



# **Positive Behaviour Policy (*Junior School*)**

Reviewed: August 2025

Next review: August 2026

Reviewed by: Deputy Head – Student Engagement and Welfare and Head of Junior School

## **Contents**

	<b>Page</b>
<b>The culture at Bedford Girls' School</b>	<b>1</b>
<b>School rules</b>	<b>2</b>
<b>Expectations with regard to students</b>	<b>2</b>
<b>Expectations with regard to staff</b>	<b>2</b>
<b>Expectations with regard to parents/guardians</b>	<b>2</b>
<b>The positive reward system</b>	<b>3</b>
<b>Procedures for dealing with concerns about learning</b>	<b>4</b>
<b>Procedures for dealing with concerns about behaviour</b>	<b>4</b>
<b>Procedures for dealing with concerns about homework</b>	<b>6</b>
<b>School Uniform</b>	<b>7</b>
<b>Procedures for dealing with concerns about uniform</b>	<b>8</b>
<b>School Routines</b>	<b>8</b>
<b>Use of mobile phones</b>	<b>9</b>
<b>Linked Policies</b>	<b>9</b>

## **The culture at Bedford Girls' School**

At Bedford Girls' School we want to create a culture where students feel valued and are proud to part of the school. The atmosphere is calm, safe, purposeful and supportive and learning in all areas of the curriculum is prized. Students are taught explicitly what good behaviour looks like so that they can succeed personally. Social norms and routines are explained by tutors and teachers so that students understand the expectations of them.

All members of Bedford Girls' School should value others and understand that all students matter equally. This is evident in the awareness we show of each other, we value difference and we listen to each other's views carefully. We seek help for our friends if we think they need it. We are punctual and we communicate respectfully with each other.

We value ourselves, we ask for help and support when we think we need it, we actively engage in the learning process whether that's in or out of the classroom.

We value our environment, we look after the buildings, we only eat in the Junior School Garden, dining room or green room and we put litter in the bins.

We value property and take responsibility for our belongings.

We have a consistent approach to rewards and consequences and we use restorative practices in the management of relationships. Restorative approaches allow those who have been harmed to convey the impact of the harm to those responsible, and for those to acknowledge this impact, take steps to put it right and consider what strategies they could adopt to avoid a similar thing happening in the future.



## **School rules**

The fundamental school rule is that all students, at all times, should behave responsibly, sensibly and courteously.

The following school rules should help us all to create a culture where everybody matters and everybody's ideas are valued.

- **Follow the instructions given by staff**
- **Talk and behave in a way that will not offend others**
- **Be prepared to learn and do not disrupt the learning of others**
- **Be punctual**
- **Look after your school environment**

These rules apply when at School, when representing the School, on School trips and on the journey to and from School, whether or not uniform is being worn.

## **Expectations with regard to students**

Students will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- follow the routines explained by school staff. School routines are at the end of this policy.
- behave in a reasonable and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the school rules

## **Expectations with regard to staff**

Staff will be expected to:

- be punctual and create a swift and purposeful start to the lesson
- clearly explain their classroom routines to students and revisit them regularly
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom
- teach and model expected behaviour and positive relationships
- issue clear guidelines with respect to deadlines

## **Expectations with regard to parents/guardians**

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns



- respond to concerns raised by members of staff
- ensure students come to school wearing the correct uniform, that they are correctly equipped and prepared to work
- provide a supportive environment for homework

### **The positive Reward System (Junior School)**

It is important that achievement and good behaviour are rewarded as this embeds the school's expectations. Rewards can include verbal praise to the students, this helps to show all students what good learning behaviour looks like. Communicating praise to parents is good practice. We can also reward positive behaviour by giving and recording on the school database House Points. House Points are visible to parents via the iSAMS parent portal.

### **House Points and Certificates (Junior School)**

#### **House points**

House points are awarded by staff for learning, service to others and representing the school.

#### **Bronze Certificate**

A Bronze Certificate is awarded to the student when she has achieved 50 house points.

#### **Silver Certificate**

A Silver Certificate is awarded to the student when she has achieved 100 house points.

#### **Gold Certificate**

A Gold Certificate is awarded to the student when she has achieved 150 house points.

#### **Platinum Certificate**

A Platinum Certificate is awarded to the student when she has achieved 200 house points.

#### **Hot Chocolate Friday**

Every Friday, Students from specified year groups are invited to have 'Hot Chocolate with the Head' during morning break in the Head of Junior School's office.

#### **Class Weekly Award (sometimes called Star of the Week)**

Some class teachers present a weekly award to a member of the class who has been making particular progress in learning or in attitude to learning. In some younger years, this may be a bear or toy to take home.

#### **Eagle Awards**

Once a term at the Celebration of Learning Morning, three pupils in each class are presented with an Eagle Award. Eagle Awards are awarded to students who have gained the most housepoints in their class for being Bold, Imaginative and Reflective. Certificates are personalised with individual comments from each teacher. Parents are emailed and invited to the Celebration Assembly to see their daughter receive her certificate.

#### **Headteacher's Book of Excellence**



The Headmistress holds a Book of Excellence. Staff email the Headmistress to request that a girl sign the book. She will be invited to the Headmistress's office to discuss her achievement.

## **Procedures for Dealing with Concerns about Learning**

At Bedford Girls School we support students who need additional help with their learning. Referral to these areas of support is via the HoY and in all cases parental involvement is essential.

An Individual Learning Plan (ILP) is written for students with more specific learning needs.

For students with behavioural needs, an 'Individual Plan' is written with behaviour targets.

## **Placement on the Learning Support Register**

Students on the register are monitored by the Head of Learning Support and appropriate interventions are put in place.

## **Procedures for dealing with concerns about behaviour**

It is the responsibility of form teachers and specialist subject teachers to deal with **minor incidents** which occur in the classroom. Staff should be fully aware of SEND when managing classroom behaviour. Behaviour will need to be considered in relation to a pupil's SEND although not every incident of misbehaviour will be connected to their SEND. When a pupil is identified as having SEND, a graduated approach should be used to assess, plan, deliver and review the impact of support being provided.

All staff have responsibility for the behaviour of all children in the school at all times.

Following a sanction, a targeted discussion with the students should occur following a restorative approach (what they did wrong, the impact of those actions, how they can do better in the future). It may also be necessary to call parents.

Where a student is having difficulty in following behaviour expectations, pastoral support will be offered. Poor behaviour can be indicative of a deeper concern or SEND issues. The Pastoral Care Policy has further details.

Students will be supported by Teaching Assistant led interventions during lessons.

**More serious behaviour** can be dealt with by the teacher, but should also be reported to the Head of Year where a note is made of the incident on the behaviour log stored in the staff shared area.

It is the responsibility of the Heads of Year to monitor students' behaviour in all subjects. They will become involved if a student's behaviour is beginning to show a pattern or is causing concern in a number of subject areas. Heads of Year will discuss possible strategies and appropriate action with the Head of Junior School and a record will be made in ISAMS. Depending on the nature of the concern, parents may be contacted.

The Head of Junior School is responsible for dealing with serious behaviour which are likely to result in exclusion.



The Headmistress or the Deputy Heads are the only member of staff who can sanction a **fixed term or permanent exclusion (suspension or expulsion)**. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded students are provided with work for the duration of the exclusion.

The Discipline and Exclusions Policy contains further details about the processes for dealing with behaviour that may lead to suspension or being expelled.

### **Interventions for behaviour (Junior School)**

Outlined below are examples of unacceptable behaviour and consequences which are available. The consequences outlined below will be implemented following careful consideration of each case. Consequences will be applied fairly and exclusion used when no other alternatives are available.

#### ***Minor Incidents***

These incidents are dealt with by the classroom teacher and include low level disruption, for example: calling out; distraction; not following instructions; incomplete class work.

#### **Consequences could include:**

- verbal reminder
- moving seat
- missed play time / lunch play
- asked to work in another classroom
- email home / note in planner / phone call home.

#### ***Persistent incidents, or incidents of medium severity***

These incidents must be recorded and passed to Head of Year. Parents should be informed. Behaviour in this category includes:

- Persistency of minor incidents as above
- rudeness or being disrespectful to staff
- verbally offensive behaviour to another student
- being continually off-task.

#### **Head of Year's consequences could include any of the following:**

- meeting with student to reflect and agree action, which should involve a restorative conversation
- contact with parents by phone or email
- Head of Junior School

(if a student is in the Head of Year's class then the Head of Year may decide to refer the student to the Deputy Head of Junior School)



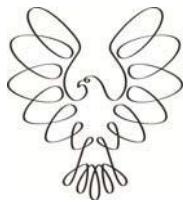
***Serious Behaviour***

Behaviour in this category will be recorded and passed to the Head of the Junior School. Parents will be informed.

<b>Serious Behaviour (Behaviour that could lead to a Head of Junior School consequence, including internal or external suspension)</b>
Extreme rudeness to staff, eg swearing or being offensive
Truancy from lessons or school
Offensive behaviour in person or online, including malicious allegations
Intentional unwanted physical contact with other students
Serious or repeated acts of unkindness or demonstrable acts of Bullying, in line with the Anti-Bullying policy
Bringing the school into disrepute (In person or online)
Persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos
Damage of school or other people's property, including graffiti

**Head of Junior School's consequences include:**

- Meeting parents/ guardians
- Placement on Daily Report / Star Chart as appropriate
- Individual Behaviour Plan
- Missing play time to make amends
- Time out of class for reflection
- Time out of school for reflection
- Fixed Term Exclusion (internal or external)



***Very Serious Behaviour***

This behaviour is dealt with by Head of Junior School in liaison with Headmistress.

Misconduct which adversely affects the welfare of a member or members of the school community. This includes repeated or harmful bullying
Behaviour which puts the safety of the student, or any other person, in jeopardy
Sexual harassment and abuse including illegal image sharing
Racist, homophobic or any other unlawful discrimination
Fighting or physical act intended to or causing harm
Having a prohibited item at school  Prohibited items are: <ul style="list-style-type: none"><li>○ Weapons</li><li>○ Pornographic images</li><li>○ Stolen goods</li><li>○ Laser devices</li><li>○ Fireworks</li><li>○ Any illegal or clearly harmful item or substance</li><li>○ Illegal drugs, alcohol, smoking and vaping equipment</li></ul>
Seriously bringing the school into disrepute (in person or online)
Physical acts towards staff
Repeated Serious Behaviour
Theft or any other criminal or illegal act.
Being under the influence of drugs, alcohol, tobacco or vaping (or any other intoxicating, harmful or illicit substance)
Breaching the school's acceptable use policy to cause harm or do something illegal



### ***Consequences available include:***

- internal exclusion (1 day suspension doing work at school, supervised by a senior member of staff)
- fixed term exclusion (suspension)
- permanent exclusion (expulsion)

The school may refer a matter to the police if it believes a crime has been committed.

### **Procedures for dealing with concerns about homework**

We expect all students to take advantage of homework opportunities and to meet deadlines. In the Junior School, students are encouraged to establish good homework routines in preparation for the Senior School. If homework deadlines are not met, the class teacher may take the following action:

#### **Consequences for incomplete homework**

- Note home in planner
- Student remains in at break time to complete the missed work

#### **Head of Year sanctions:**

#### **When homework is repeatedly incomplete:**

- Missed play time with Head of Year
- Email home / phone call home
- Head of Junior School

### **School Uniform**

We want students to wear their uniform and PE kit correctly and take pride in their appearance. Full details of the uniform can be found on the parents' areas of the school website and in The Guide to Life.

Below are outlined some of the details:

#### **Years 3 - 6**

Tights: plain black

Socks and tights should not be worn together.

All school shoes must be black leather and heels should be flat. Shoes should enclose the foot and remain securely on the girl's foot.



# BEDFORD GIRLS SCHOOL

Coat: Years 3 -6, : The coat must be the Schoolblazer black fleece-lined reversible waterproof.

Scarves, hats, gloves: plain black.

Hair should be tidy and of a natural colour. Shoulder length hair must be tied back.

In PE earrings must be removed, including studs. Ears must therefore be pierced during the summer holidays so that studs can be removed during PE lessons.

Nail varnish must not be worn.

School bags for Years 3 – 6 must be purchased from Schoolblazer.

## **Wearing PE kit during the school day**

To minimise carrying sports equipment to school, Students are encouraged to bring their PE kit to school at the beginning of the week and leave it in the cloakrooms/ lockers (Year 6) for the duration of that week.

Students who have a PE lesson P1 may come into school in PE kit. They must change into school uniform at the end of their PE lesson.

If they have a match or an off-site practice immediately after school, they may get changed at lunchtime.

If they are leaving for a fixture during the school day they should have changed into their PE kit in the previous break/lunchtime.

If they have a PE lesson P4 and a practice after school they can stay in PE kit for P5.

If they have a lesson P2 and a practice at lunchtime they will stay in PE kit P3 and change into uniform at lunch.

Students are allowed to go home in their PE kit if they have had PE period 5.

## **Other points:**

Kit and uniform shouldn't be mixed (i.e school skirt and hoodie, or skort and blazer).

School PE hoodie only. Other hoodies should not be worn in school (only by 6th formers in their common room)

## **Procedures for dealing with concerns about uniform**

The correct wearing of uniform is enforced by reminders to students and speaking to parents.

PE teachers monitor the students' PE kit and equipment. When a student does not have the correct kit, a note is made in ISAMS. This is followed up by the class teacher.

If uniform is persistently incorrect, the class teacher will make a phone call home to parents/guardians

If wearing of incorrect uniform persists, parents will be contacted by the Head of Junior School.

## **School Routines**

Routines are any behaviours that should be performed identically most or all of the time. Routines become automatic allowing more time to be given to learning.



### **Start of the day routines**

- Students should enter the school via the garden gate and wait on the terrace. When walking into school students should use the pavement and not walk through the front car park.
- Students attending breakfast club should go straight there on arrival at school and remain there until a member of the Junior School staff arrives. Year 5 and 6 students are permitted to leave and cross via the patrolled crossing back to the Junior School. Food and drink should not be brought back from Breakfast Club to the Junior School.
- On arrival to school, Years 5 and 6 are permitted to place outdoor clothing and items not needed for the morning lessons in cloakrooms. They should return immediately to the terrace.
- All students should wait on the terrace until the teacher on duty rings the bell.

### **Arriving into school late or leaving school early**

- Students should sign in or out with a time and reason indicated at the front reception.
- A note or email request should be sent to the Junior School Office requesting late arrival or leaving early.

### **Classroom routines**

Teachers will have their own specific routines but there are some general behaviours that all teachers will expect.

- Students arrive on time to lessons.
- Students enter the classroom as directed by the teacher. Some teachers will ask Students to line up in the corridor until they arrive.
- Students take their seats, take out the equipment they need for the lesson
- Students wait for the teacher to tell them to pack away their things and leave the classroom.

### **Assembly routines**

- The class teacher escorts Students to assembly.
- Students walk in silence to assembly.
- Students sit in silence in the assembly venue.
- At the end of assembly, Students wait in silence until they are dismissed. Students should leave assembly quietly.

### **Corridor routines**

- Movement around the school should be calm and orderly. Students should not run in the corridors.
- All are asked to keep to the left.
- If Students are waiting to enter a classroom, they should be standing up and should stay close to the wall.

### **Dining Hall routines**

- Students who have school lunch should queue in an orderly way and follow instructions given by the staff on duty.
- Student sit in class groups in the dining room.
- Students should not save seats in the dining room and they should behave respectfully while eating



their lunch.

- Once Students have finished their lunch, all rubbish should be disposed of and trays, crockery and cutlery placed in the racks.
- Students should wait quietly at their tables before being dismissed by the teacher on duty.

### **Changing room routines**

- Students should change quickly for PE
- Students should not socialise in the changing rooms.

### **End of school routines**

- Students should collect their belongings and leave the premises quickly.
- Students waiting for school buses should wait by the supervised bus shelter behind the railings.
- If Students are making use of the After School Late Care they should sign in by 4.15pm and can remain there until they are collected by an adult. On leaving they should sign out. Students may also sign in after co-curricular activities.

### **Late care routines**

- If students are making use of Late Care they should collect everything they need from their classroom and cloakroom and sign in to late care by 4.15pm.
- Once students have signed in to late care, they must remain on the terrace until they are brought inside at approx. 4.30pm.
- Students may sign in to late care after co-curricular activities.
- Students can remain in Late Care until 6pm in the Junior School. After this time they can stay in Senior School Late Care until 7.00pm.
- Students must sign out of Late Care when they leave to go home.
- Students should not go off site between the end of the school day and going to late care.

### **Use of Mobile Phones**

Mobile phones are the responsibility of the student. They should be kept safely either in the student's classroom tray or their bag and switched off. Students in the Junior School are not allowed to use their mobile phones at any time during the school day. This includes on the terrace before school, at Breakfast Club and at break times. Students in late care are permitted to use their phone to check google classroom and to receive messages from parents but only after seeking the permission of an adult. Mobile phones in late care are not to be used for socialising with friends, accessing Social Media accounts or browsing online.

### **Linked Policies**

Discipline and Exclusion Policy

Anti-bullying Policy

Academic Honesty Policy

Pastoral care Policy

E-safety Policy

Safeguarding and Child Protection Policy