

Behaviour Policy

0. Review of Policy

This policy is reviewed **annually**, prior to approval by governors.

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This policy has regard to the Independent Schools Standard Regulations 2014 which includes the requirement that all schools must have a behaviour policy which must be available to all parents / cares and prospective parents / carers. It also responds to the DfE Behaviour in Schools 2022 guidance.

The school acknowledges its duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs and disabilities.

This policy should be read in conjunction with related School and City of London Corporation Policies including:

- Anti-Bullying Policy
- City of London Equal Opportunities Policy
- Complaints Procedure
- Exclusions Policy
- Physical Contact and Restraint Policy
- Pupil Searches and Confiscation of Pupils' Belongings Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- CJS Rewards and Sanctions Procedures (Appendices 1, 2 & 3)

1. Introduction and Aims

- 1.1 City Junior School encourages pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional wellbeing of all our pupils is key to their development.
- 1.2 The school aims to teach trust and mutual respect for everyone. It believes that good relationships, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils who are motivated to become life-long learners.
- 1.3 City Junior School is an inclusive community. We welcome pupils from a wide variety of cultural and social backgrounds, faiths and needs. We treat everyone as an individual, aiming to develop the whole person, and equipping them to take their place in the modern world.
- 1.4 We recognise that effective education can only take place in a calm, safe and supportive environment where all members of the school community feel safe and are able to learn and thrive.
- 1.5 Our Behaviour Policy aims to communicate our nurturing and caring ethos to all members of the community, set out our high expectations, make clear our consistent and fair approach to behaviour and emphasise our belief that, with the right support, everyone can learn to recognise, regulate and reflect upon their emotions and behaviour.

2 Expectations

- 2.1 The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
- 2.2 We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the

school's rules and regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

- 2.3 Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. Our anti-bullying policy is published on the website. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, disability or learning difficulty.
- 2.4 Staff will always consider the context and motive of a pupil's inappropriate behaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the school's Safeguarding Policy and discuss their concerns with the Designated Safeguarding Lead without delay.
- 2.5 The school will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.
- 2.6 We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. The school expects pupils to always behave in a manner that reflects the best interests of the whole community.
- 2.7 The school's rules and regulations are designed to encourage positive behaviour and self-discipline. Sanctions are imposed fairly, and, where appropriate, after due investigative action has taken place. The use of force is never used as a punishment in accordance with our Child Protection Policy.
- 2.8 The school's Exclusions Policy is available on the parent portal and the school website.

3 Code of Conduct for Pupils

- 3.1 The Code of Conduct for Pupils is a simple guide to the behaviours and attitudes we wish to encourage in our school and reflects our school values and the Golden Rules. Expectations that pupils will comply with all of these are high. The Code of Conduct is reviewed annually.

You should always:

- Listen and show respect to everyone.
- Try your best in everything you do and be resourceful.
- Act with integrity, showing kindness to others and yourself.
- Treat property and resources with care.
- Move around the school and our local area sensibly and safely.

3.2 All pupils are expected to demonstrate and abide by our school values. Through our actions and words we show that we value:

Community and Citizenship

We are kind, respectful and responsible citizens

We seek out connections with all those in our community

Joy and Wellbeing

We are joyful and positive in all aspects of our learning, in the classroom and beyond

We are mindful of our wellbeing, and that of those around us, and enjoy a balance of opportunities

Scholarship and Discovery

We are collaborative learners who think deeply and question

We embrace the journey of discovery, take risks and are resourceful

3.3 Jenny Mosley's Golden Rules are a quick guide to positive behaviour and can be very helpful to reference. These rules are reinforced in weekly Circle Time sessions led by form teachers.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard

4 Communication with pupils

4.1 The School Values, Pupil Code of Conduct and the rewards and sanctions procedures are explained to pupils (including new pupils) in an age-appropriate manner through:

- Notices and displays in classrooms and around the school
- Whole school and phase assemblies
- Form time
- PSHCE lessons and Circle Time sessions
- Staff modelling caring and nurturing relationships with all staff and pupils

5 Communication with staff & staff development

5.1 The Pupil Code of Conduct, Behaviour Policy and Rewards and Sanctions Procedures are made available to all staff, and they are discussed and reviewed regularly.

5.2 Form teachers are responsible for sharing any key information regarding behavioural needs and strategies with specialist teaching staff.

5.3 Staff are given specific training on the school's Behaviour Policy and procedures during the induction process. Staff are supported in their implementation of the Behaviour Policy

through the guidance and leadership of the Heads of Year, the Assistant Head Pastoral and the SLT, and through periodic staff training.

- 5.4 If an individual member of staff is struggling with behaviour management they will be given tailored support to develop this (e.g. coaching, additional training). Staff should approach their line manager to request additional support for behaviour management should they feel they would benefit from this.

6 Involvement of Parents

- 6.1 Parents and guardians who accept a place for their child at City Junior School undertake to uphold the school's policies and regulations, including this policy when they sign the Parent Contract.
- 6.2 They agree to support the school's values in matters such as attendance and punctuality, behaviour, uniform, dress and appearance, standards of academic work, extra-curricular activities and homework.
- 6.3 Key information about the Pupil Code of Conduct and rewards and sanctions will be communicated to parents through the Parent Handbook on the parent Portal. Heads of Year will also share this information with parents at the Curriculum Evenings held in September. A pupil's form teacher, Head of Year and / or Assistant Head Pastoral will maintain ongoing liaison with parents if they have any concerns about a child's behaviour. Parents are regularly informed of rewards and sanctions issued to their child, and the school will liaise closely with parents (wherever practical) in relation to behaviour management issues. Parents will be informed before any serious sanctions are given to their child.

7 Behaviour expectations and pupils with Special Educational Needs and/or Disability

- 7.1 The school makes reasonable adjustments to the parameters laid out in its Behaviour Policy for pupils with SEND requirements. Analysing a pupil's pattern of behaviour may assist the school in identifying additional learning needs.
- 7.2 It will not be assumed that because a pupil has SEND it will have negatively influenced their behaviour and ability to make good choices. Judgements will be made with reference to the Equality Act 2010.

8 Behaviour for Learning

- 8.1 The school aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom.
- 8.2 Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and making good choices. We deal with the negative in a sensitive and tactful way.
- 8.3 The school's teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the school expects every pupil to co-operate and to work hard within all lessons across the whole curriculum.

9 Playtime and lunchtime behaviour

- 9.1 The Pupil Code of Conduct and all expectations for behaviour apply to playtimes and lunchtimes.
- 9.2 Pupils are supervised by adults whilst playing, walking around Gray's Inn and eating lunch in the dining hall.
- 9.3 Staff are visible and engage with children whilst they are playing and eating to ensure that children feel confident they can approach any adult if they are unable to resolve any issues on their own, and that the adult will help them.
- 9.4 Staff will follow the steps laid out in the Behaviour Flowchart (Appendix 3) should the need arise whilst in the playground.

10 Online behaviour

- 10.1 Pupils are encouraged to adhere to the school's behaviour guidelines when working online. Please see our IT and Acceptable Use Policy and Online Safety Policy for further details.

11 Behaviour outside of school

- 11.1 When there is poor pupil behaviour outside of school (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a sanction. Examples may include:

- Bullying of a pupil outside of school
- Cyberbullying
- Inappropriate behaviour taking place close to the start / end of the day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

- 11.2 Parents / carers accompanying educational visits should be made aware of behavioural expectations by the trip leader, and should read and sign the Parent Guidelines before the trip begins. Please see the Educational Visits Policy for further details.

12 Managing transitions

- 12.1 Transitions can be challenging, and may provoke uncharacteristic behaviour. When pupils move between year groups they are prepared for the transition by their existing form teacher, given time in their new classroom and the opportunity to meet their new classmates and teacher. In some individual cases, more detailed tours or sessions are used.

- 12.2 Handover meetings between staff are coordinated by Heads of Year to ensure that information to support behaviour is shared.
- 12.3 When pupils join or leave the school, we work with families and the relevant setting to ensure each child transitions confidently and that their behavioural needs are met.
- 12.4 When pupils transition between lessons and classrooms, the form teacher is responsible for ensuring that these transitions around the building and between teaching staff are calm and conducive to meeting the high expectations we have for learning and behaviour.

13 Malicious Accusations against Staff

- 13.1 The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and there are procedures for dealing with such concerns. Further details can be found in our Safeguarding Policy.
- 13.2 Where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.
- 13.3 The school will also take seriously the inappropriate use of technologies including mobile and social networking sites which are targeted at staff members.

14 Recording and reflecting on behaviour

- 14.1 CJS prioritises reflecting on the efficacy of its Behaviour Policy as well as recording and reflecting on individual pupils' behaviour in order to identify patterns for individuals and the school as a whole.
- 14.2 This is carried out in a number of ways:
- Tracking and monitoring of data provided through CPOMs for individual pupils, form groups, year groups and the school as a whole
 - Regular reflection in staff meetings and individual meetings with the SLT in which behaviour patterns are reviewed to assess pastoral needs
 - Half termly reflection at SLT of CPOMs incident logs and the bullying log
 - Termly reports submitted to the governors

15 Rewards and Achievements

- 15.1 We believe that everyone responds better to praise than criticism and therefore prefer to reward than to sanction. Recognition is given for example of positive behaviour, effort and kindness as well as any actions in line with the school values.
- 15.2 Teachers, teaching assistants and all support staff actively look out for and praise positive qualities.
- 15.3 Good work and behaviour in and around the school is recognised and rewarded with praise (verbal and/or written). Written accolades are sent home to parents, and pupils are celebrated

in whole school assemblies and displays. See Appendix 1 (CJS Rewards and Achievements) for further details.

16. Sanctions and Consequences

- 16.1 Consequences for unacceptable behaviour should be made clear to all pupils. Emphasis is on the pupils being supported to repair and restore relationships and take responsibility for their actions. Pupils will be helped to understand that with support they can manage strong feelings in a way that enables them to continue to follow the Pupil Code of Conduct.
- 16.2 A graduated response to behaviour allows staff to support pupils according to their current level of need. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour. The graduated response can be overridden by more serious behaviours.
- 16.3 Any pupil displaying inappropriate behaviour should be addressed and sanctions may be imposed in order for them to recognise this and make amends. Every effort will be made to resolve issues verbally and by reasoning in the first instance. Inviting pupils to reflect on why their behaviour is unacceptable should always be the starting point and any sanctions applied should be appropriate and applied with the aim of developing learning.
- 16.4 All paid members of staff may apply sanctions that are fair, reasonable and do not breach any other legislation. Staff applying sanctions will consider whether it is appropriate in the circumstances of the case and consider any special circumstances relevant to its imposition. Collective punishment should be avoided.
- 16.5 A list of sanctions and consequences can be found in Appendix 2, and a flow chart visually representing the management of unacceptable behaviour can be found in Appendix 3.
- 16.6 No form of corporal punishment, nor the threat thereof, is permissible at CJS or at any event involving CJS pupils, whether or not within the school premises. Corporal punishment by school staff is illegal in all circumstances.
- 16.7 Corporal punishment is defined as:
- 'Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation.'*
- 16.8 Physical intervention may be appropriate in exceptional circumstances, to avert immediate danger or personal injury to, or an immediate danger to the property of, a person including the child. The Physical Contact and Restraint Policy gives further details.

Appendix 1

CJS Rewards and Achievements

All children will receive appropriate recognition and rewards for achieving their personal targets in learning and behaviour. All staff can give rewards for positive behaviour, effort and kindness as well as any actions in line with the school values. These can be group or individual rewards. Teachers, teaching assistants and all support staff actively look out for and praise positive qualities.

Form teachers share news of good choices and excellent conduct made by the pupils in the class through:

- A note in the homework diary
- A short email to parents
- A phone call home
- Face to face conversation with the parent / carer at the end of the day

Certificates of Achievement

Every week, certificates of achievement are awarded in our weekly Celebration Assembly, to two pupils in each form. These certificates are awarded in line with CJS Values and the CJS Code of Conduct to celebrate positive characteristics that have been exhibited. Staff use clear and specific language so children understand what they are being recognised for.

Class Incentives

Teachers may also use their own motivational schemes in class e.g. marbles in a jar, table points, Class Dojo. Teachers ensure these are applied fairly and consistently and these are overseen by the Head of Year.

Head of Year Behaviour Award

Every week, Heads of Year nominate one pupil from the year group for exceptional behaviour. This should be to a pupil who has exhibited exemplary conduct.

Head's Commendations

Head's Commendations are awarded for excellence in learning, behaviour and service to the wider life of the school. Once a week the Head hosts an open-door afternoon with pupils selected by form teachers to share examples of their learning, for which a commendation may be awarded. Commendations may also be awarded for taking part in public facing events, playing in a concert, taking part in performances and sporting / extra-curricular achievements.

Appendix 2

CJS Sanctions and consequences

If pupils fail to follow the Code of Conduct or are seen not to be acting or behaving in line with the CJS Values, then action is taken depending on the severity of the demeanour.

1. **First reminder:** A warning look by the adult (teacher, specialist or Teaching Assistant) and / or a request to stop the inappropriate behaviour
2. **Second reminder:** The adult will tell the child their behaviour is unacceptable; they will ask them to stop behaving in this way and will remind them of the expectations.
3. **Restorative conversation:** A restorative conversation is a one-to-one conversation (with the adult who witnessed the behaviour) designed to encourage the pupil to reflect on their actions and how they have impacted on themselves and / or others. The conversation allows them to reflect on how they might repair this harm and avoid the same behaviour in the future. When a restorative conversation has taken place, the form teacher will contact parents / carers (by email / telephone call) and log the incident and correspondence on CPOMS. They may also take the opportunity to speak with the parent / carer at the end of the day. Should the conversation be led by a specialist teacher or Teaching Assistant, they are responsible for informing the form teacher who then contacts the parents and logs the incident on CPOMS.
4. **Playtime reflection:** When a pupil needs a fuller conversation around a particular incident. On occasion, a pupil's behaviour will automatically warrant reflection time with a member of the SLT in which case the previous steps are overridden. A reflection sheet will be completed by the pupil with support from a senior member of staff and together they will fully discuss the incident, reflecting on its impact and identifying restorative actions and strategies to employ in future. A member of SLT will contact parents / carers (by email / telephone call) and a record of the reflection sheet, next steps, any support put in place will be logged on CPOMS along with details of any correspondence.
5. **Two or more reflection forms and serious infringements:** If two reflection forms are given within a half term or period of six weeks, the pupil will miss a break-time, have a formal meeting with the Head alongside their parents, and a letter will be sent home and be recorded on the pupil's personal file. If there is any cause for concern that is considered to be more serious, the Head, Deputy Head and Assistant Head (Pastoral) will be informed and involved in discussions with pupils and parents as required. Episodes of extreme misbehaviour may lead to an internal suspension or exclusion under the Exclusion Policy.

Appendix 3: CJS Behaviour flowchart

