



# Godalming Junior School

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns, you should contact our Designated Safeguard Lead Adam Samson and Deputy Designated Safeguard Leads Nick MacIver, Louise Munz, Kate Wilkinson and Nancy Kirby*

## **BEHAVIOUR AND RESTORATIVE JUSTICE POLICY**

**This policy was reviewed: Spring 2023**

**This policy will be reviewed next: Spring 2024**

**This policy will be reviewed by: The Learning and Curriculum Committee**

*“Every child has a right to an education” - Article 28*  
*“Every child has a right to relax and play” - Article 31*  
*“Every child has a right to feel safe” - Article 19*

### **Purpose**

Children's academic, personal and social development is best supported in an environment where they feel safe, valued and motivated to achieve, where they value themselves, others and the environment they are in and where emphasis is placed on their personal and social development as well as academic achievement free from any form of harassment and child on child abuse. We strive, as a school, to all be role models for good behaviour and believe that everyone has a part to play in successful behaviour management. We have a set of whole school rules and principles (Appendix D), which are to be referred to when acknowledging appropriate or managing inappropriate behaviour. This is underpinned by the schools commitment to the [UN Convention on the Rights of the Child](#) and the articles within with particular regard to [Article 28 - Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.](#)

As an inclusive school, GJS recognises that under the [Equality Act 2010](#), it is unlawful for GJS to discriminate between pupils, parents or carers on the grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief. The school will make reasonable adjustments to the implementation of this policy for children with SEND where appropriate.

Behaviour management needs whole community involvement and should, where possible, focus on acknowledging and rewarding appropriate behaviour. For most children, acknowledging their appropriate behaviour will be the only behaviour management they will experience.

However, there will be occasions when a child's behaviour needs be addressed through the agreed procedures set out in this document. Even with these children, and in these situations, there must continue to be acknowledgement and praise for good behaviour.

The verbal and non-verbal communication and the language of behaviour management plays an important role in ensuring the success of any behaviour management strategy. When speaking to children, adults should avoid using negative phrases and instead use imperative phrases. E.g. Do not say “Don't stand up” but say “You need to sit down on your chair”. Asking children questions when managing a child's behaviour should be avoided as it gives the child an opportunity to give an answer, which is in conflict to the action that is wanted. e.g. “Are you going to stop throwing rubbers?” but say, “You need to stop throwing rubbers.” Those with specific learning needs, those with autism, may require strategies specific to their needs and an alternative approach. Reasonable adjustments would also need to be made for disabled pupils.

Very often, extreme inappropriate behaviour comes from a feeling of disempowerment so empowering a child to make choices within strong boundaries gives the child an opportunity to make correct behaviour choices, receive acknowledgment and raise their self-esteem. At all times, we strive to give children **choices** and discuss the **consequences** these choices have. Using a **restorative** approach to dealing with incidents allows parties to meet face to face and come up with solution where both sides are appeased as best as possible. We feel it is important for the 'aggressor' to realise the impact their behaviour has had on the 'victim' and for a resolution to be found without further harm being inflicted.

It is the purpose of this policy to have a key role in developing and maintaining such an environment at Godalming Junior School.

### Aims:

Our policy aims to:

- Clarify the school's expectations in relation to behaviour, so staff, children, parents and governors understand them.
- Aligns with the advice for headteachers and school staff from the [DfE's Behaviour in Schools guidance 2022](#)
- Outline rules, consequences, rewards and processes used in the management of children's behaviour, which will encourage a positive learning environment.
- Ensure that relationships between children and adults are mutually respectful.
- Encourage children to value themselves and others by respecting **rights** and tolerating differences.
- Develop a culture where the children exercise self-control and appropriate behaviour in a range of situations by using strategies by those who find this difficult such as our Zones of Regulation (Appendix E).
- Develop positive social skills in children and rejecting all forms of anti-social behaviour, especially bullying and behaviour deemed to be aligned to any form of harassment, such as sexual.
- Nurture, develop and encourage a restorative approach in children to resolve conflict.
- Facilitate restorative meetings to come to an appropriate solution to problems.
- To ensure lines of communication are open and transparent between school and home, if necessary.
- Ensure children complete assigned work
- Ensure every effort is taken to adhere to the UN Convention on the Rights of the Child and their articles by fully **RESPECTING** everyone as individuals.
- Ensure the policy is fair for all members of the school community and is aligned to other school policies, national guidance and legislation and is fit for purpose

## Expectations:

Our expectations are that:

<b>Staff</b>	Will promote good behaviour in class and around the school Work with children in a caring, <b>respectful</b> and sensitive way Will focus on the needs of the individual Work in partnership with parents, colleagues and governors Give children choices Model exemplary behaviour to the children and communicate <b>respectfully</b> to all
<b>Children</b>	Understand what good behaviour means Contribute to, understand and be expected to keep school and classroom charters Learn to care for themselves and each other Will develop the concepts of good citizenship and learn the value of friendship Complete assigned work Speak to an adult about anything worrying them, which may have a direct impact on their behaviour
<b>Parents</b>	Will be confident that their child will receive support in a safe, caring and <b>respectful</b> environment Feel confident that our school environment encourages learning Will know that the school will further their child's social skills Feel informed and welcome in school to discuss any issue of concern relating to behaviour. Will have received knowledge of and will support the school's behaviour policy
<b>Governors</b>	Will support the Headteacher in the management of the behaviour policy Will carry out their statutory responsibilities with regard to behavioural issues

## Rules:

Godalming Junior School has 3 statements, which form the basis of the Behaviour Policy.

*"Every child has a right to an education" - Article 28*

*"Every child has a right to be relax and play" - Article 31*

*"Every child has a right to feel safe" - Article 19*

Each class has a **class charter**, negotiated between the children and the teachers and will reflect the basic school ethos of Love, Live and Learn. These rules are phrased in a positive way and are not exhaustive - up to 10, which are subsequently displayed for all to see. They are unique to each class and will refer to personal, social and learning issues that are meaningful to the children. Each member of the class will then sign the charter to give ownership and empowerment to that group. Classes are also encouraged to make suggestions as to what the rules would 'look like' in practice.

Examples of class rules include:

1. We will always follow instructions.
2. We put our hand up to ask or answer a question.
3. We will always respect the views and opinions of others.
4. We will always follow the Covid hygiene protocols

## Rewards:

The school has a positive attitude towards behaviour management. Our policy is to acknowledge and praise good behaviour, showing it as an example to others. We may acknowledge and praise an individual or group of children.

These rewards may take the form of:

House Points  
Non-verbal acknowledgement and/or praise  
Verbal acknowledgement and/or praise  
Stickers  
Postcards home  
Certificates  
Parental contact

### **The House point System:**

Children are awarded house points by all adults in school for general kindness, manners, mature behaviour and outstanding work.

These house points are marked by the child or adult on the house tally chart in the classroom. House captains then count and keep a total.

### **Class Reward System:**

The class reward system benefits the whole class, thereby increasing teamwork and self-esteem. Each class collects tokens e.g. footballs, marbles, fish etc., until they reach a total. When this total is reached, the class is entitled to a reward, which should last for approximately 1 hour. Any adult within the school community may award 1 class reward token for good behaviour or work. Appropriate class rewards could include mufti, a board games session, activities outside etc. Once the tally has been achieved, the class would then vote on which reward they would like to have.

### **Teacher's Award (Pupil of the Week):**

This is awarded to 1-2 members of the class each week by the class teacher. Attributes recognised by this award might include improved work, friendliness, displaying behaviour that relates to the focus value for that half term. A copy is given to the child to take home and another is displayed on the door of their class for the week.

### **Anti Bullying:**

The school makes every effort to promote kindness, inclusion and all of the school's 12 values at all times of the day. We have Anti Bullying Stars who work closely with the headteacher to ensure the subject of AB has a high profile throughout the school. This approach avoids anti bullying behaviours to take root in the school and this is reinforced by the whole school Anti Bullying Charter (Appendix F) and our AB Break Time Champions Award handed out weekly to classes achieving the criteria (Appendix G) created by the AB Stars themselves.

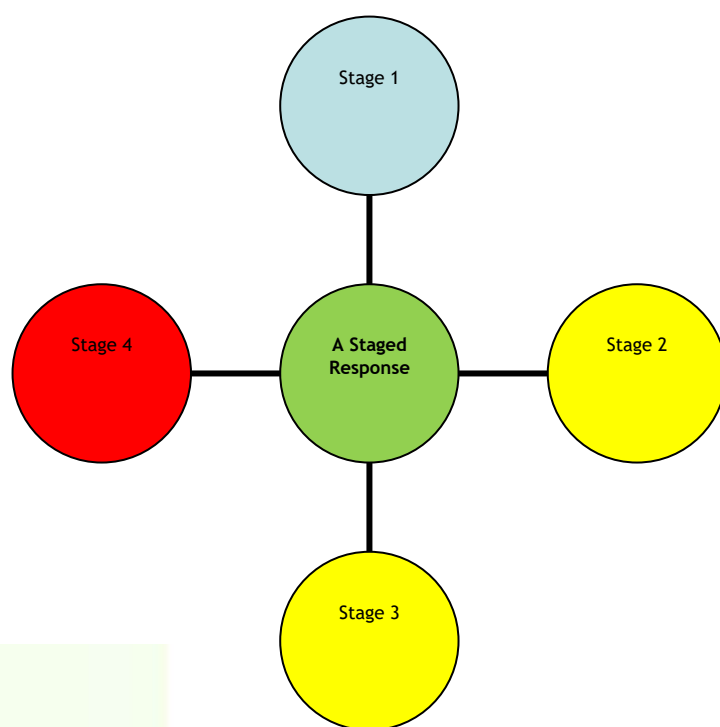
### **GJS Value Champions:**

Each half term, a Values Champion is chosen from each class by the class teacher and a special assembly is held to celebrate this. Children are given a certificate and presented by their class teacher with a paragraph explaining the reasons behind their choice. These children are voted for by their peers who have been fantastic role models, have embraced the school values and has upheld the Unicef's CRC articles.

### **Hierarchy of Consequences**

When a child behaves in an inappropriate way, we follow a set of procedures set out below. Depending on the severity of the behaviour, the child may have a consequence from any part of the hierarchy of consequences.





**Stage 1** - A minor incident - the member of staff talks to the child and gives a verbal **warning**. A member of staff *may* decide to upload this incident to CPOMS

**Stage 2** - If the negative behaviour continues then the child is given a **yellow card**. This is the uploaded to CPOMS within the 'Negative Behaviour' category.

**Stage 3** - If the negative behaviour continues then the child is given a further **yellow card** and is moved to another class. (This would usually be the parallel year group class).

**Stage 4** - By this stage if the negative behaviour continues, a teacher gives the child a **red card** and **may** decide to place him/her in Time Out. The child is then sent to the Phase Leader or Headteacher for a restorative meeting where strategies are suggested and there is an official log of the meeting and incident (Appendix B and B1). The child then takes a copy of the form home to discuss with their parents and strategies to overcome the issue are agreed, signed and returned to the Phase Leader or Headteacher the following day. The parents are informed at a suitable time and issues are discussed by the class teacher. This could involve a handshake, a letter or another sign of apology. It may not be sufficient or appropriate for the offender to 'say sorry'. The children themselves lead this, where possible, and it is important for the 'victim' to feel as though appropriate sanctions have been put in place and justice achieved. A Stage 4 incident will be uploaded to CPOMS along with other supporting documents such as the Behaviour Reflections sheet (Appendix B1), once it has been returned to school signed.

Occasionally Stage 4 may apply immediately if the incident warrants such action, e.g. violent behaviour or behaviour identified in the [Surrey guidance on exclusions](#).

#### Timeout:

This takes place at time of the Phase Leader/Deputy Headteacher's choosing. Children are asked to discuss the incident/s in question and ways of improving their behaviour. This will usually result in a letter of apology being written outlining why it was wrong to behave in the way they did. This may well directly link to the child's class charter. The timeout may be time during break and/or lunch but used as a deterrent sparingly. (See Appendix C for possible sanctions)

### **Persistent Inappropriate Behaviour:**

In most cases, following these procedures will help a child to modify their behaviour. If, however an individual is exhibiting inappropriate behaviour on a regular basis such as any form of [harassment](#), an educational healthcare plan, behaviour management plan or individual reward system may have to be set up. This would also be applicable to those with specific learning or physical needs and may require bespoke adjustments to this policy. This will involve all parties and will be based on acknowledging and rewarding appropriate behaviour whilst still addressing inappropriate behaviour. At this stage, the child could be placed on the SEND provision map. If the concern is in the playground, then duty staff and lunchtime supervisors are informed and behaviour is monitored and recorded by them during these times. Incidents relating to the plan will be uploaded to CPOMS

### **De-escalation Strategies:**

There may be occasions when de-escalation strategies will be used. These could involve the following:

- One to one discussion
- Removal from group/class/play area
- Carrying out a task around the school
- Identifying a 'chill out' area for an individual to go to
- Work with a member of staff/ELSA on the Zones of Regulation
- Reference to educational healthcare plan, if appropriate.

### **Major Breaches of Discipline:**

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse - including derogatory or sexual related language, refusal to work, and disruptive behaviour in class. Serious incidents, particularly involving violence will be logged on CPOMS and may be noted in the child's record file.

### **Strategies for dealing with major breaches of discipline include:**

- ◆ withdrawal from the classroom to a place of safety in school
- ◆ an oral warning by the Head Teacher or Deputy Head Teacher concerning future conduct
- ◆ a phone call or letter to parents informing them of their child's unacceptable behaviour
- ◆ a meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour
- ◆ a case conference with parents and support agencies
- ◆ As a last resort, LEA fixed term or permanent exclusion procedures may be implemented in line with the school's Exclusion Policy and [DFE Guidance on Exclusion](#).

### **Use of Physical Intervention:**

When a child's behaviour presents a danger of causing significant harm to themselves or others, or to property, or there is a major threat to good order, approved staff, those with specific training and identified in any risk assessment, may need to take physical control until the children are able to take back control for themselves.

### **Supporting the needs of Individual Child:**

We ensure that we are an inclusive school and that discrimination is avoided and extremist views not tolerated. Rules relating to school uniform and appearance will take appropriate account of cultural and/or religious needs.

We recognise that some behaviour can be a result of SEND, disability (e.g. ADHD, ASD or Tourette's syndrome) or vulnerable circumstances and take account of this when responding. All these children are supported in a nurturing environment. Parents, additional support agency advisor are engaged in planning individual child learning, behaviour plans and personalised timetables, if necessary, with the support of external agencies/medical experts.

### **Recording and Monitoring Incidents of Unacceptable Behaviour:**

All staff are encouraged to log unsuitable behaviour requiring either a verbal warning, yellow or red card onto CPOMS and ensure they are uploaded under the appropriate category. There are separate categories on CPOMS that may be considered more serious, including discrimination. We aim to be inclusive and supportive of all children in vulnerable groups and CPOMS to ensure that any patterns are identified and addressed.

Behaviour of the children is recorded on the school Self Evaluation Form and is referred to in termly headteacher reports to governors. Governors are also made aware of any exclusions within the school and are encouraged to make reference to behaviour and wellbeing when carrying out governor visits to the school. Governors are also informed of any serious behavioural incidents that may not lead to permanent or fixed term exclusions.

### **Behaviour incidents online**

Though GJS actively discourages children interacting online and engaging in online chat spaces, there is a likelihood that older children will engage with this activity. GJS also actively discourages the use of a mobile phone for those at junior age unless children are:

- >Young carers
- >Residing at an address a significant distance from school and travels to and from school independently.

At GJS we believe allowing access to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse and can be detrimental to learning. As a result, permission for children to bring mobile phones into school have to be given in writing and only the headteacher can grant permission, driven by the grounds stated above. Should permission be granted, the children are to hand the phones into the school office, switched off, on arrival to school each and retrieved when leaving school at the end of the day. Children are not permitted to use their phones on the school site.

GJS is clear that even though online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, dignity and respect.

We know that many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.** However, often incidents that occur online will affect the culture at GJS. We will sanction pupils when their behaviour online poses a threat or causes harm to another pupil and could have repercussions for the orderly running of the school, when the pupil/s is/are identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school - as suggested in the [DfE Behaviour in Schools guidance 20022](#)

## Appendix A

### GODALMING JUNIOR SCHOOL - HOME SCHOOL AGREEMENT

#### 1. The School

##### **We will:**

- support and care for your child
- aim to ensure that your child reaches his or her full potential as a valued member of the school community by rewarding positive behaviour and achievement
- try to be open and welcoming at all times and encourage you to become involved in the daily life of the school
- contact you promptly if there is a problem with your child's attendance or punctuality
- let you know as soon as possible about any concerns or problems that affect your child's work or behaviour
- provide a broad and balanced curriculum
- set, mark and monitor home learning in accordance with the school policy
- send home an annual report and arrange parents' evenings during which progress will be discussed
- keep you informed about school activities through regular newsletters and notices about special events
- Provide a setting where the UN Convention of the Rights of the Child and their general principles are woven into every aspect of school life.

Signed:



(Headteacher)

#### 2. The Parents/Guardian

##### **I will:**

- see that my child goes to school regularly, on time and properly equipped, striving for a level of attendance of 100%
- support the school's policies and guidelines for behaviour and discipline
- attend parents' evenings and discussions about my child's progress
- support my child in home learning
- let the school know about any concerns or problems that may affect my child's work or behaviour
- read with the Parents' Handbook
- telephone the school before 9.00am if my child is absent and provide an absence note when my child returns to school
- ensure that my child wears correct uniform that is clearly named
- ensure that family holidays are not taken in term time

Signed ..... (Parent/Guardian)

#### 3. The Child

##### **I will try to:**

- be polite, kind and helpful to others
- follow the Class Charter
- do complete all my classwork and home learning as well as I can
- bring all the equipment I need every day
- be punctual
- Respect School property and the people that work within

Signed ..... (child)



Appendix B  
RESTORATIVE MEETING PROMPTS

# What happened?

Allow telling of the whole story from their point of view

# What were you thinking?

At each point including in the lead up to the incident

# How were you feeling?

At each point including in the lead up to the incident (thoughts influence feelings, feelings influence actions)

# Who has been affected? How?

# What do you need to move forward?

## Appendix B1

### Behaviour Reflections



Name: .....

Date: .....

2. Reasons for my behaviour

4. My Improvement Plan
.....
.....
.....
.....
.....
.....

1. Description of my behaviour

3. Consequences of my behaviour
How do I feel?
How has my behaviour affected others?
Other consequence(s)
Type of incident
Bullying and Harassment
Racial
Physical

**Article 3** (best interests of the child)  
The best interests of the child must be a top priority in all actions concerning children.

**Article 31** (leisure, play and culture)  
Every child has the right to relax, play and join in a wide range of cultural and artistic activities.



Pupil:
Parent:
Teacher:



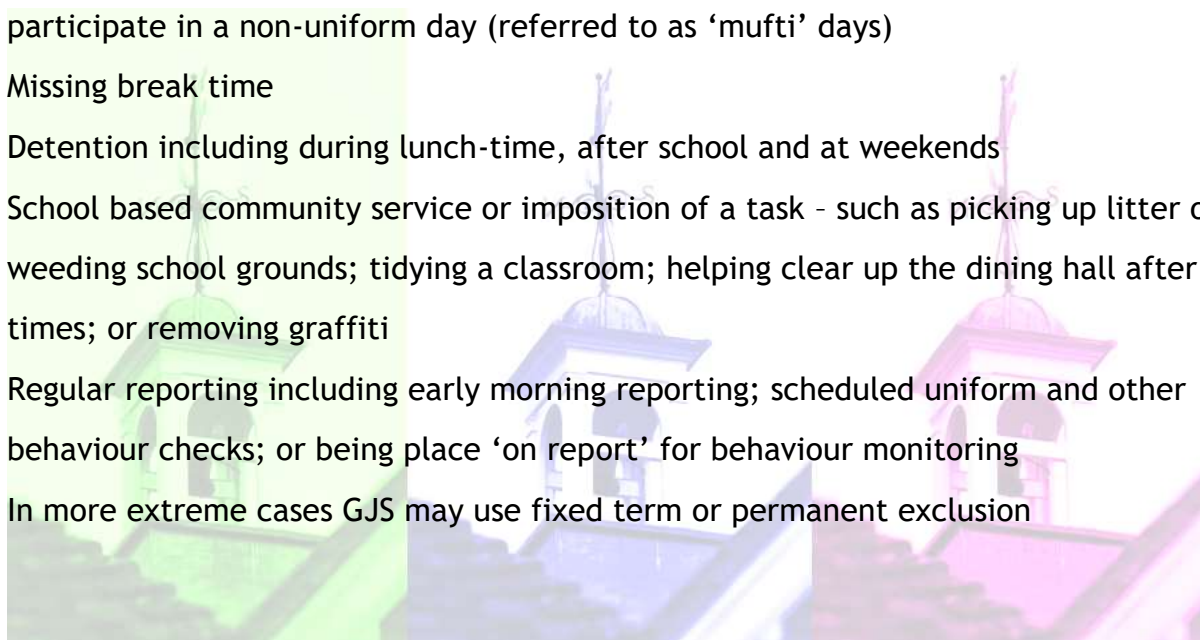
## Appendix C

### Behaviour and Sanctions

When poor behaviour is identified, a sanction/s could and should be implemented consistently and fairly in line with the Behaviour Policy. GJS has a range of disciplinary measures clearly communicated to school staff, pupils and parents.

These can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as writing lines, a letter or an essay
- Loss of privileges - for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (referred to as 'mufti' days)
- Missing break time
- Detention including during lunch-time, after school and at weekends
- School based community service or imposition of a task - such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed 'on report' for behaviour monitoring
- In more extreme cases GJS may use fixed term or permanent exclusion



### GJS Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination or harassment
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The school attempts to uphold the Unicef Convention of Children's Rights as an ongoing commitment to the Rights Respecting Schools agenda

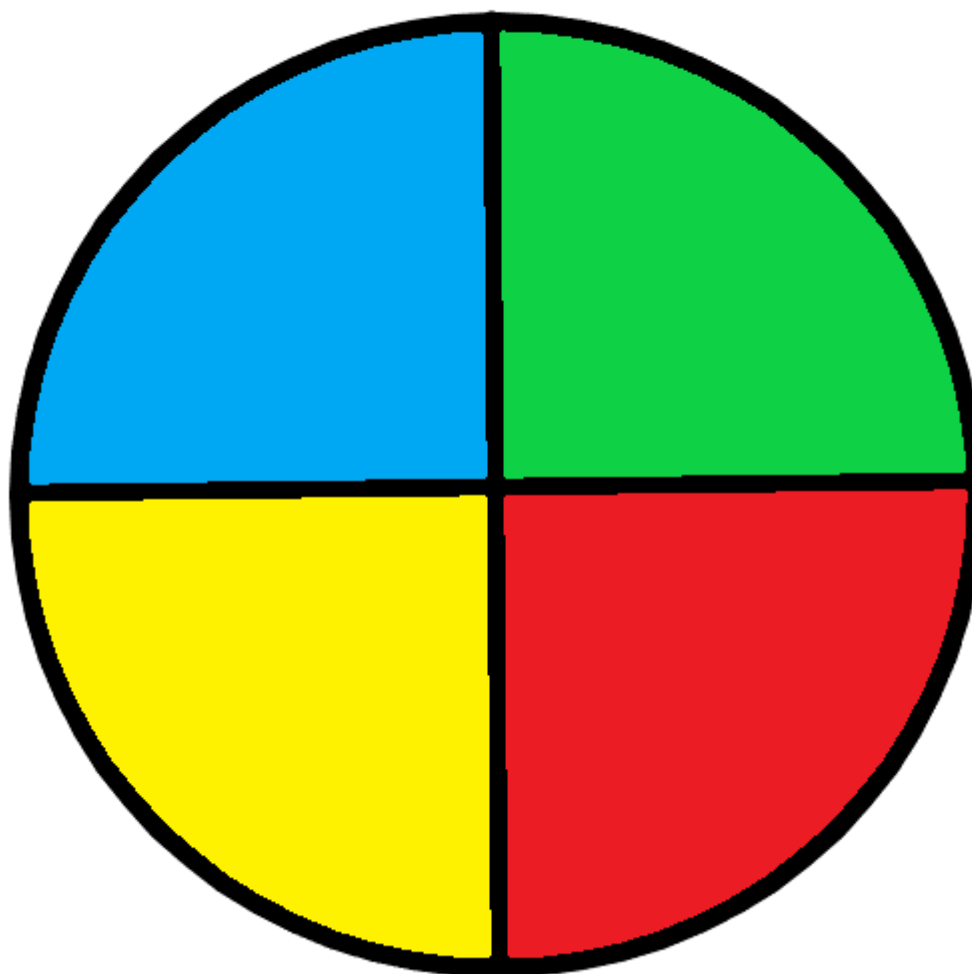
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the FGB and School Council annually.







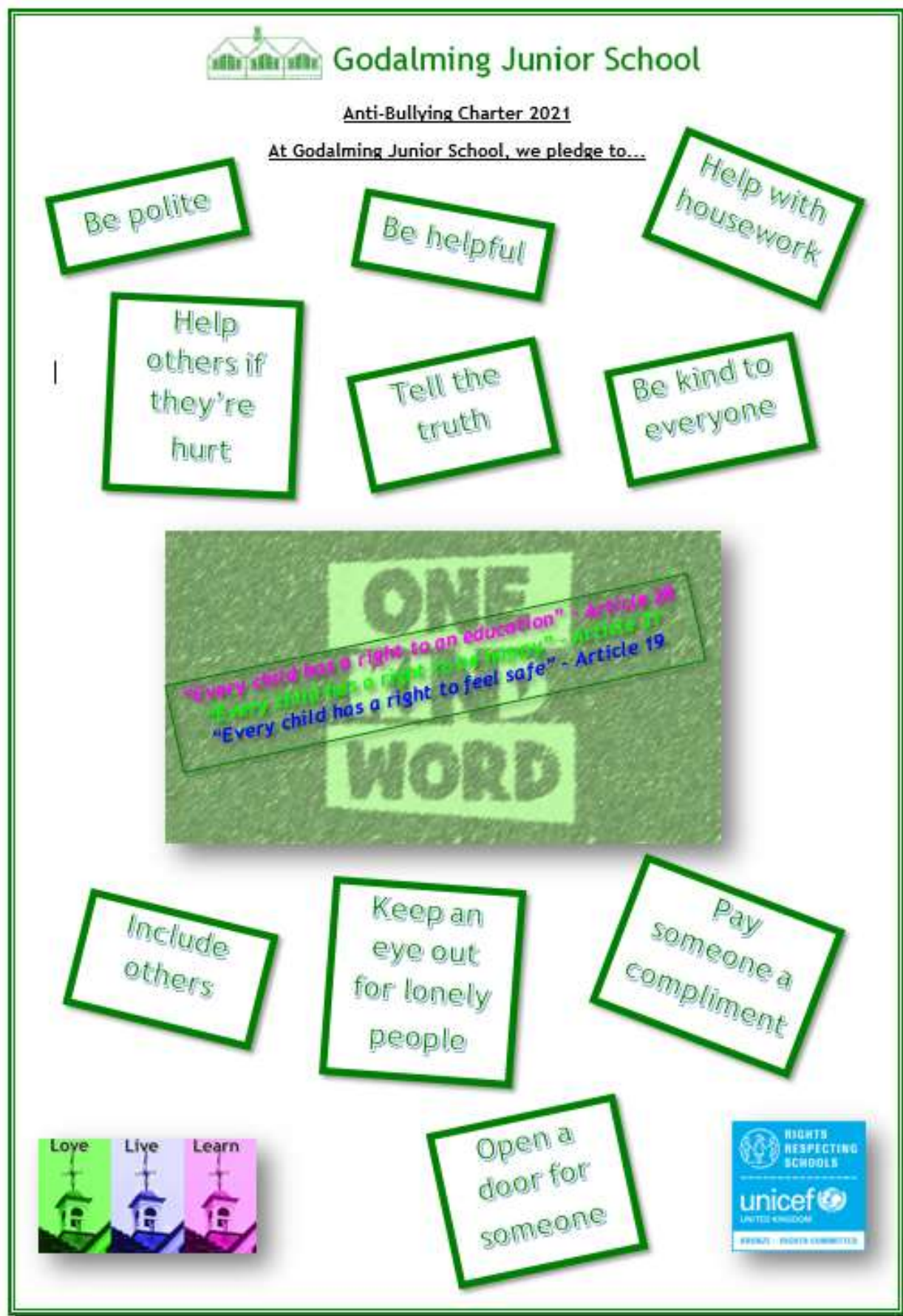


## Appendix E



### The **ZONES** of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control



## AB Stars

### Break-Time Champions Criteria

*You have a chance of winning the AB BTC Award if you...*

1. Uphold all of the playground rules
2. Help and assist others if they are hurt
3. Celebrate others achievements at break/lunch time
4. Are **respectful** of the school and use bins for litter
5. Are polite and **kind** to those who are on duty
6. Make appropriate changes to games in order to be more **inclusive**
7. Ensure rules in games, including football are **fair** for everyone
8. Are **tolerant** of others and their games

