



PROMOTING POSITIVE BEHAVIOUR POLICY

Introduction

The maintenance of good discipline ensures that JAGS is a safe, respectful and harmonious community. Commitment to and respect of our rules underpins effective discipline and appropriate behaviour. In addition to school time, our school rules apply at all other times when in school uniform or taking part in school activities, including trips or outings. Our Promoting Positive Behaviour Policy is based on the DfE 'Behaviour in Schools, Advice for Headteachers and School Staff' February 2024.

This policy is applicable to all pupils, including those in the EYFS.

All staff share responsibility for implementing the school rules and to behave in accordance with the school's code of conduct

Our Aims:

Both in and out of the classroom

- To celebrate our diverse and inclusive community
- To champion social awareness and sustainability
- To empower courage, creativity and compassion in each student
- To inspire aspirational and authentic lifelong learners and leaders
- To nurture respectful, resilient and kind individuals

Aims of our Promoting Positive Behaviour Policy

- To promote a caring and supportive environment in which pupils are able to distinguish right from wrong.
- To develop a positive climate, based on kindness and respect for others and for the whole school.
- To provide an atmosphere in which pupils can learn well and teachers can teach effectively.
- To develop respect for school property and for personal property, both own and others'.
- To promote good relationships throughout the school, both between adults and pupils and between pupils.
- To encourage pupils to take initiatives and accept responsibility for their behaviour and progress.
- To show pupils that their work and good behaviour are valued, and to help maintain high expectations.
- To ensure a consistent and fair approach to rewards and sanctions.

JAGS does not use or threaten corporal punishment.

Physical restraint will only be used in the exceptional circumstances where it becomes necessary to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head of the Junior School or Head. Parents will be informed on the same day or as soon as is reasonably practicable. Any physical restraint used will comply with DfE and LA guidance and the school restraint policy ('Use of Reasonable Force Policy').

SEND

Under our duties of the Equality Act 2010, JAGS recognises that there is often the need to differentiate in approaches to behaviour and discipline. In addition to the support available to all pupils, those with SEND will also work with specific members of the team to ensure that reasonable adjustment is made to disciplining pupils, as appropriate.

Reasonable adjustments will also be made for pupils with health difficulties.

JAGS Junior School (Pupils Aged 4-11, Years R- 6)

Ethos and Expectations

Our Junior School is a happy community with an absolute commitment to providing pupils with the best care possible. Our atmosphere is one in which all pupils know that they are valued, respected and supported as individuals. We have high expectations of all our pupils, and we support them to achieve these expectations by making what is expected explicit and reinforcing high standards of learning and behaviour. We do this through:

- Form Time / Circle Time
- Assemblies
- PSHCE Curriculum
- School displays
- Home-Learning Planners

From the moment pupils begin their JAGS journey, we are working to equip them with a 'toolkit' for success, both now and in the future. This philosophy is crystallised in our Bee Brilliant Pastoral Programme; six key values pupils embody in order to:

- Be Inclusive
- Be Kind
- Be Respectful
- Be Resilient
- Be Brave
- Be Unique

Stretching far beyond the realms of the classroom, this programme is brought to life through all that we do, providing each pupil with the opportunity to understand, develop and embed each value, as well as enabling them to use them to guide and support daily decision making.

JAGS Junior School Commitment – Our School Rules

Our JAGS Junior School commitment was co-created by our pupil Well-Being Leaders and our Deputy Head Pastoral. It provides a clear framework that enables everyone to be happy, successful, and in which we celebrate the diversity and uniqueness of everyone within our school community.



At the Pre-Prep, a set of Golden Rules runs alongside our JAGS Junior School Commitment. Our Golden Rules are:

- Be gentle.
- Be kind and helpful.
- Work hard.
- Look after property.
- Listen to people.
- Be honest.

At JAGS we expect that everybody should always display the following behaviours:

- Engage well with learning, allowing everyone to get the most out of lessons
- Be kind and respect differences in others
- Respect and adhere to all relevant codes of conduct such as our Anti-Bullying Policy, Our Online Safety Policy and Our Acceptable IT use agreement
- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly

- Treat both their own, and other people's property with care and respect
- Look after our school environment
- Follow the school dress code
- Follow our healthy snack policy
- Keep yourself and others safe

By following these rules unacceptable behaviour will be avoided. Unacceptable behaviour includes, but is not limited to:

- Swearing and inappropriate language
- Child-on-child abuse
- Any forms of bullying (see Anti-Bullying Policy)
- Repeatedly and deliberately not following instructions from a member of staff
- Deliberate damage to property
- Telling lies or false accusation

There are also a number of organisational rules that are set out for the children:

Pre-Prep

- Toys are not brought into school, other than for sharing in “show and tell” class sessions.
- Sweets and fizzy drinks are not allowed in school.
- School uniform or PE kit is to be worn at all times.
- Children should not be in classrooms unattended.
- Children should always ask an adult before leaving the classroom.
- Children should remove all jewellery, hair decorations and nail varnish before coming into school. (Plain ear studs only for pierced ears are allowed and must be taped for PE activities.) Long hair must be tied back with a blue, black or red bobble. Discreet symbols of religious faith may be worn but must be removed for PE activities.
- All personal belongings are to be named.

Prep

- Children should remove all jewellery, hair decorations and nail varnish before coming in to school. (Plain ear studs only for pierced ears are allowed, but must be removed by the pupil for PE activities). Long hair must be tied back with a blue or red hair band/bobble. Symbols of religious faith may be worn but must be removed for PE activities.
- Named mobile phones must be handed in to the office on arrival at school if parents have requested in writing they be brought to school. They should be collected when the pupil leaves school. They are not to be turned on when on the school site. No other electronic toys are allowed (except a Kindle under a user agreement for Learning Support).
- Classrooms are not open until 8.20am when the children are sent in by the member of staff on duty. Children arriving early should wait in the playground or, if wet, in the Hall.
- Children only use the whiteboards when invited by a teacher.
- Sweets, fizzy drinks and chewing gum are not allowed in school.
- Girls should wear the full school uniform or PE kit at all times, including on the way to and from school.

- Children arriving late or leaving school for any reason must inform the school office in person and ensure that they sign in/sign out.
- Children should tell a teacher immediately if something is broken or spilt around school.
- Toys are not brought into school, other than for sharing in class lessons.
- Children should ask an adult before leaving the classroom.
- Children should not be inside during breaks unless 'wet Rec/lunch' or with a staff member's permission.

Our Pastoral Support Structure

All members of staff across the Junior School are responsible for pastoral care and our staff are passionate about pupil wellbeing. Staff make explicit the school's expectations, act as positive adult role models and reinforce positive behaviours for learning and pupil interactions. If pupil behaviour falls below the expected standards, sanctions can be given alongside additional pastoral support as needed.

Our Deputy Head Pastoral also carefully monitors behaviour and attendance data regularly to ensure that, where needed, appropriate support is in place, and to make relevant adjustments for pupils with SEND or additional needs.

Empowering Our Pupils

Pupils across the Junior School are explicitly taught the 'Think' and 'High 5' strategies to support the development of positive peer interactions.

Think before you speak...

T is it True?

H is it helpful?

I is it inspiring?

N is it necessary?

K is it kind?

Remember to High 5...

1. Ignore
2. Talk friendly
3. Walk away
4. Talk firmly
5. Report

Positive reinforcement and rewards across the Junior School

Staff believe in positive encouragement which includes:

- Verbal praise
- Written praise in marking (in line with our marking policy)
- Stamps, stars, stickers or badges
- Show other teachers or adults their work
- Displayed work
- Mentions in assembly

- House points
- Extra responsibility around school
- Mention to parents
- At Key Stage 1 children are awarded Gold Leaves
- At Key Stage 2 children are awarded Headteacher's Award, Golden Class Points, 3Cs Awards, Roots and Shoots Awards
- Effort particularly is acknowledged by our community

Sanctions

Pre-Prep

We find that a very small minority of children occasionally need a gentle reprimand.

In conjunction with the positive reinforcement which is central to our behaviour policy, the following procedure is adopted, followed by sanctions where appropriate:

- A 1:1 talk with the teacher to emphasise that the behaviour in question is unacceptable. Expectations will be reiterated, with the reasoning behind them.
- A 1:1 talk with the Senior Teacher or Head of the Pre-Prep.
- Where appropriate, a child can be removed from an immediate situation for a few minutes thinking or 'cooling down' time. This is particularly appropriate where there has been a dispute with another child. Reinforcement will always be given by a staff member and the situation discussed with the child to establish the correct behaviour, for example the need to apologise to another child or adult.
- Where inappropriate behaviour recurs on a regular basis the class teacher will inform parents in order so that they can reinforce school expectations.

Prep

The children are given clear guidelines in expectations of behaviour. Children are expected to be courteous at all times, to respect each other and to respond to teachers' requests on the first time of asking.

- Should a teacher feel that this is not happening then a system of 'sanctions' is in place:
- Children should be made aware of what is required of them. This may be as a standard school routine or something specific at a given time.
- If children do not comply then staff should remind the children of what is required/expected of them. This is known as a verbal reminder.
- If children still do not comply after two verbal reminders, then a written reminder will be issued in the home-learning diary which should be signed by parents and your daughter's form tutor.
- In the unlikely event that your daughter receives three written reminders within a week then this will lead to a 'reflection time' Reflection time is time with the Deputy Head Pastoral to think about what went wrong and what your daughter may choose to do differently in the future. Reflection time is viewed as an important opportunity for learning and will regularly include the use of scenario cards and age-appropriate texts. A discussion with parents will always take place ahead of a reflection time

Serious incidents

There are some instances when the usual sanction system is not appropriate. Should the situation warrant it, parents are informed or invited to the school to discuss matters if the Headteacher considers such action appropriate. Only the Head may suspend a pupil for misbehaviour that, in his/her opinion, merits it. The situation will be discussed with parents before a suspended pupil is sent home. No suspension shall last more than five days.

Pupils in the Pre-Prep and Prep are expected to adhere to the Anti-Bullying Policy and the Pupil Code of Conduct (reviewed annually by Year 6).

JAGS Senior School (Pupils Aged 11-18, Years 7-13)

Rules

All students are expected to obey the School Rules and adhere to the Pupil Code of Conduct, including the Alcohol, Drugs & Substances Policy; Anti-Bullying Policy; Anti-Racism Policy; Health & Safety Policy; IT Code of Conduct; Pupils IT Online Safety Policy and the Promoting Positive Behaviour Policy. These are available to parents on the school website and when a student joins the school. They are also the school planner and are displayed on all form room notice boards.

- All pupils are expected to adhere to the policy detail above.
- All members of JAGS community are expected to engage in social media in a positive, safe and responsible manner, at all times (see IT Code of Conduct).
- Money must be left in a locked locker, or left in the school office, or carried on one's person. Pupils should not carry large amounts of cash with them at school.
- Mobile phones, laptops, and other similar electronic items are brought into school at pupils' own risk and should be placed in a locked locker or left in the school office during the School day. No coats or PE kit should be left in the form room, but in the relevant lockers.
- Smoking, vaping or possessing illegal substances including alcohol on the school premises, defacing school property or stealing are not acceptable and will be dealt with most seriously (see Searching and Confiscation later in this policy).
- Mobile phones should remain set to 'silent' mode during school and may not be used when students are on site, unless directed by a teacher (see also the Online Safety and Anti-Bullying Policies). School cannot be responsible for pupils' mobile phones. Year 7 and 8 pupils may not carry a smartphone on their person, but should hand it in to Pupil Reception.
- School one-to-one devices, when issued, should be used only in accordance with the Online Safety and Anti-Bullying Policies, and should be the principal means of accessing Teams and related software/apps which support personal organisation, as directed by the school.
- Pupils in Year 7 – 9 should leave school by 6pm at the latest (unless in a supervised activity).
- Pupils in Years 10 – 13 may work in the Library until 7pm if they wish to use this time for study. They may not be anywhere else other than the Library. All pupils must sign in and out so that their location is known. Pupils in Years 10 – 13 must have left the site by 7pm unless taking part in a supervised activity.
- No food may be consumed in corridors or form rooms at any time.
- Chewing gum is not allowed in school.

Our Pastoral Support Structure

Owner: Senior Deputy Head

Promoting Positive Behaviour Policy

Reviewed December 2025 Next Review December 2026

All members of staff across the Senior School are responsible for pastoral care and our staff are passionate about pupil wellbeing. Staff make explicit the school's expectations, act as positive adult role models and reinforce positive behaviours for learning and pupil interactions. If pupil behaviour falls below the expected standards, sanctions can be given alongside additional pastoral support as needed.

Our Senior Deputy Head and Heads of Section also carefully monitor behaviour and attendance data regularly to ensure that, where needed, appropriate support is in place, including relevant adjustments for students with SEND and additional needs.

REWARDS

Praise and recognition are given to students who have worked well or behaved well. Students' achievements and efforts are regularly recognised in assemblies and reported on our website and elsewhere.

Our formal reward system is based on credits: credits are awarded to individual students, but also contribute to the termly points total for each House.

Credits are awarded singly for:

- a) Acts which are of service to the community, unsolicited and above and beyond what is expected
- b) Outstanding effort or achievement in academic work.

Special certificates are awarded by Section Heads to students achieving significant numbers of credits and vouchers are awarded to the girls who achieve most credits in each year group each term.

Form credits may also be awarded where the whole form has excelled in some way. The student and her parents are informed by email when a credit is issued.

Postcards

The electronic postcard includes a personalised message from the Form tutor to the student's parents and is emailed home. The girl will be told that her parents have been sent the electronic postcard. All teachers can make a nomination to the Form Tutor who will write a short message home outlining the reason for the postcard.

The criteria are:

- Consistent improvement/perseverance in academic work
- Particularly kind act - social conscience
- Volunteering for an activity on a number of occasions; always assuming the role of Ambassador for the school.

Sanctions

Warning marks are awarded for minor disciplinary offences such as lateness without good reason, poor or incomplete work, and uniform infractions.

Lunchtime supervision may be given by a member of staff who feels that a pupil may benefit from extra time spent on a piece of work or to catch up on work they may have missed. Parents will be informed when these have taken place, where appropriate. A support plan discussed with the pupil and her parents will be put in place should it be necessary to help the student either with their academic progress, pastoral concerns, or both.

After school detentions are awarded for an accumulation of three warning marks for the same offence (i.e. three WMs for poor work), for certain single disciplinary offences or persistent lateness. Parents are notified in advance if their daughter is required to stay behind after school for detention and parents are required to acknowledge detentions before the student can sit a detention. Detentions are organised by the appropriate Head of Year. If a student receives a third detention in a year, this will be served on a Friday evening from 4.00 – 5.30pm and the Head of Year/Assistant Head will contact parents. They may involve supervised written work or community action around the School.

A Head's detention, two hours on a Saturday morning, is given at the discretion of the Head when the offence does not warrant a suspension (temporary exclusion) but is deemed sufficiently serious to warrant the final sanction before suspension.

Other than in exceptional circumstances, only the Head may suspend a student. No suspension may last longer than five days. All suspensions are given at the discretion of the Head (or, in exceptional circumstances, her nominated Deputy). Parents will always be contacted before a suspension. Suspension is the usual and immediate punishment for possession of illegal substances. Suspension is also the likely outcome for the possession of drug paraphernalia, e-cigarettes/vapes/vape paraphernalia, cigarettes, for smoking on school premises, for defacing school property, or for stealing. Suspension for other serious offences, such as all forms of bullying or posting material on the internet or other actions which bring the school into disrepute, is at the discretion of the Head.

If pupils are found to have made malicious accusations against a member of staff, an appropriate sanction will be discussed between the Designated Safeguarding Lead and the Head.

Searching and Confiscation (Whole School)

Below are listed items that can be searched for in school. Please see the Whole School Searching and Confiscation Policy for more details.

Items that are prohibited in school by government guidance:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property of, any person (including the pupil)
- An article specified in regulations
 - Tobacco and cigarette papers

- Fireworks
- Pornographic images

Items that are prohibited in school according to the school rules:

- Vapes and vaping paraphernalia

Online Safety (Whole School)

The school will adopt a zero tolerance approach to any cyber bullying issues. All staff will challenge any abusive behaviour between peers that comes to their notice and will report these issues to the DSL immediately. Please see the Safeguarding Policy for further details about responding to child-on-child abuse.

Permanent Exclusion (Whole School)

The Head will act fairly and in accordance with the procedures of natural justice and will not permanently exclude a student except in grave circumstances.

Two senior staff (for example, the Head of the Junior School and one of the Deputy Heads or, in the Senior School, two of the Deputy Heads) would interview a student concerning an offence or offences which are liable to result in permanent exclusion. Consideration will be given with regard to inviting the parents in to accompany their child during an interview for an offence which is likely to result in permanent exclusion. Parents should also be invited to attend a meeting with the Head before the exclusion takes place. No student shall be permanently excluded without prior consultation with the Chair of Governors or the Deputy Chair if the former is unavailable.

The parents of a student who has been permanently excluded shall have the right of review by a three-member subcommittee of the Board of Governors.

Annex A

Relevant Legislative Links:

Behaviour and discipline in schools: guidance for governing bodies

Education Act 1996 School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

Equality Act 2010

Education Act 2011 Schools (Specification and Disposal of Articles) Regulations 2012

Keeping Children Safe in Education September 2025

School Information (England) Regulations 2008

The Education (Independent School Standards) (Amended) (England) Regulations 2014

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

JAGS Policies

Alcohol, Drugs or Substances

Anti-Bullying

Anti-Racism

Gender Equity

Health and Safety

Online Safety

Pupil IT Code of Conduct and Acceptable Use

Prevent Duty at JAGS

PSHCE

RSHE

Safeguarding (Child Protection Policy)

Owner: Senior Deputy Head

Promoting Positive Behaviour Policy

Reviewed December 2025 Next Review December 2026

Searching and Confiscation

Use of Reasonable Force

Annex B

The following Code of Conduct was agreed by Senior School pupils through the School Council and Pupil Voice.

Respect for Oneself

Best: Doing the best we can and taking pride in what we achieve

Care: Taking good care of ourselves and looking after our physical and mental health

Individuality: Not comparing ourselves to anyone else or being jealous or envious of others

Respect for Others

Kind: Being courteous, co-operative and friendly, showing consideration for other people's feelings and points of view

Humble: Wanting the best for other people and being considerate of their achievements

Language: Always speaking in a respectful way towards students and staff, never using racist, sexist or homophobic terms

Safety: Moving around the school safely and sensibly and taking care of people's property

Integrity: Acting with integrity, honesty and care towards each other

Empowerment: Empowering each other to be active and thoughtful citizens

Respect & Pride in Our School

Uniform: Wearing the correct uniform – both in school and on our way here or home

Environment: Taking good care of school property and our environment

Ambassadors: Making sure we always give the right impression of the school both to our visitors and outside of school

Community: Playing an active part in our community, both at school and more widely

Respect for Our Learning

Attendance: Attending each day and arriving on time for school and lessons

Prepared: Being prepared for lessons and bringing everything that we need

Listening: Respecting the contributions of others, listening to them and not interrupting

Respect: Being on task throughout the lesson – making it easy for everyone to learn and for the teacher to teach

Academic Resilience: Being creative, curious and open-minded individuals