



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 or Deputy Designated Safeguard Leads Erin Coleman, Louise Munz, Kate Wilkinson and Andrea Crook

BEHAVIOUR AND RESTORATIVE PRACTICE POLICY **INCLUDING BEHAVIOUR PRINCIPLES**

This policy was reviewed: Spring 2026

This policy will be reviewed next: Spring 2027

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

“Every child has a right to feel safe” - Article 19

“Every child has a right to an education” - Article 28

“Every child has a right to relax and play” - Article 31

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. ALL adults at GJS are positive role models for good behaviour and we 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, age, 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 and improving 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 at GJS 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 or an unmet need 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** principles when dealing with incidents allows parties to meet face to face and come up with solutions 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, calm and predictable learning environment.
- Ensure that relationships between children and adults are mutually respectful.
- Encourage children to value themselves and others by **respecting rights** and accepting 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 principles in children to resolve conflict by building ‘resilience tool kits’ in children so they know what ‘tools’ to call upon if and when things go wrong - which will happen on occasions as this is a fact of life.
- Facilitate restorative meetings, ask the right questions, understand the needs of all and arrive to an appropriate solution to problems by accepting responsibility, being accountable and being remorseful
- To ensure lines of communication are open and transparent between school and home.
- 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:

Staff	Will promote good behaviour in class and around the school Work with children in a caring, respectful and sensitive way Will focus on the needs of the individual by seeking first to understand before being understood Work in partnership with parents, colleagues and carers Give children choices Model exemplary behaviour to the children and communicate respectfully to all
Children	Understand what good behaviour means Contribute to, understand and be expected to uphold school and classroom charters/rules 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 Take responsibility and be accountable for their actions
Parents	Will be confident that their child will receive support in a safe, predictable and respectful environment Feel confident that our school environment encourages learning Will expect that the school will further their child's social skills Will be 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 Support the school by reinforcing the school ethos, values, Rights Respecting practices and restorative principles at home
Governors	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 'articles', which form the basis of the Behaviour Policy taken from the UNICEF Rights of a Child. As a gold standard UNICEF Rights Respecting School, the following articles are the ones we hold most dear at GJS

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

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

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

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 principles 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. The children will also suggest potential sanctions or consequences if class rules are violated.

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.

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

Post-It notes

Parental contact

The House point System:

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

Teacher's Award (Pupil of the Week):

This is awarded to a member of the class each week by the class teams. 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 'Wonder Wall' in the school entrance hall.

Anti-Bullying:

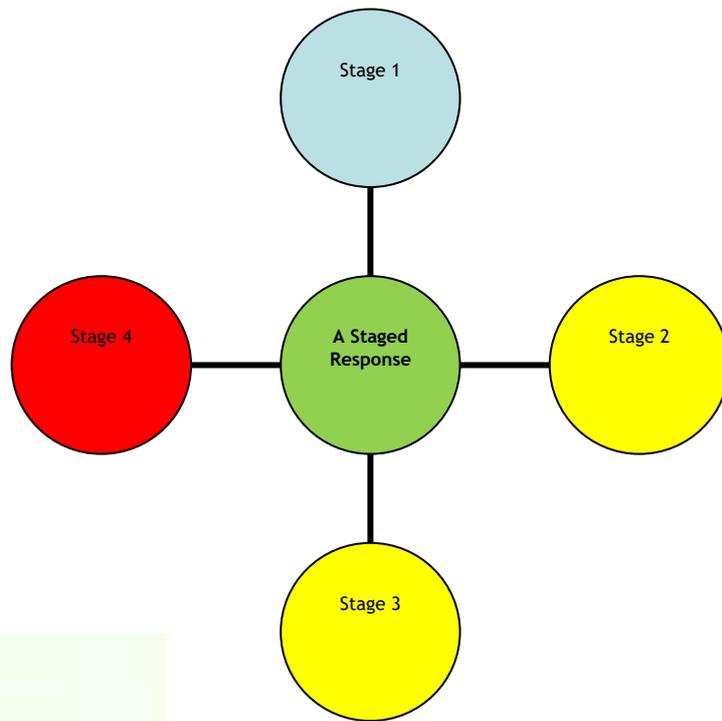
The school makes every effort to promote kindness, inclusion and all of the school's 12 values at all times of the day. We have Anti Bullying Stars who work closely with the headteacher to ensure the subject of anti-bullying has a high profile throughout the school. This approach avoids anti bullying behaviours taking root in the school and this is reinforced by the whole school Anti Bullying Charter (Appendix F) and our AB Break Time Champions Award presented half-termly to classes achieving the criteria (Appendix G) created by the AB Stars themselves and having the lowest recorded negative behaviour incidents on our CPOMS safeguarding monitoring platform.

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 often voted for by their peers who have been outstanding role models, have embraced the school values and 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. Depending on the severity of the inappropriate behaviour, usually from stage 2, these will be logged on the online safeguarding platform CPOMS, which all staff can access.



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 if it is a safeguarding matter.

Stage 2 - If the negative behaviour continues/or is considered more severe and intentional then the child may be issued a **yellow card**. This level of incident may also be uploaded to CPOMS within the appropriate category e.g. 'Negative Behaviour' category and considered a safeguarding matter. A 'consequence' activity may be issued at the discretion of the member of staff depending on the severity of an incident/s (Appendix H). If the incident is logged by the class teacher, they will issue an **action** for themselves to complete. This could involve a meeting with the child/ren in question or/and contact a parent and/or arrange a meeting. If the incident is logged by another member of staff, they must **assign** the incident to the **class teacher** as a matter of course. SLT members are automatically notified through CPOMS of ALL incidents who may also issue an **action**. The SLT member will be the most relevant phase leader and/or the head-teacher.

Stage 3 - If the negative behaviour continues, or is considered severe and intentional then the child is given a further **yellow card** and can be moved to another class. (This would usually be the parallel year group class). The CPOMS protocol from **Stage 2** would also be applicable. However, on this occasion, the head-teacher must be **alerted**

Stage 4 - By this stage if the negative behaviour continues, a teacher gives the child a **red card** and **may** decide to place them in Time Out. The child meets with the Headteacher, Deputy Head in their absence, for a restorative meeting where strategies are suggested and there is an official log of the meeting and incident (Appendix B and B1) usually at break or lunchtimes and not during lesson time if possible. Support or training may be suggested at this stage. 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 Headteacher the following day. The parents are informed at a suitable time by the class teacher and they are expected to support the school in issuing any consequences and being united with the school. If there is a victim, 'closure' of the incident following the restorative meeting involving all parties must be sought. This outcome 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.

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 a 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. Each half term, CPOMS entries are analysed by the head-teacher and for those with incidents equating more than 1 a week, a 'behaviour review meeting' with the head-teacher is arranged. At this time, there will be a discussion regarding what has gone well, how things can possibly improve, what support has been sought/needed and what strategies are working/not working. Some children may not be aware of the number of incidents they have accrued and some children may have started a term dysregulated but as time has gone on, improvements have been made. Improvements will be celebrated.

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
- Carrying out activities or drills from the 'Regulation Station in the school hall
- 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 intentional derogatory, racial 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.

In line with the [Searching, Screening and Confiscation Advice for Schools](#), Headteachers and staff authorised by them, in the case at GJS, this will be a DDSL or/and a member of the senior leadership team with appropriate training, have a statutory power to search pupils at GJS or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item e.g. a sharp object or an item not appropriate to a school setting and/or considered to be used as a

possible weapon. Consent will always be sought first as a matter of course at GJS. 'Reasonable grounds' will be a judgement test on individual cases alone.

Any searches carried out will be by a member of the senior leadership team, be of the same gender as the student and with a witness present. ALL searches will be logged with the 'Cause for Concern' category on CPOMS and the 'Search and Seize' sub-category. Exceptions to staff members being of the same gender will only apply if there is risk of serious and immediate harm if the search is not carried out immediately and it is not practicable for another member of staff to be present.

The power to search without consent enables a personal search, involving removal of **outer clothing only** (clothing not immediately touching the skin such as jacket and coats) and searching of pockets; but not an intimate search, which only a person with more extensive powers can do, such as a police officer.

The law states that staff can confiscate, retain, dispose or destroy a pupil's property as a disciplinary penalty. If the search and seizure has been carried out lawfully, staff are not liable to replace or cover costs of items.

In all cases of any search and seize processes, parents will be notified unless it is considered unsafe to do so. Staff may contact the Surrey C-SPA team for further advice. School governors will also be informed.

Strategies for dealing with major breaches of discipline include:

- ◆ withdrawal from the classroom to a place of safety in school
- ◆ a verbal warning by the Head Teacher or Deputy Head Teacher concerning future conduct
- ◆ a phone call and/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 suspension or permanent exclusion procedures may be implemented in line with the school's Exclusion Policy and [DFE Guidance on Exclusion](#).

Use of Restrictive 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.

The understanding of appropriate touch is key to the development of healthy relationships. At GJS, we believe that the use of touch is a vital aspect of our nurturing role: we recognise that adult physical contact is not only inevitable but desirable, and that appropriate touch is also an effective method of stress relief.

Identified staff at GJS are trained to be skilled in understanding that touch not only promotes a pupil's social and emotional development, but is also a highly effective and powerful method of non-verbal communication. At GJS, therapeutic touch is used in situations where pupils are distressed. In these situations research has shown that it would be unkind or increase the pupil's distress if touch was not employed.

When children are very distressed, they often ignore information provided by their senses - for example they may no longer be able to see or hear effectively. When a child is distressed, touch can be the only means of maintaining a connection with them. Staff consider the pupil's gender, race, disability and age when using touch, as individuals may be used to experiencing different levels or types of touch. In addition, some individuals may be used to differing levels of touch as part of their cultural upbringing.

Staff are aware that an individual's history may also influence who represents a 'safe' adult to them, and that this needs to inform their approach to touch. This is particularly relevant for pupils with attachment issues, where pupils may have limited understanding of the differences between 'school adult' and 'carer'. Misinterpretations of touch may lead to over-attachment. Staff are aware that should a pupil shun the comfort offered through touch, the pupil's wishes are followed, unless this would cause them to be unsafe.

Restrictive Physical Intervention

Where a pupil presents a danger to themselves or to others, there may be times when it is necessary for trained staff to use a means of physical intervention ('safe holding') to keep them safe. At GJS, this is undertaken using Positive Touch methods. This is only employed after all other de-escalation strategies have been unsuccessful, and when it is reasonable, proportionate and necessary to do so. All actions will be in line with the school's Restrictive Physical Intervention (RPI) Policy

The use of physical intervention is supported and documented in the government guidance ['Use of Reasonable Force Guidance: Advice for headteachers, staff and governing bodies' \(2013\)](#).

When physical intervention is used, staff explain to the pupil that the actions they are taking are for safety reasons and as a last resort when all other strategies have been unsuccessful. As the situation de-escalates, touch can be appropriately used to move from a situation of ensuring safety to one of support. This may include holding the hand of a pupil while crossing the street or reassuring touches on the shoulder. A report form will be completed by the member of staff following any use of Restrictive Physical Intervention (RPI) found in the RPI policy

Examples of inappropriate touch:

- Satisfaction of the adult's needs rather than those of the pupil.
- Touch that is without the pupil's consent (unless keeping safe).
- Coercion or other forms of exploitation of the pupil's lack of knowledge.
- Violation of laws against sexual contact between adults and children.

Any form of corporal punishment is illegal in all UK schools.

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, child on child incidents, including harassment or abuse and any racial or homophobic incidents. We aim to be inclusive and supportive of all children including vulnerable groups and ensure that any patterns of behaviour are identified and addressed.

Behaviour of the children is summarised on the school Self Evaluation Form, referred to in termly headteacher reports and Safeguarding and Behaviour reports to governors. Governors are also made aware of any suspensions or 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 anonymised behavioural incidents that may not lead to fixed term suspension or permanent exclusions.

Behaviour incidents online

Though GJS actively discourages children interacting online and engaging in online chat spaces, there is a possibility that older children will engage in 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. 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. The school also reserves the right to withdraw permission if any school rules, requests contained in the permission form or other school policies are not followed.

GJS is clear that even though online space differs in many ways, the same standards of behaviour are expected online as they 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 2022](#)

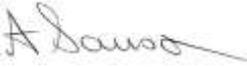
Appendix A

GODALMING JUNIOR SCHOOL - HOME SCHOOL AGREEMENT

1. The School

We will:

- Provide a calm, predictable and safe environment making sure all children feel included, cared for and valued.
- Do our best to ensure that your child is well taught and given the opportunity to achieve their potential in all aspects of the school life, covering a broad and ambitious curriculum, through memorable, first hand experiences.
- Encourage all children to play an active and positive role in the school and community, teaching them to be understanding, polite and **respectful** of other people's needs as well as their own.
- Provide a wide range of subjects and enrichment activities to meet your child's individual needs and interests, which can both challenge and inspire.
- Keep you regularly informed about general school matters, events and changes, and your child's progress.
- Be welcoming at all times and offer you opportunities to become involved in the life of the school.

Signed: 

(Headteacher)

2. The Parents/Guardian

I will:

- Ensure my child comes to school on time and regularly (100%) with a clean, smart correct uniform, healthy lunchbox, if providing your own, and a water bottle.
- Take an interest in my child's efforts and achievements at school, taking time to look at any work my child is particularly pleased with.
- To make sure that my child has had enough sleep, a good breakfast and is prepared and ready to learn each day
- Let the school know about any problems, illness or home situations that might affect my child's behaviour, social/emotional wellbeing or ability to attend school.
- Support my child positively by providing a conducive work space at home to help with their reading, spelling, maths and any other homework activities and ensure good communications through reading diaries.
- Encourage my child to join extra-curricular and enrichment activities which interest them, including residential trips
- Engage and communicate with the school including attending parents' evening to discuss my child's progress or make alternative arrangements.
- Support the school's eco-friendly approach e.g. consider how best to travel to/from school, recycling etc.
- Support all school policies including e-safety and to monitor and supervise online activity on tablets or mobile phones.

Signed (Parent/Guardian)

3. The Child

I will try:

- To bring the things to school I need every day and look after them.
- Try hard to concentrate on my learning, achieve my best and use my thinking skills and talents to help me.
- To take responsibility for my learning both at school and at home and manage my time.
- To behave well, be polite, kind, helpful, honest and **respectful** to all adults and children both in school and the outside world.
- To help look after the school and its grounds, e.g. pick up any litter, turn off lights.
- To move around school **respectfully** and use a quiet voice.
- To eat my lunch, drink water during the day and eat a healthy snack.
- To use the internet safely, responsibly and **respectfully**.
- To follow the school rules, uphold school values and the **Love, Live, Learn** ethos of Godalming Junior School.

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?**

Restorative Behaviour - Reflections

Name:

Date:

1. Description of my behaviour:	2. Type of incident - Child on Child	
	Bullying/harassment	
	Racial	
	Sexual abuse/harassment	
	Physical/Abuse	
	Cyber	
3. Reasons for my behaviour:		
4. Consequences of my behaviour How do I feel?		
How has my behaviour affected others?		
What value/article has been violated?		
Other consequence(s)		
5. My improvement plan:		
6. Review date:		
Pupil commitment:		
Parent commitment:		
Staff commitment:		



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 with their peers outside
- 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 or following a behaviour review
- In more extreme cases GJS may use fixed term suspension or permanent exclusion

Appendix D

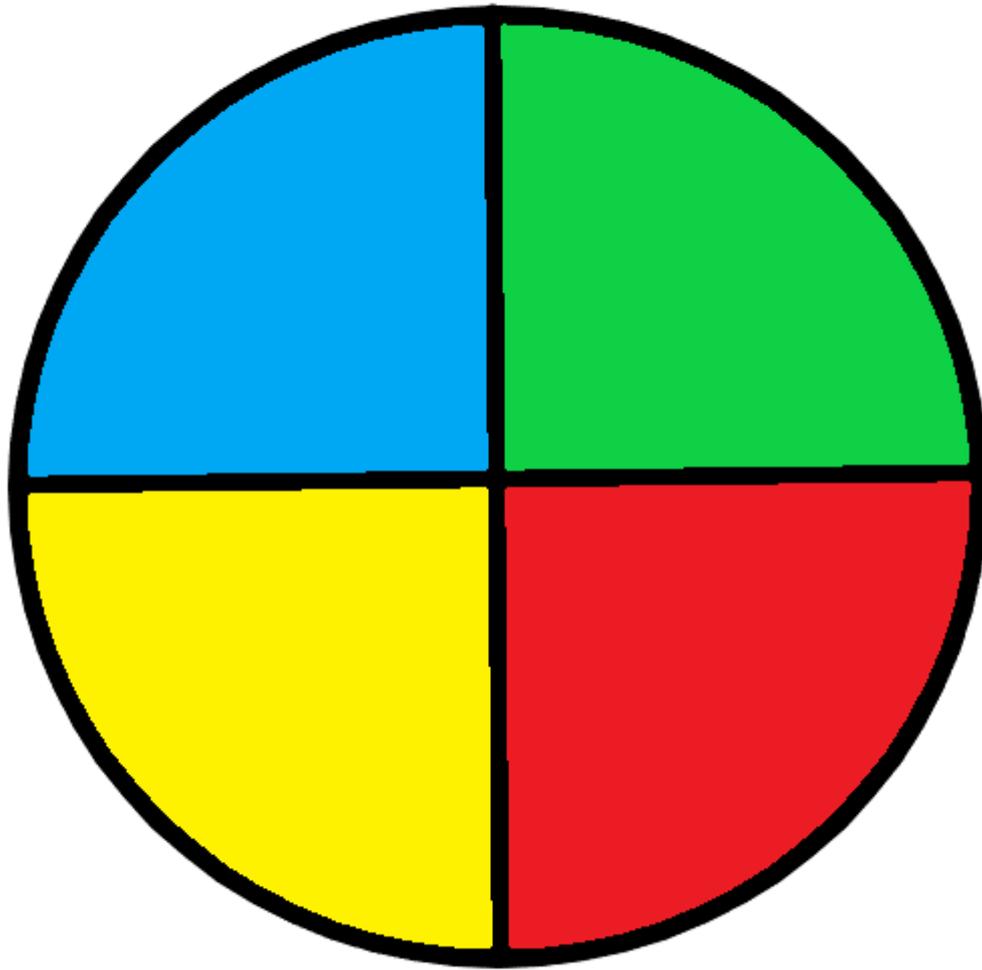
GJS Behaviour Principles

- 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, harassment or abuse
- 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 fixed-term suspensions or permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are integral when dealing with behaviour incidents in order 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®

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



Godalming Junior School

Anti-Bullying Charter

At Godalming Junior School, we pledge to...

Be polite

Tell an adult if we have a concern

Pay someone a compliment

Being Honest

let's **MAKE A**

"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

ABOUT BULLYING

★ ANTI-BULLYING ALLIANCE

Always include others in games

Help others in need

Keep an eye out for lonely people



AB Stars

Break-Time Champions Criteria

You have a chance of winning the award if you...

1. Uphold all of the playground rules and **respect** everyone
2. Are **kind** by helping and assisting others if they are hurt or sad
3. Are **respectful** of the school site and equipment
4. Ensure rules in games, including football are **fair** and **inclusive**
5. Are **tolerant** of others and their games

Love Article 31: Every child has a right to relax and play	Live Article 19: Every child has the right to be protected from abuse, violence and neglect	Learn Article 28: Every child has a right to an education
---	--	--



Godalming Junior School

Values Consequence

Name:
Class:
Date
Value or RRS Article Violated:
How the value or RRS Article was violated:
The wider implications of my actions:
I am going to attempt to 'make amends' by:
The support I am going to need to achieve this is:

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

Signed (child):