



# 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 Nick Maclver, Louise Munz, Kate Wilkinson and Nancy Kirby*

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

**This policy was reviewed: Spring 2025**

**This policy will be reviewed next: Spring 2026**

**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. 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 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 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.

## 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.

### **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 half-termly to classes achieving the criteria (Appendix G) created by the AB Stars themselves.

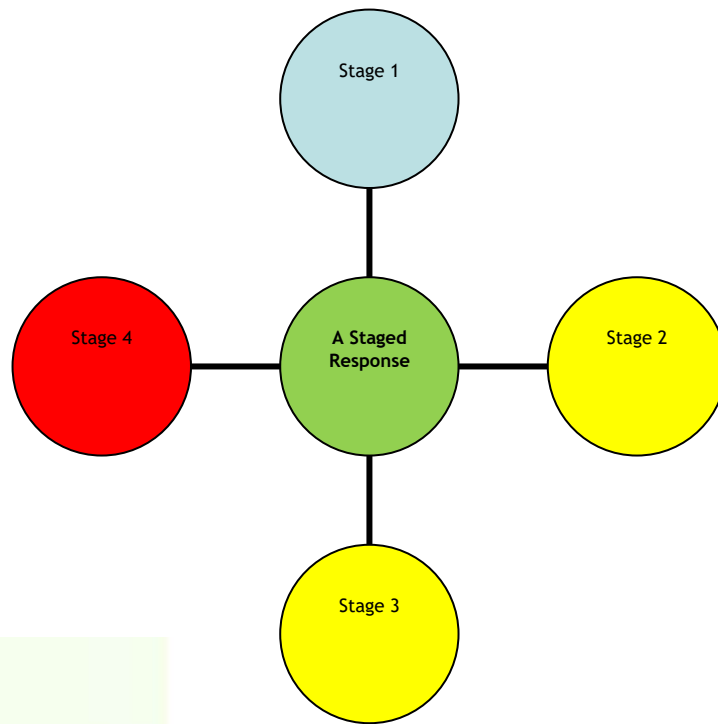
### **GJS Value Champions:**

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/or is considered more severe and intentional 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, or is considered severe and intentional 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 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. 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. If there is a victim, there needs to be a 'closure' element of the restorative meeting involving all parties. 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 along with other supporting documents such as the Behaviour Reflections document (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.

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 touch is also an effective method of stress relief.

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.

### **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.

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

When physical intervention is used, staff explain to the pupil that the actions they are taking are for safety reasons. 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.

### **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.
- Corporal punishment, slapping, striking or pinching.

### **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. 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 healthy, 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:**

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

## 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
- In more extreme cases GJS may use fixed term or permanent exclusion



## Appendix D

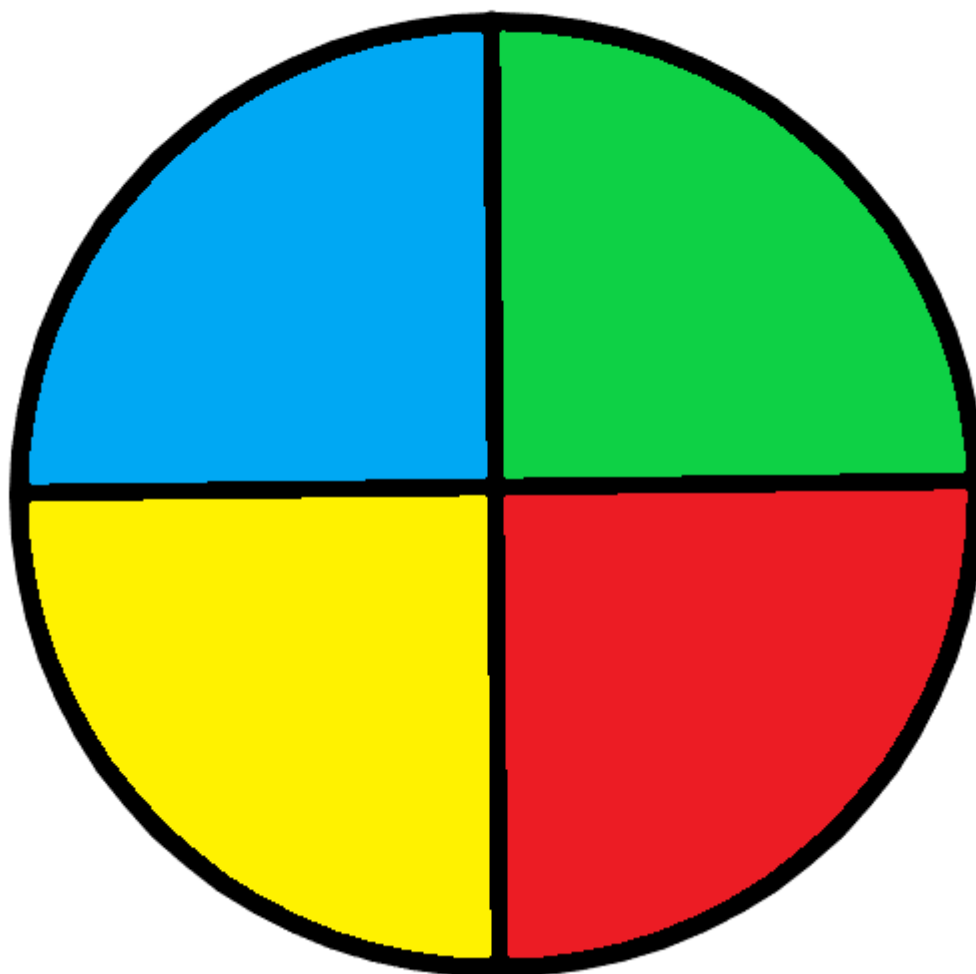
### GJS Behaviour Principles

- 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 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.





## The ZONES of Regulation®

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

