="list-style-type: none"> • Not completing prep – no note from parent or plausible reason • Not completing work in class to best of ability • Not looking after your belongings • Continued disruptive behaviour in the classroom (e.g calling out, not listening to instructions) • Not having reading record, homework diary in school (after 3 strikes) 	Redo an activity Lost star Removal from activity may be appropriate Miss part of playtime to redo task if appropriate
<ul style="list-style-type: none"> • Inappropriate language • Physical, emotional or cyber bullying • Physical violence • Deliberate damage to property • Theft • Consistent lack of responsibility with regard to belongings and personal behaviour • Repeated offence of amber 	Lost House Point & Visit to Headteacher Written letter of apology may be appropriate Missing part of playtime or certain areas in playground may be appropriate Parents must be informed of red offences Cleaning up an area if appropriate Time out
<ul style="list-style-type: none"> • Repeat of Red offences 	More serious sanction to be imposed as detailed below in discussion with the Headteacher

Loss of House point

Any child who loses a House point will be sent to the Headteacher and a note is written in the Homework Diary by the member of staff who has given the sanction and by the Headteacher. It is also recorded on SIMS/CPOMS.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have the power to discipline pupils for misbehaviour outside of the school premises. Subject to the School Behaviour Policy, teachers may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

MORE SERIOUS SANCTIONS

Loss of privilege

If deemed appropriate, a pupil may miss attending a particular event due to inappropriate behaviour. This may be a trip or fixture for example. Parents will be informed.

Placed on report

The teacher may put a pupil on "report" if his/her work is consistently poor or his/her behaviour is consistently unacceptable. This is done after consultation with the pupil, the class teacher and the Headteacher. The parents will have to be notified that this is going to happen. This consists of a timetable recording the teacher's assessment of the pupil in each lesson with regard to the individual problem (e.g. behaviour, organisation, homework, neatness). This will be checked at the end of each week by the Headteacher.

Detention

Pupils may be asked to serve a detention after school or at lunchtime. This decision must be made by the Headteacher. If the detention is after school it will last for no longer than 1 hour at the end of the school day. In such an instance, the Headteacher will write a letter to the parents informing them of this. If the detention is at lunchtime, reasonable time will be allowed for the pupil to eat, drink and use the toilet. Parents may be informed after the event for a lunchtime detention.

Suspension and expulsion

The Headteacher has the sole authority to suspend or expel pupils and will only resort to such extreme sanctions for very serious offences. Staff and parents should never presume her judgement on an issue. In the case of expulsion the Headteacher consults with the Head of the Trust and/or Chair of Trustees before taking a final decision. An appeals procedure is in operation, details of which can be obtained from the School on request, and are outlined on the School Website.

APPEALS BY PARENTS REGARDING SERIOUS SANCTION

If a parent feels that punishment of suspension for more than two weeks, or of expulsion, is not justified, or that there are mitigating circumstances arising out of the proper findings of the School, he or she may request, through the Headteacher, a meeting with the Chair of the Board of Trustees panel. A request for an appeal should be made within two weeks of the decision of the Head.

The Chair may invite one or more fellow Trustees to accompany him, or, where he has previously been involved in the case, to represent him, and the parent and the Head will both be invited to put their cases succinctly. The hearing will not deal with matters of fact, which have already been investigated fully by the School. The procedure will be as follows:

- A report from the Head will be received as to the findings of fact.
- The parent will be invited to confirm (or deny) that all relevant facts have been taken into account.
- The Head will then state what punishment has been decided or recommended.

The parent will have the opportunity for a reasonable time (not exceeding 20 minutes) to state his/her reasons why the proposed punishment should not be confirmed and/or what punishment should instead be substituted.

The Trustees may make their decision immediately, or may postpone their decision for up to one week with or without conditions.

The decision of the Trustees is final and no reasons for their decision will necessarily be given.

EYFS SANCTIONS

Minor breaches of discipline are dealt with immediately by the member of staff present at the time in a caring, supportive and fair manner. Each case is treated individually and all cases are reported to the class teacher or keyworker. Generally children are made aware that they are responsible for their own actions and that breaking the rules will lead to a reprimand.

Normal sanctions include:

- Verbal reprimand and reminder of expected behaviour
- Moving the offending child to another activity or area of the classroom.
- 'time out'

If the behaviour continues the child may be sent to the Head of Infants and/or Headteacher who will then reinforce the verbal reprimand and may apply further sanctions.

Further EYFS sanctions:

- Parents may be contacted
- A reward chart with a specific aim may be created and implemented
- The child may be taken to see the Headteacher
- Other sanctions in line with the whole school policy may be applied

Parents will be informed at the teacher's discretion, but must be informed if physical harm is caused to another child or if a child is taken to a member of senior management. A record must be kept on SIMS/CPOMS or in a Behaviour Plan.

Parents of EYFS children are informed verbally at the end of each school day of any issues relating to behaviour. If there is no direct contact with parents at the end of the school day then the teacher may write a note in the Reading Record or may make a phone call to the parents. All communication with parents should be recorded on SIMS/CPOMS

COVID 19 ADDENDUM SEPTEMBER 2020

If a child's behaviour is deemed high risk

for example, by refusing to adhere to safety measures, (hand washing, social distancing, remaining in their bubble) or displaying deliberate behaviours that put themselves or others at risk (such as spitting or deliberately coughing at people)

the following sanctions and disciplinary procedures should be used:

- Conversation(s) with pupil(s), this should be noted on SIMS,
- moving seats if logistically possible
- other behaviour management strategies in line with our current behaviour policy.

Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.

If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a more serious sanction in line with exclusion guidance may be applied.

Pupils with Special Educational Needs.

Leicester Grammar Junior School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience.

Others may have experienced bereavement or loss or another (real or perceived) traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual.

This may include;

- Anxiety
- Lack of confidence
- Challenging behaviour, eg fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. If necessary the school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If

necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Information for Pupils.

Pupils should respect the revised day to day expectations of the class 'bubbles' and wider school.

They should:

- adhere to the revised rules and expectations for entering and exiting the school site
- stay in their own rooms unless directed otherwise
- only interact with others in their own bubble throughout the school day
- only use their designated entrance and exits to the school building
- stay at their own desks as much as possible
- obey social distancing rules when moving around the school
- follow hygiene rules, including washing hands

Pupils should be aware of the expected Self-care and Health needs. They should:

- inform an adult if they feel they have any Covid-19 symptoms
- use tissues when sneezing or coughing, disposing of them in the lidded bins in each classroom
- only leave a lesson to go to the toilet one at a time (unless under the direct supervision of an adult) and thoroughly (at least 20 seconds) wash their hands after use
- only use their own water bottle and eat/drink their own food. No sharing is allowed.