



Hereford Cathedral Junior School

Behaviour Policy

This policy applies to all pupils at Hereford Cathedral Junior School including those in our EYFS settings

This policy has been written with regard to the ISI Regulatory handbook (February 2016) and the non-statutory advice Behaviour and Discipline in School (January 2016).

The school seeks to establish consistent expectations and boundaries within a caring and supportive environment. The Form Teacher is central to the delivery of quality pastoral care and behaviour management within the school and is usually the first point of contact for parents, pupils and staff. The Deputy Head has overall responsibility for behaviour management within the Junior School and the Head of Pre-Prep within the Pre-Prep. Structured systems are in place to support pupils and to ensure that all parties recognise the levels of reward and sanction.

Children should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any pupil should be emphasised, and any criticism should be constructive and designed to enhance a pupil's feeling of self-worth and not to dispirit. High standards of behaviour and a good attitude to work should be recognised and acknowledged with verbal praise or some other form of reward.

Within our school, it is important that all children feel valued and respected. We are aware of our duties under the Equality Act (2010) and appreciate the need to make reasonable adjustments to pupils with special educational needs / disabilities. Any discriminatory language, behaviour or remarks by children, parents or any other adults are considered unacceptable and will be challenged. (This policy should be read in conjunction with our Equal Opportunities Policy.)

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. We are a caring community and, as such, have a strong commitment to safeguarding children within our school. (This policy should be read in conjunction with our Safeguarding and Anti-Bullying Policies)

Principles of good behaviour are delivered in a variety of ways including within assemblies, form time, PSHE lessons, by the use of reward systems and the example set by teachers on a daily basis.

Aims

- To promote a positive ethos, based on care, courtesy and consideration for others, for the whole school.
- To provide a caring and supportive environment in which pupils are able to distinguish right from wrong and to define acceptable standards and the principles of good behaviour.
- To create an environment that consistently encourages and reinforces good behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To show that work and good behaviour is valued, and to help maintain high expectations.
- To develop respect for school and personal property.

Guiding Principles

- Each day is a fresh start for each child.
- It is important to praise a child's good behaviour. Use the child's good behaviour as a role model for other children.
- Any form of unkindness or discrimination, verbal or physical, must be dealt with. The child must be told their behaviour is not acceptable and why it is not acceptable.
- All children should be treated fairly and this policy should be applied consistently.
- Anti-social behaviour should be dealt with calmly and firmly in the hope of achieving an improvement in behaviour.
- Neither physical punishment nor the threat of physical punishment is ever acceptable.
- It is important to listen carefully to explanations as to how incidents occurred so that the wrong conclusions are not drawn and to ensure that children are dealt with fairly.
- Children are expected to apologise for any incidents of poor behaviour.

Support Systems for Pupils

We have systems of support in place for the pupils. Each pupil is assigned a class teacher or form teacher to whom they can turn for help, support and guidance. In addition, all adult members of the school community (for example the Housekeeper, Teaching Assistants, gap students, administration staff and school nurses) play an active role in supporting the children. Concerns and subsequent actions are logged either in the digital Pastoral Log (Years 3-6) or in the Pre-Prep Conduct and Welfare (Pre-Prep). Children of concern are discussed at the weekly staff meeting. We pride ourselves on our ethos which aims to promote supportive relationships between every adult in school and every child.

HOW TO USE THE DIGITAL PASTORAL LOG

The pastoral log is a means of record keeping and of communication, available to all members of Junior School staff.

1. Threshold for recording.

Any incident or concern should be recorded if:

- there is a need for other staff to be informed
- there is a need for other staff to be aware of the issue in their dealings with pupil and / or parents in the future
- the incident or concern is part of a bigger picture.

Certainly any incident or concern which is discussed with parents should be recorded as a matter of course.

2. Conventions

A concern about Joe Bloggs raised on 10.10.16 should be given the filename: Bloggs Joe 10.10.16

Any update regarding a concern already recorded should be added to the end of the existing file. The file should not be re-named with the new date, but should retain its existing name.

Any new concern raised about the same child should be recorded in a separate document (eg Bloggs Joe 11.10.16). If there is a second but separate concern raised on the same day as an existing concern, the second file should be called Bloggs Joe 11.10.16 2)

If the concern or incident involves two pupils, the document should be saved to the pastoral log twice once as Bloggs Joe 10.10.16 and once as Smith John 10.10.16

Each entry into the log, or update, should be ended with staff name and date.

Liaison with parents and other agencies

The school's liaison with parents is described throughout this document. In addition to liaison with parents, we may liaise with other agencies: CAMHS, the school counsellor, educational psychologists and MASH, for example.

Rewards

Rewards are an intrinsic part of reinforcing good behaviour within the school and are used to encourage and develop an ethos of kindness and cooperation both in and out of the classroom. Rewards can be used for effort, quality work, consistency, helpfulness, courtesy and manners and other reasons deemed appropriate by a member of staff.

Sanctions

We try at all times to be positive in our response to behaviour which has fallen below the expected standard but sometimes it is necessary to take action. Pupils who choose not to behave in an acceptable manner will go through a series of consequences. They will understand that these sanctions are as a direct result of their choice of behaviour. Some punishments will be bypassed for serious offences. However, all pupils are treated proportionally and reasonably.

Sanctions for inappropriate behaviour, either in or out of the classroom, should be given immediately if possible. In most incidences, the member of staff initially concerned about any incident(s) of poor behaviour will deal with it using the sanctions listed. They will usually make the class teacher aware of the incident(s) and have the option to involve the Deputy Head or Head of Pre-Prep at any point as appropriate. Any children of concern are discussed at the weekly staff meeting.

It is the policy of Hereford Cathedral Junior School not to use or to threaten corporal punishment under any circumstances.

General School Rules

All pupils are expected to treat one another with care, courtesy and consideration.

1. Pupils are expected to behave in a sensible and mature manner.
2. No pupil is allowed outside of the school grounds during the day unless accompanied by an adult.
3. Pupils are expected to show respect for adults.
4. Running is not allowed indoors.
5. Pupils are to be punctual for lessons and to have the correct books and equipment.
6. Pupils must wear uniform in school and on journeys to and from school, when caps/hats should also be worn.
7. Pupils are expected to respect the property of others.
8. Children enter the school by the lobby in No.28 or by the rear entrance to The Moat for the Pre Prep.

These General School Rules are printed in the school's calendar and are a reference for all pupils and their parents.

Nursery Procedures

The Head of Nursery has overall responsibility for behaviour management within the Nursery. Children are praised and good behaviour is always highlighted and commended. Activities are organised so that they have a positive impact on behaviour and foster sharing, negotiation and co-operation. Clear expectations and boundaries for behaviour are established and children are reminded of acceptable, and unacceptable, behaviour in Nursery.

Rewards

- Staff praise a child's good behaviour by making it clear how pleased they are with the child and use the child's good behaviour as a role model for other children.
- Staff reward good behaviour with a sticker, allowing the child to be leader in the line or do a 'special' job, choose a story/activity etc.
- Staff tell parents how well their child has worked or behaved.
- Staff ask child to show other staff the child's work/ what they have made.
- Staff use photographs to record and display evidence of good behaviour.
- Staff display child's work
- Staff tell other children what child has done and why they are so pleased with him/her.
- Staff get other children to reward child with round of applause or to congratulate him/her.

Sanctions

- Any form of unkindness, verbal or physical, will be dealt with. Staff explain why the behaviour is unacceptable and remind them of how we expect them to behave.
- A 'look' or saying the child's name is often enough.
- If poor behaviour is repeated, the child may miss some play time, a quiet cooling off period may be required or to sit apart from others or not to be able to play with a certain toy.
- Children are expected to apologise for any incidents of poor behaviour.
- Records of incidents are kept in an incident book. The Head of Nursery will inform parents of any particular incidents and parents will be asked to sign the incident sheet. We believe in working in partnership with parents so that they can reinforce Nursery expectations. In the case of persistent behavioural problems an individual plan will be written.

Pre-Prep Procedures

Rewards

- Immediate reward: This may take the form of verbal praise, smiley face, star, sticker or reward stamp (inked) and is awarded by the teacher when the work or action is completed. It should be entered into the child's work if appropriate.
- House points: All children are put into houses when they enter Reception. Teachers may award house points for work or behaviour to children in Years 1 & 2. If a house point is awarded for work then some written indication or a star should be used to show that a house point has been achieved. Class teachers need to keep a record and enter the totals each half-term in the digital house point book. Children who achieve the most house points in a half-term will receive a certificate, in house colours, to be given out at house meetings each half-term.
- Class teachers have regular contact with parents and can give positive feedback to parents at the end of the day as to how well a child has worked or behaved. This is important for both the child and the parent and helps to reinforce that each child is valued within the Pre-Prep.
- Those children who achieve an outstanding piece of work or need recognition for personal achievement, consistency or progress are sent to the Head of Pre-Prep for congratulations and a special award sticker.
- Each week, Pre-Prep has an assembly where success during the week is celebrated. Certificates, medals etc. gained both in school and outside of school are awarded. Children who have received a special award stand up for congratulation, birthday pencils are presented and classes bring work to show everyone.
- On Speech Day, a form prizes are awarded for ability and for effort. When assessing academic ability staff should pay due regard to results of any standardised tests along with behaviour, application and academic consistency within the classroom.
- In addition there are good citizen awards for a member of each year group, several sporting awards and an Art prize for Year 2 children.

Sanctions

Sanctions that are used in the Pre-Prep include:

- The teacher will talk to the child and explain that the behaviour is unacceptable and will reiterate the expected behaviour.
- For poor behaviour on the playground a child will be withdrawn from playing with the other children and will have to stand by the duty person or a quiet area for a period of time. For persistent poor behaviour a child may be withdrawn from the playground altogether and spend a supervised playtime inside.
- To promote positive behaviour an individual star chart may be set up for a child whose behaviour is causing concern. Targets will be set within a short time span so that the child has a goal to work towards. These targets will be discussed with the child, and usually with parents, so that they are clear as to what they are working towards.
- Children whose behaviour is falling below expectations can be sent to the Head of Pre-Prep.
- Within the Pre-Prep an open-door policy is operated and staff work closely with parents. Issues raised by parents are to be dealt with immediately and parents are to

be informed of any concerns, serious incidents or regular occurrences of bad behaviour. The Head of Pre-Prep should be kept informed as well.

- Incidents of poor behaviour that occur on the playground will be recorded in Pre-Prep Conduct and Welfare Book by the member of staff on duty. This will act as a record for form teachers to refer to regarding times when they do not have direct contact with the children in their class and help to identify patterns of poor behaviour.
- Serious incidences of poor behaviour are recorded on a Pre-Prep incident sheet. These are stored and monitored by the Head of pre-Prep. Serious incidences of poor behaviour may include behaviour that deliberately endangers the child themselves or fellow pupils, vandalism or inappropriate language. This will automatically lead to the Head of Pre-Prep contacting parents and a planned course of action to be agreed in order to improve behaviour of child concerned.
- All sanctions should be recorded in the Pre-Prep Conduct and Welfare Book

Junior Procedures (Years 3-6)

Rewards

- Verbal praise and encouragement.
- House points (see Pre-Prep rewards).
- Gold, Silver and Bronze awards – awarded in assemblies by the Head of the Junior School for the accumulation of house points over an academic year.
- Merit Cards – awarded for an individual piece of work or a project that has exceeded the expectation based upon a pupil's ability.
- Children and/or work may be sent to the Head of the Junior School for commendation.
- Speech Day Prizes (see Pre-Prep rewards)
- Recognition within three weekday assemblies – pupils are encouraged to share their achievements both in and out of school with the school community.
- Positions of responsibility within Year 6 (School Captains, House Captains, Prefects).
- Regular features in the Junior Times.

Sanctions

- Verbal reprimand or warning regarding future conduct.
- Academic Referral – issued by subject teachers for unsatisfactory academic work, including homework. Receipt of 3 in a term will lead to Form Teacher contacting parents. Receipt of 5 in a term will lead to Deputy Head meeting with parents.
- Yellow Card – issued for poor behaviour, including repeated low level incidents after warning. This may include incidences such as boisterous behaviour in playgrounds, disruption within a lesson, repeatedly talking in line or running in school. Receipt of 3 in a term will lead to the Deputy Head contacting parents and a focused behaviour report card being issued.
- Red card – issued for serious incidences of poor behaviour. This may include behaviour that deliberately endangers themselves or fellow pupils, vandalism or inappropriate language. A Red Card will automatically lead to the Deputy Head contacting parents and some type of associated, extended community service being given to the recipient. All details of incident will be recorded on the back of the card detailing incident, interview with child(ren) concerned, contact with parent(s), further sanctions and any further action to be taken.
- Report Card – a focused card which a pupil is required to have signed by the relevant member of staff for all lessons (and breaks and assemblies if deemed appropriate). This is signed by the Form Teacher and Parent on a daily basis. A report card is constantly under review and only used for a maximum of 2 weeks.

All sanctions are recorded in the digital Pastoral Log.

Period of Time away from school for reflection

In some circumstances where the Head of the Junior School, or in his absence the Deputy Head, decides that it appropriate, the pupil will be sent home for a period of time for reflection, in order to give the pupil space and time to reflect on what has gone wrong. The period of time away from school for reflection will generally be for the remainder of the school day only. A period of time away from school for reflection is not a suspension from school, but constitutes clear warning that a formal suspension may be considered in the future.

Physical Restraint

In exceptional circumstances, it may be necessary for staff to use physical intervention*. The school considers the use of physical intervention to be allowable if it is necessary to prevent a pupil from:

- injuring or endangering themselves or others
- committing an offence
- destroying property

Use of physical intervention must be reported immediately to a member of the Senior Leadership Team and a written report submitted to the Head of the Junior School within 24 hours. A member of the Senior Leadership Team will also contact the parents of the pupil on the same day or as soon as is reasonably practicable.

Staff should always seek to use alternative approaches to deal with difficult situations, particularly if there is no threat of personal injury and/or damage.

*In this context, physical intervention is considered to be the using of force to restrict liberty of movement.

Whole School Sanctions for Serious and/or Repeated Misbehaviour (This includes pupils who are found to have made malicious accusations against staff).

Within this section, it is assumed that the Deputy Head will fulfil the role of Head of the Junior School should the Head of the Junior School be absent from school or otherwise unavailable.

The Head of the Junior School is responsible for keeping a register of sanctions imposed for serious and / or repeated misbehaviour.

- **Referral to the Head of the Junior School**
The Head of the Junior School may meet with the pupil concerned, and / or with the parents concerned to discuss serious or repeated misbehaviour. On any occasions where a further sanction is not imposed, this meeting should be viewed as a clear warning.
- **Junior School Detention**
Only the Head of the Junior School can impose Junior School Detention.
A period of Junior School Detention may last from 1 day to 5 days.
During a period of Junior School Detention, the pupil will spend all break times excluded from the school, based in a classroom or the library, supervised by a member of staff.
During a period of Junior School Detention, the pupil will not be allowed to represent the school in matches and other events.
The Head of the Junior School will inform parents without delay by telephone.

- Suspension (Temporary exclusion)

Only the Head of the Junior School can suspend a pupil.

Before deciding to suspend a pupil the Head of the Junior School will:

- Ensure that an appropriate investigation has been conducted;

- Ensure that all the relevant evidence has been considered;

- Give the pupil an opportunity to be heard

- Consult other relevant people if necessary

Consideration will be given to how best to support the pupil's re-integration after suspension.

The Head of the Junior School will inform parents without delay by telephone. It will likely be appropriate for the parents to come and meet with the Head of the Junior School or The Deputy Head. Even so, it will be made clear during the telephone conversation that the pupil is to be suspended. The suspension will be followed up by a letter stating the length of suspension, and the reasons.

Suspension constitutes a clear warning about continued membership of the school and this warning should be regarded as final. The Head of the Junior School is in all cases reluctant to suspend more than twice. No pupil who is suspended for a second occasion may return to the school without the Head of the Junior School having obtained the approval of The Headmaster of Hereford Cathedral School and the Chairman of the Governing Body or, in his absence, another member of the Governing Body.

- Expulsion (Permanent exclusion)

Whilst some parents prefer, after due consideration, to voluntarily to withdraw their child rather than school imposing expulsion, it must clearly be understood that the Head of the Junior School reserves the right to insist on permanent exclusion.

Only the Head of the Junior School can expel a pupil and before doing so the Head of the Junior School will follow the same procedure as for suspension.

Before deciding to expel a pupil the Head of the Junior School will:

- Ensure that an appropriate investigation has been conducted;

- Ensure that all the relevant evidence has been considered;

- Take into account any special educational needs, disabilities, gender and cultural differences that may be relevant to the case.

- Give the pupil an opportunity to be heard

- Consult the Headmaster of Hereford Cathedral School and the Chairman (or in his/her absence the Deputy Chairman) of Governors.

- Consult other relevant people if necessary

- Give careful consideration to any representations by the parents

If the decision is confirmed, the parents will be informed immediately.

- Appeal

If the parents have a complaint regarding exclusion, and it cannot be easily resolved through discussions with the Headmaster, they follow the school's formal complaints procedure.

Last review date: 7.11.16

Reviewed by: CW & JD