



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, RSE 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.

PART 1: BEHAVIOUR

1. INTRODUCTION

Our behaviour policy is restorative in its approach, and is centred around positive relationships. It is designed to create an inclusive, kind and caring environment in which everybody is supported to feel safe, where the self-esteem of each individual can be nurtured. 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) but recognise that there may be many reasons why pupils do not feel safe and will need help from emotionally attuned adults to regulate their emotions in order to behave safely.

This policy has been written with reference to the DfE document *Behaviour in Schools* – (Sept 2022). 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).

The school works in partnership with pupils and parents to uphold our high standards of behaviour and we seek regular, open dialogue with parents in order to keep them update about their child's behaviour, encouraging them to engage with school and to embrace our values, aims and expectations

2. AIMS OF THE POLICY

This policy aims to develop a culture of consideration, co-operation and respect, achieved by combining clear boundaries and high expectations with encouragement, praise and motivation. Staff uphold the school approach by teaching and modelling expected behaviour and positive relationships. Pupils are supported to behave in a way that allows them, and others, to learn and develop in a safe, caring environment. We recognise that our expectations

can only be realised through cooperative home-school working. In the case of difficulties, we invite parents to work with us to resolve them. In school, positive behaviour is the collective responsibility of all staff. This extends beyond the classroom to cover every pupil and all areas of the school and playground. These responsibilities include, treating pupils with respect, providing justified and sincere praise to reinforce the school values and behaviour code and not shouting at pupils (unless a dangerous situation has arisen).

This policy aims to:

- promote kind, caring, respectful and safe behaviour
- Develop a moral framework, supporting pupils to mature emotionally and where relationships are nurtured and flourish.
- To allow pupils to develop a sense of self-worth, respect and tolerance.
- Prevent all forms of bullying
- Prevent child on child abuse

The objectives of the policy are for pupils to develop and show:

- Self-respect
- A positive view of self
- Self confidence
- Self-control
- Respect, courtesy and tolerance to all members of our school community
- Pride in their achievements, recognising their talents and celebrating individuality
- Interest in learning
- Empathy
- Respect for the local and wider environments and the local and wider community

3. ETHOS

The ethos running through this, and every other LGJS policy, is the following:

Kind Hands, Kind Words, Kind Hearts

Pupils are explicitly taught what good behaviour looks like and are frequently reminded about the school values and ethos, being supported to understand that actions have consequences for themselves and others.

At Leicester Grammar Junior School, we recognise that a culture of respect and tolerance will enhance learning opportunities. The school's approach is kind and restorative designed to promote a safe environment in which pupils can learn and staff can work, consistent with the values of the school.

4. VALUES

The school values are displayed in each classroom and underpin the behaviour of our school community. The values can also be found on the school website, in the front of the Homework Diary and in the handbook issued to new parents.

Our School Values are:

- **Respect:** for self, others and our environment; kindness, courtesy, humility, tolerance, care, encouragement

- **Trust:** honesty, integrity, responsibility, self-discipline
- **Courage:** determination, resilience, perseverance, commitment, enthusiasm, self-belief, challenge
- **Curiosity:** independence, initiative, creativity, spark, self-awareness, scholarship
- **Community:** equality, service, empathy, compassion, collaboration, inclusiveness, selflessness

PART 2: REWARDS AND SANCTIONS

1. INTRODUCTION

Rewards are given higher priority than sanctions and central to this policy is the desire to encourage good behaviour through a system of praise and reward. This is evident from the systems of rewards, how achievement is celebrated and how effort is valued. Alongside our system of rewards, positive behaviour is taught and reinforced through Jigsaw, the RSE curriculum and the Personal Social and Emotional Development strand of the EYFS curriculum. We also recognise that children need to be encouraged to talk about their feelings all the time and not just during specific lessons.

2. CELEBRATING ACHIEVEMENT AND ENDEAVOUR

Pupils' achievements and endeavours are acknowledged in a variety of ways (this is not an exhaustive list) which enable staff to reinforce the school's values and ethos:

1. **Verbal comments** offering praise are given regularly by all members of staff. The praise is always sincere and justified.
2. **Stickers and Stamps** can be added to work or awarded directly to the pupil to endorse their achievement.
3. **Class stars** are collected by each class and these translate into a whole class reward called 'golden time'. The nature of the golden time is decided by the individual class.
4. **House Points** are collected by pupils in Years 3 to 6. Stars and house points are awarded for effort and achievement. Significant milestones are recognised in celebration assemblies where badges and other rewards are awarded. The house points are totalled weekly and at the end of each term one house is awarded the House Cup as a reward for their effort and achievements.
5. **Celebration Assemblies** are held weekly to celebrate achievement and effort.
6. **Music bookmarks** are awarded to pupils of any ability who choose to showcase their musical talents at the beginning or end of an assembly.
7. **Rising Sports Star Awards** are awarded weekly and reward pupils who have gone above and beyond in a PE or games lesson.
8. **Headteacher's Award** – when staff identify a significant achievement for a pupil they are rewarded with a headteacher's award and a certificate in the Celebration Assembly.

9. **Praise Postcard** – when the deputy head pastoral is made aware of behaviour which is 'above and beyond' a surprise postcard is completed and delivered or posted to the pupil to allow parents to celebrate the achievement.
10. **Other celebrations** – At Leicester Grammar Junior School we support the development of the whole child and we therefore also celebrate all other achievements and accolades. These may include musical and sporting medals and certificates, awards from achievements outside school and any other causes for celebrations.
11. **Prefect responsibilities** – all pupils in Year 6 are offered the chance to become a prefect. The application process encourages them to identify their own talents and they are rewarded with a position of responsibility to support other members of the school community.
12. **Hot Chocolate Friday** – when pupils are noted to be going 'above and beyond' and are showing kind hands, kind hearts, kind words they may receive an invitation to Hot Chocolate Friday.

3. RESPONDING TO UNDESIRABLE BEHAVIOURS

Supporting pupils to behave kindly, respectfully and safely.

Routines are used to teach and reinforce the expected behaviours. Repeated practices promote the values of the school, reinforce positive behavioural norms, and deliver certainty on the consequences of unacceptable behaviour. Many aspects of behaviour expected from pupils are discretely taught and made into commonly understood routines, for example, moving around school, holding the doors open for others. Adjustments will be made for pupils with a SEND need or pupils who have been identified as requiring support with behaviour.

Minor lapses of behaviour are recognised to be part of growing up and are handled promptly by the member of staff present at the time in a predictable, caring, supportive and fair manner. Each case is managed individually.

Usually, any problems are checked by a quiet word, e.g. 'Are you alright? Do you understand the task?' and drawing positive attention to someone who is making a good choice. Every effort is made to maintain positive relationships between staff and pupils and between the pupils themselves, in line with the school's values. However, there may be occasions when additional support is required. When this is the case staff should facilitate a restorative chat where the explanations of pupils are sought out and listened to.

Examples of questions which may be used to encourage pupils to reflect on their behaviour:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. How did your behaviours make others feel?
5. Who has been affected by your behaviour?
6. How have they been affected?
7. What should we do to put things right?
8. How can things be done differently in the future?

In the first instance, the behaviour management should be actioned by the adult present at the time who should use restorative questions to seek resolution. If the situation is deemed to be serious then the member of staff may involve the headteacher immediately. If the adult is not the pupil's class teacher, they should inform the class teacher of the behaviour and the restorative discussion at the first available opportunity and should record the incident and actions on CPOMS, using the parent category 'behaviour'. Lunchtime supervisors may email their notes to the class teacher to be added to CPOMS.

If a situation is regarded as serious or is becoming repetitive then the class teacher should inform a member of the senior leadership team. A member of the leadership team will create a team around the pupil and a plan of action will be designed and agreed. The Headteacher will be made aware and, where necessary parents will be informed and notified of the actions by the Headteacher or Deputy Head Pastoral.

If bullying is suspected, the incident must be referred to the Deputy Head Pastoral.

If protected characteristics are involved, the incident must be referred to the Headteacher.

Before applying a sanction, staff are encouraged to use their professional curiosity to understand the behaviour of the pupil and should first consider using strategies to re-engage. This may include:

- A movement break
- Some fresh air
- A change of seat or activity

If an unacceptable behaviour persists, it may be necessary to apply a sanction in order to underpin the message that actions have consequences.

It should be remembered that before applying any sanction the member of staff should have first sought out and listened to any explanation given by a pupil and should have applied a restorative approach.

Low level sanctions may include:

- verbal reminder about kind hands, kind words, kind hearts.
- encouragement to think about the consequences of actions
- moving a pupil to another activity or area of the classroom.
- 'time out' or 'thinking time'. For EYFS pupils this should always be alongside an emotionally attuned adult. It is desirable for this to be the case for other age phases.
- an apology through actions or words that signals an understanding and commitment to try not to do the same thing again.
- Parents may be contacted, either by phone or email.
- Specialist advice and support may be accessed via the Local Authority.
- A behaviour chart with a specific aim may be created and implemented, this will be an agreement between a key adult and the pupil and will not be completed or discussed in front of other pupils or adults.
- After discussion, it may be appropriate to ask a pupil to redo a task. The adult and pupil should agree the best method and time for redoing the task. This may be during part of a break time, but staff should recognise the importance of free time, fresh air and physical activity for pupils. Staff should also consider each pupil's individual ability and the SEND Code of Practice.
- Pupils may be asked to complete a school-based community task.
- Removal of a star or house point.

- Temporary removal of a privilege.
- Confiscating an item for the rest of the day.

A pupil should never have to miss eating 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 a pupil may need to miss a music lesson or sporting fixture.

Pupils should never be expected to stand or sit outside a classroom as a punishment.

Corporal punishment must not be used or threatened.

Undesirable behaviour which may result in a sanction includes: (Please note that this list is not exhaustive.)

- Disobedience to a reasonable instruction.
- Non-completion of school work that could be reasonably expected.
- Making unkind remarks.
- Answering back, rudeness.
- Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing.
- Not telling the truth straight away or at all.
- Foul language and swearing.
- Damaging property, including defacing property.
- Stealing, including hiding another person's property.
- Biting, spitting, hitting and kicking.
- Comments about protected characteristics that cause offence.
- Fighting or encouraging others to fight.

Failure to complete a homework task

Homework is set for pupils from Years 1 to 6. If a pupil fails to hand in their homework the member of staff should make time to talk discretely with them to understand the reasons.

The adult and pupil will agree a course of action which may involve

- clarification of the task
- agreeing an extension to the task
- using part of a break time to complete the task
- a note to parents in the homework diary
- a reminder to parents about the role they play in supporting their child's homework

If the plan of action is not successful, the member of staff should talk to a member of the senior leadership team about how best to support the pupil in the future.

Behaviour outside of school premises (including online)

At Leicester Grammar Junior School we expect ready, respectful and safe behaviour to continue outside the school premises, when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- posing a threat to another pupil or member of the public, including online

- considered to be adversely affecting the reputation of the school

School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. The decision to sanction a pupil will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

The use of reasonable force

This section is in line with the DfE guidance 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'

There should always be a justifiable and professional reason for any physical contact and every effort should be made to avoid the need for physical intervention, for example by distraction or de-escalation. However, there are circumstances when staff have a duty of care to intervene physically in order to keep pupils safe or to prevent serious disruption of school business or to prevent serious damage to property. to use physical intervention to safeguard pupils. This covers a broad range of actions which involve a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm, to more extreme circumstances, such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. The intervention should be reasonable and proportionate and means using no more force than is needed. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of a classroom.

It should be noted that there may be other examples of physical intervention, for example picking up a pupil who has fallen and hurt themselves or providing reassurance to a very distressed pupil. In these instances, the member of staff should seek consent from the pupil to offer physical support.

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

Supporting a pupil following a sanction

Following a sanction, strategies will be considered to help all pupils understand how to improve their behaviour and to connect with the code of conduct 'kind hands, kind words, kind hearts'.

Strategies may include;

- regular timetabled check ins with a pastoral member of staff
- advising the pupil to make an apology
- discussion with parents
- mentoring with a member of the pastoral team
- support from the well-being manager
- positivity postcards recognising their progress and effort

6. SUPPORT FOR PUPILS WITH ADDITIONAL NEEDS WHERE THOSE NEEDS MIGHT AFFECT BEHAVIOUR

The holistic level of understanding outlined within this policy and within other school policies will enable all pupils to thrive in and out of the classroom and ensure everyone feels that they

belong to the school community, while understanding that high expectations apply to all. The school will consider whether the pupils SEND need contributed to their misbehaviour and, if so, whether it is appropriate and lawful to sanction them.

7. MAJOR BEHAVIOURAL INCIDENTS

All low-level undesirable/negative behaviours can be dealt with by any member of staff. It is an expectation that staff have a role to play in dealing with major behaviour incidents by informing a member of the senior leadership team for further action. Any sanctions that are considered to be a major behavioural incident by the member of the senior leadership team will always involve the Headteacher.

- 1. 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.
- 2. Placed on report.** The teacher may put a pupil on "report" if an aspect of behaviour continues to be challenging. This will only be done after consultation with the pupil, the class teacher and the Headteacher and parents should be notified that this is going to happen. The report consists of a specific target(s) discussed and agreed with the pupil and a chart for recording comments. Staff should actively seek opportunities to comment on positive behaviour throughout lessons. At the end of each lesson the member of staff should make one to one time to reflect on the lesson with the pupil and the chart should be completed collaboratively.
- 3. 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 Head teacher 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.

7. EXCLUSIONS (SUSPENSION/EXPULSION/REQUIRED REMOVAL)

The Headteacher has the sole authority to suspend or expel pupils and will only resort to such extreme sanctions for very serious offences. In the case of expulsion the Headteacher consults with the Principal 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.

The exclusion part of this policy should be read in conjunction with the section of the Parent Contract on Behaviour and Discipline (as agreed to by the parent(s) on their child's admission to the school and available in the Policies section of the school website)

8. APPEALS BY PARENTS REGARDING SERIOUS SANCTIONS

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 Head teacher, 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 Headteacher.

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 Headteacher 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 Headteacher 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 Headteacher 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.

9. CONSISTENCY OF APPROACH

To ensure consistency of approach regular discussions are held between staff and the senior leadership team. Procedures are discussed and kept under regular review.

10. TRAINING AND PROFESSIONAL DEVELOPMENT FOR STAFF

Leicester Grammar Junior School provides training and development for staff relevant to pupil behaviour management, role modelling expected behaviour and embodying the schools culture and values through:

- Induction training for new staff
- Guidance and support materials
- Appropriate training tailored to specific needs and priorities, for example in understanding SEND or mental health needs.

Support for Staff

Leicester Grammar Junior School recognise that all pupils and each situation where behaviour support is required is different. With this in mind, the Deputy Head Pastoral and the Headteacher make themselves available to talk about specific cases. They may also involve members of the wider pastoral team, including the school nurse, the SENCo, the Director of Learning Support or the Well-being Manager. Staff are encouraged to talk and share to ensure the best possible outcome for the school community.

During each staff meeting there is time for staff to share pastoral concerns and this includes an opportunity to discuss issues relating to pupil behaviour.

The leadership team will seek out and consider training for all members of staff to enable them to meet their duties and functions within this policy.

11. MONITORING AND REVIEW

This policy will be reviewed and shared with parents at least annually and following the issue of any new guidance from the Department for Education (DfE). The review will be carried out by the senior leadership team and a report will be made to the Trustees who will authorise any necessary amendments.