

THE STAMFORD ENDOWED SCHOOLS

POLICY FOR PUPIL BEHAVIOUR & DISCIPLINE

POLICY

The Governors' policy for the conduct of the Schools is that they should be managed in such a way that values, recognises and promotes respect, tolerance and good behaviour across the whole school community.

The Principal and staff are responsible to Governors for establishing codes of conduct and for implementing procedures and practices to achieve this aim and for promoting a culture of positive behaviour and mutual respect within the Schools.

It is recognised that despite the best efforts of all staff, pupils will at times behave badly and in such a way that some form of sanction or punishment is appropriate.

The Schools' codes of conduct should make clear to pupils and parents that school sanctions and punishments will be administered from time to time according to the offence. However punishment of a pupil

- may only be administered by a member of the teaching staff;
- must be commensurate with the offence and any previous history of misbehaviour;
- must be recorded in writing in a punishment book in every case for a boarding pupil;
- must never involve corporal punishment.

When making a decision to administer a sanction or punishment due consideration of issues related to special educational needs and disabilities is given, and appropriate reasonable adjustments made for these pupils.

Where it is judged that the offence warrants a pupil to be sent home, formally suspended from School or permanently excluded (expelled), then the procedures set out in the Governors' Exclusion Policy must be followed. Only the Heads or Principal may send a pupil home. All formal suspensions and exclusions must be the decision of the Principal after consultation with the Heads.

Governors and staff recognise that promoting positive pupil attitudes and behaviour requires the full cooperation of parents. The Schools will therefore work closely with parents to achieve good behaviour from pupils.

Annexes:

Annex 1 - SHS Behaviour and Sanctions Policy

Annex 2 - SS Policy For Promoting Good Behaviour & Sanctions For Misbehaviour

Annex 3 - SJS Policy For Promoting Good Behaviour & Sanctions For Misbehaviour

Annex 4 - Managing feelings and behaviour in the Early Years at Stamford Junior School

Annex 1 – SHS Behaviour and Sanctions Policy

Expectations

Stamford High School is a community where partnership is important. As a member of our school, you have an important and responsible role to fulfil. We have high expectations of you in all areas of school life and the manner in which you represent the school to the outside world. In return, you are entitled to receive a high standard of academic tuition, personal guidance and support and be afforded every opportunity to develop your personal and life skills. The achievement of success and happiness depend on us all working together with a common aim. Outlined below are our expectations of how you can achieve this.

Academic Expectations

You are expected to strive to the best of your ability in order to achieve your full potential. To do this you need to:

- Bring the appropriate books and equipment to all your lessons.
- Contribute actively in oral, practical and written work to promote individual and group learning.
- Attend all lessons punctually.
- Complete and hand in homework, coursework and fieldwork within deadlines.
- Check on and catch up on work missed through absence promptly.
- Take responsibility for your own learning: be active, read around the subject, when problems arise look things up for yourself, do extra practice on those tasks you find challenging and seek guidance when appropriate.
- Pay close attention in lessons. Do not behave in a manner which gets in the way of others' learning.

Attendance and Punctuality

- You may not be absent, except for genuine illness, without having previously obtained leave from the Head, following a written request from a parent or guardian. Authorisation must be obtained well in advance of the intended absence and before any booking is made. In the case of illness, school should be informed by telephone (01780 484261) or email (shs-absences@ses.lincs.sch.uk) by 9.00am on the first day of absence.
- You must arrive on time for registration (am and pm). If you arrive after the register has been taken, you **MUST** sign in at reception.
- You must remain on school premises for the whole of the school day, unless special permission has been given by the Head/or of your Head of Year.
- You must arrive punctually for all your lessons, therefore pay heed to the time and get your books and equipment ready **BEFORE** registration.

Behaviour

At all times you are expected to behave in a way that enhances the good reputation of the School. Our community has as a corner stone the value we place on the personal qualities of honesty and trust.

- You are expected to show proper respect for teaching and non-teaching staff, visitors to school, members of the general public and other students.
- You should not congregate in the middle of Stamford or on the meadows after school while in school uniform.
- During the school day and whenever in school uniform, whether you are on school premises or out of school, your behaviour and relationships with others should be appropriate to a working environment.
- Respect should be shown for the property of the Schools and the property of others, and you should ensure that your own property is clearly named.

Regulations

You are expected to comply with all school policies. As a student, you should make yourself particularly aware of the following:

- The anti-bullying policy
- The supervision policy
- The drugs policy (this refers to legal drugs such as alcohol and tobacco as well as illegal drugs). In particular please note:
 - smoking whilst in school uniform, on school trips, or at school events is strictly forbidden
 - cigarettes, tobacco and lighters should not be brought onto the premises
 - alcohol should not be brought onto the premises
 - alcohol should not be consumed whilst in school uniform, on school trips, or at school events
- The policy on Mobile Devices, phones, tablets, iPods, kindles, tablets, laptops etc
- The policy on the use of computers

Mobile Devices (Phone, iPads, iPods, Kindles & Hand Held Devices)

Year 7-9 phones should be off and in their locker unless instructed otherwise by teachers. During break and lunch time if a Year 7 pupil needs to call home urgently she must seek permission from a member of staff and make the call under supervision.

General use

- Mobile devices (Apple watches, tablets and iPads etc) can be used for educational uses at all times in all places
- Non-educational use (eg calls, texts, games) is limited to before 8.30am and after 3.55pm
- Phones should be switched to silent during the school day
- You should always, both in and out of school, show consideration for other members of the school and public. Courtesy and good manners should always be priorities.

School WiFi

- You may connect your device to the school WiFi
- To allow you to connect, a profile and school specific webclips (shortcuts) are added to your device. These are clearly visible and can be removed at any time Full details are available on the SES
- Internet access will be filtered in the normal way, and your browsing history will be recorded

Use in lessons

- You may only use your mobile device if the teacher agrees
- You must not record lessons (unless the teacher agrees)
- You must not project your screen (unless the teacher asks you to)

Consideration for others

- Inappropriate use, abuse and cyber bullying are serious matters and will be dealt with severely
- No photographs or videos without permission
- No uploading or publishing photographs without the agreement of the subject

Take personal responsibility

- You are responsible for your device and bring it into school at your risk

- Keep it somewhere safe
- Mark it with a UV pen or similar

Pupils who do not follow this policy could be required to hand over their device to a member of staff.

Repeated or serious breaches of the policy may result in further disciplinary action being taken. Parents will be kept fully informed.

Responsibilities

- As part of the school community, you are expected to carry out duties and roles of responsibility as required.
- You are expected to be involved in school activities, (for example: sports fixtures, the extra-curricular programme, Open Days, etc.) and to take advantage of the opportunities offered. If you opt or are selected to be part of a sports team, the orchestra, band or choir, or a drama production you are expected to show the required level of commitment.
- You are expected to contribute to the maintenance of a pleasant working environment for all. This means keeping your form room, classrooms and other areas of the school tidy and litter-free, and showing care and courtesy when moving around school.
- You are expected to inform staff in advance if you know you will be missing from their lesson.

Uniform

- You should be smart, tidy and conform to the uniform regulations as set down separately.

Behaviour and sanctions

It is vital that staff are empowered and that pupils are fully aware of the SHS sanctions policy. This will help identify early indicators of pastoral or academic issues and help stop them from escalating.

Staff, pupils and parents should be talked through the process and made clear that there are merits and demerits in place to help support the pupils.

SIMS

Staff should register all classes on SIMS, as this allows us to track attendance but more importantly to set homework transparently and to award merits and demerits at the touch of a button.

On the class register there are options when you right click on a pupil's name:

Add behaviour

Add achievement award a merit:

Add homework – set clear homework with start and finish dates

Merits

Merits are issued to pupils for the following criteria:

1. Excellent homework
2. Excellent classwork
3. Improvement in homework
4. Improvement in classwork

Rationale

To motivate pupils to continually strive to improve and to reward endeavour and stretch them. By making Merits attainable and accessible then hopefully they will promote good behaviour.

Pupil Motivation

There will be termly competitions for individuals and Houses. Badges can be awarded in Assemblies as pupils reach milestones. At the end of term there can be an award for the most amount of merits per year group and also the most improved?

An academic salver could be awarded each term for the most amount of merits by a House.

Pupil badges:

50 merits = Bronze

100 merits = Silver

200 merits = Gold

400 merits = Platinum

Merits ensure a consistent method of reward that counts towards numerous goals.

1. Tutors can keep an overview on class
2. HOYs can keep an overview of their Year
3. Heads of Houses can motivate their pupils

Important that every merit counts and that those who don't generate their own personal goals can help the House towards the academic salver.

Add behaviour then has four drop downs which have academic and pastoral implications

Lack of equipment

Uniform

Late or incomplete homework

Disruptive behaviour

Staff should record incidences and also communicate with the pupils, so that everyone is aware of the merit, demerit and homework. Lack of communication is the largest cause of disharmony in our school.

All tutors will have this information fed into their homepage and they can track daily how their students are performing. That lack of homework, untidy uniform or behavioural issue could be an early indicator of a pastoral issue that can be dealt with early.

HoYs also have transparency of this information on their SIMS homepage and can look at tutor groups as well as individuals.

Progression 1

In order to have a uniform and coordinated system the following has been implemented:

Three demerits in a two weekly cycle of week A and B will cause the tutor to generate a GREEN support card.

- 1) The tutor will email the parents and explain that their daughter will be on a report card
- 2) The report card will require a brief comment (Great, OK, Poor) and the staff's initials in each lesson.
- 3) The card will require a tick, cross or NA on the following criteria:
 - a. Homework
 - b. Equipment
 - c. Appearance
 - d. Behaviour
 - e. Punctuality
- 4) The pupil will present this at the start of each lesson and collect at the end.
- 5) Tutors will check and sign it at am and pm registrations.
- 6) HoYs will sign off the card at the end of the week and decide whether the pupil should come off the GREEN card, have another GREEN card, or be progressed on to a more serious YELLOW card.
- 7) The tutor will have a stock of these cards and they will run for one week.

It is vital that the pupil identifies a 'friendly' member of staff that they can approach to discuss their placement on a Support card. They can then have a positive outlet to ensure that they feel supported and can improve.

Progression 2

A YELLOW report card will generate a face to face meeting with the parents. The YELLOW card can be reached by persistent failure to improve on a GREEN card, or can be implemented straightaway if there is a serious breach of behaviour e.g. Bullying.

- 1) In addition to the practice of the GREEN card the pupil must have their card checked daily by the Head of Pastoral
- 2) The pupil will receive a Deputy Head's detention on Friday at 5pm or Saturday at 8am
- 3) At the end of the week the YELLOW card can be downgraded to a GREEN, or reissued if not improved significantly, or upgraded to a RED card.

Progression 3

A RED card will require a meeting of the parents with the Head. Those on a RED card will have their free time removed and will have to report to their Head of Year at regular intervals.

Progression 4

Following a poor RED card there will be a meeting with parents and a one or two day SUSPENSION issued. This can be either;

- 1) Internal – in school, but removed out of lessons and located outside a member of SLT's office.
- 2) External – the parents will need to keep their child at home.

Once a SUSPENSION has been served the pupil will start on a RED card and will hopefully work their way off it.

Progression 5

Exclusion is very much the last resort, details of the policy are found in the following link:

<http://www.ses.lincs.sch.uk/site/data/files/policies/2FAC9AA5E8DA8892EB9291A995322DE3.pdf>

Staff, pupils and parents should be aware that certain offences carry heavier sanctions and the pupil may find themselves inserted into one of the latter Steps, at the discretion of the Head of Pastoral.

SHS APPENDIX 1

'The three golden rules of life at Stamford High School'

Effort

In order to achieve my full academic potential, I will always try my hardest with my academic work, contributing positively to lessons and completing all assignments in a prompt and thorough fashion. I will seek advice and support where I need it and never intentionally disrupt the learning of others.

Contribution

In the interests of my all-round personal development, I will make a full contribution to the life of the school, through a combination of sport, music, drama, service, CCF and cultural activities. Whether representing my house or my school, I will compete fairly, showing generosity and dignity in victory and in defeat.

Respect

I wish to live and study in a caring, mutually respectful environment. This means I will show good consideration to all who work and study here, whatever their age or position. As human beings we are all equal. I understand how important it is to maintain and enhance the reputation and physical state of the school and will take the initiative in this regard, rather than leaving it to others.

I have read and acknowledge the Pupil Code of Conduct

Pupil's Signature

Parental Signature

All girls at Stamford High School are expected to actively apply the 'Code of Conduct' and set and maintain the highest standards of behaviour.

ANNEX 2 - SS POLICY FOR PROMOTING GOOD BEHAVIOUR & SANCTIONS FOR MISBEHAVIOUR

These guidelines should be read in conjunction with the SES policies for Pupil Behaviour and Discipline, Use of Reasonable Force and Policy and Arrangements for Searching Pupils and their Possessions. This policy is in accordance with the Department for Education's guidance 'Behaviour and Discipline in School' of January 2016.

The aim of these guidelines is to provide clarification and support to staff in behaviour management at Stamford School. They are to support all staff and children throughout the school day and extended day.

1. PRE-EMPTING BEHAVIOUR PROBLEMS

i) A clear and consistent Code of Conduct (**APPENDIX 1**), Manners Charter (**APPENDIX 2**) and Expectations (**APPENDIX 3**) are established and displayed in form rooms and /or planners. This code of conduct is regularly reinforced as is the need for good manners and consideration for others. The following are all school expectations.

Talking and communication

- In class, pupils are required to put their hands up to speak as appropriate
- A suitable working noise is expected to be maintained
- At times the children are expected to move in silence - eg chapel
- Children are required to be good listeners at all times

Movement around the school

- Members of the school community should walk when inside the school building
- Members of the school community should move quietly between rooms
- Pupils should adhere to the correct routes around the school campus including use of the footbridge to cross East Street (sixth formers may use the pedestrian crossing), the pedestrian crossing to cross St. Paul's St (sixth formers may also cross by the Principal's House) and the designated route round the Oswald Elliott Hall car park.

Treatment of others

- Good manners and courtesy are expected at all times
- Physical violence is never an acceptable way to solve conflict
- The importance of telling the truth is regularly reinforced
- All members of the school community should show respect, tolerance and kindness to others

Safety rules

- Equipment must be used with care and concern for the safety of themselves and others

In addition staff pre-empt behaviour problems by:

ii) Planning lessons which are varied and suitably differentiated with necessary material to hand and with easy access arranged

iii) Giving attention to classroom management – layout, groupings, classroom atmosphere, the start and close of lessons

2. ENCOURAGING GOOD BEHAVIOUR

To encourage good behaviour in pupils, teachers develop good relationships with pupils by:

- Communicating realistic but positive expectations
- Treating pupils as individuals
- Promoting positive self-esteem through a range of strategies to ensure that everyone has opportunities to succeed.
- Ensuring pupils know they are valued by taking a personal interest in them
- Teaching cooperation through group work, PSHE, Sport, Drama, CCF, DoE etc
- Building a strong class and school community through assemblies, PSHE, the House System
- Remaining positive and supportive when a pupil experiences difficulties

3. REINFORCING GOOD BEHAVIOUR

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward.

PRAISE

Praise is central to the behaviour management strategy at SS and will

- Create a positive atmosphere
- Increase self-esteem
- Establish positive relationships between teacher and pupil

A discriminating use of praise can have a potent effect on children's motivation. Praise can be verbal (public or private), or may be in the form of stickers; merits; extra time on a favoured activity; responsibilities; certificates during term; notification to parents and / or headmaster of good behaviour/ work.

REWARD SYSTEM

The SS reward scheme is based on awards through which children can be rewarded for achievements, for effort, for service and for all aspects of good work and behaviour. (**APPENDIX 4**)

4. RESPONDING TO BEHAVIOUR PROBLEMS

REPRIMANDS

Reprimands are used sparingly against a background of established rules and a positive classroom ethos.

- Staff are firm but consistent and fair
- Staff remind pupils of the established classroom rules
- Early intervention avoids escalation of a problem
- For older pupils it may be more beneficial to reprimanded privately where possible

SANCTIONS (SEE APPENDIX 5)

A sanction may be necessary for repeated offences, after a warning has been given. Pupils are encouraged to make a choice to avoid a consequence. Where possible, sanctions should follow the offence as soon as possible and without delay.

- Requiring a pupil to work outside the classroom
- Detentions
- Additional work
- Placing on report
- Writing a letter of apology to the aggrieved party
- Loss of privileges
- School based community service (litter pick, dining hall duty)
- Sending the pupil to a senior member of staff
- Suspension from school

Members of staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing the school uniform or school sports gear
- in some other way identifiable as a pupil of the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

5. SEVERE BEHAVIOURAL DIFFICULTIES

Some pupils with severe behavioural difficulties may need support from outside agencies. When dealing with these children staff should bear the following points in mind:

- Understand the child is not deliberately being difficult
- Understand that constant nagging and punishment will be pointless and probably counter-productive

- Recognise that a highly structured, consistent and predictable environment may help children with severe behaviour and / or emotional difficulties
- Understand that clear and consistent classroom rules, rewards and consequences are very important and need to be frequently reinforced
- Remember that praise and reward should be given as immediately as possible
- Actively teach social skills – listening to others, sharing, playing, getting on with others, reading body language.

6. CONFISCATION OF INAPPROPRIATE ITEMS

Members of staff may confiscate a pupil's property as long as it is reasonable in the circumstances. In particular members of staff **MUST** confiscate and hand to a senior member of staff and of the following 'prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E – cigarettes and Vaping paraphernalia
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property

Members of staff may confiscate a pupil's mobile phone following improper use. Confiscated phones should be left in a school office for collection by the pupil at the end of the school day.

7. AFTER SCHOOL CARE (ASC)

During After School Care, supervision is carried out by the ASC Supervisor and monitored by staff.

Pupils are expected to treat the ASC supervisor with the same respect and courtesy as they show other members of the school community.

8. WORKING WITH PARENTS

SS staff work closely with parents to support children experiencing difficulties. Staff will contact parents if there are recurring concerns. This may be handled by form tutors in the first instance and later by senior staff. The co-operation and understanding of parents is key to bringing about a long term improvement.

9. MENTOR SYSTEM TO SUPPORT PUPILS AND ENCOURAGE GOOD BEHAVIOUR

Pupils in Y10 and in Y11 are assigned as mentors to those in younger years. The mentors attend form periods to advise, listen, and share experiences. Reading mentors work 1-1 with Y7 and Y8 boys, listening to them read and encouraging them. Sixth formers also act as mentors on occasions and prefects help forms.

SS APPENDIX 1

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Parental Signature

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SS APPENDIX 2

Stamford School

Manners Charter

As members of the school community we undertake to:

1. Respect others

We share our facilities. After we have used a computer, a dining table, a classroom, a basin etc, we will leave it as we would wish to find it.

2. Listen to others' opinions and comments

We will be patient and allow others to speak first. Listen to them, learn from them.

3. Be punctual

Every time we are late or forget a commitment, we are wasting the time of other people in the school.

4. Be good communicators

Make sure everybody who needs to know, does know. Use the correct tone and language. Think before responding.

5. Be polite in what we do

Open doors, stand for adults entering, stand to one side in busy streets or corridors, behave considerately.

6. Be polite in what we say

Be respectful when speaking to others and mindful of the circumstances. Apologise when necessary (and mean it), greet and acknowledge others.

“Good manners will open doors that the best education cannot”

Clarence Thomas (b 1948, US Supreme Court Justice)

SS APPENDIX 3

Expectations

Behaviour

- Harmful or anti-social behaviour is not allowed. Members of the school may not smoke, vape, drink alcohol or chew gum.
- Boys are expected to display consideration and courtesy in public places and on public transport. Large groups should not congregate in town, on the Meadows or near private residences.

Property

- All property should be clearly named. Boys are expected to use lockers to secure their possessions.
- Money and valuables should be secured at all times and particularly during games and PE lessons.
- Mobiles phones must be turned off during lessons (unless use is allowed by the teacher for work) and only used during lunch and breaks in designated areas (hotspots)
- Boys should collect lost property from the office at the old sports hall.

Attendance

- Boys must register with their tutor or in the school office (sixth formers register in Iessons)
- The school office must be notified of absence and boys must return to school with a letter/email/telephone call from their parents. (if the school office has spoken to parents will this suffice as it is regular feature in the sixth form?)
- All boys are expected to honour Saturday commitments and to be available to play representative sport.
- Any request for a boy to be 'off games' should be made in writing where possible. Boys must report to their games lesson or designated person with the letter.
- If boys are on the school site 'after hours' they are *only* supervised during a scheduled activity. Parents are strongly encouraged to make use of the after school care facility.

Bounds and Routines around School

- At lunch boys in Y7-11 may not leave the school premises (except to go home for lunch) unless specific permission is obtained from their tutor or head of year.
- Pupils should adhere to the correct routes around the school campus including use of the footbridge to cross East Street (sixth formers may use the pedestrian crossing), the pedestrian crossing to cross St. Paul's St (sixth formers may also cross by the Principal's House) and the designated route round the Oswald Elliott Hall car park

Homework

- Boys are expected to complete all set homework to the best of their ability and in accordance with the published homework timetable.
- In Y7-11 all set work must be recorded in the student planner and scrutinised by parents and tutors on a weekly basis.
- Boys should expect to be required to repeat poor work.

School transport

Boys travelling on school coaches, buses, and minibuses must:

- follow the instructions of the driver and/or teacher in charge.
- wear a seat belt.
- remain seated throughout the journey.
- take care to not to distract the driver.

SIXTH FORM

Below are the expectations for Sixth Form Students as set out in the school planner.

As a member of the Stamford Endowed Schools Sixth Form we have high expectations of you in all aspects of your life.

You are a powerful role model to younger pupils, play an important and responsible role within School, and represent the Schools at all times to the general public.

In return, you are entitled to a high standard of academic tuition, personal guidance and support, and the opportunities to develop important life skills. Our expectations of you are detailed below.

Academic Expectations

- As well as attendance at all timetabled lessons, you are expected to complete all homework, coursework and fieldwork.
- A student is expected to spend over five hours per week on each subject outside curriculum time in Year 12 (16-20 hours in total), increasing to at least six hours a week per subject in Year 13 (18-21 hours in total).

Attendance

- No student may be absent, except for illness, without having previously obtained leave from the Headmaster or Headmistress, following a written request from a parent or guardian. In the case of illness, your school should be informed by telephone, e-mail or fax by 9.00am on the first day of absence. The School should receive written notification of the reason for absence from a parent or guardian by the student's return to school at the latest.
- You must arrive in time for morning registration and comply with registration procedures.
- Late arrival will be recorded in lessons, but where students have timetabled study periods, they should report to the Administrative Assistant in the Sixth Form at SS or Reception at SHS.
- You are expected to attend all timetabled lessons.
- You are expected to attend parents' evenings, PD and careers sessions, tutor periods, assemblies and Chapel as required.
- Students are expected to make effective use of their study periods. You should always be on-site.
- Students who are taken ill at school should report to the medical centre on the site where they are being taught. You should not leave school without permission.
- Y13 students should give their tutor 7 days advance notice of university visits. Teachers should be informed in advance.

Behaviour

- At all times you are expected to behave in a way that enhances the good reputation of the Schools.
- You are expected to show respect for teaching and non-teaching staff,

- visitors to school, members of the general public and other students.
- During the school day and whenever in school uniform your behaviour and relationships with others should be appropriate to a working environment.
 - Respect should be shown for the property of the Schools and the property of others. You should ensure that your own property is clearly named.
 - Harmful or anti-social behaviour is not allowed. Members of the Schools may not smoke/carry/buy/supply tobacco, (including e-cigarettes), drink/carry/buy/supply alcohol, or take/carry/buy/supply drugs, or chew gum.
 - Students are expected to display consideration and courtesy in public places and on public transport.
 - Large groups should not congregate in town, on the Meadows or near private residences. Nor should students eat/drink in the street.

Regulations

You are expected to comply with the following:

- All school policies.
- Consent to drive/ride to and from school needs to be sought. Forms are available from the Deputy Heads of the Sixth Form.
- If you have been given permission to drive/ride a motor vehicle to and from school, it must be parked in accordance with regulations and not used to travel between sites during the school day. You must not give a lift to another student unless parental permission has been given.
- When moving between sites, you are advised to keep to the following route: St. Martin's – Water Street - Albert Bridge – Wharf Road – Brazenose Lane (and vice versa) using the zebra crossings on Wharf Road and St. Paul's Street.
- If students breach the policy on mobile devices the device may be confiscated for the day.

Responsibilities

- You are expected to carry out duties and roles of responsibility as required.
- You are expected to be involved in school activities, for example sports fixtures, the extra-curricular programme and open days.
- You are expected to check your emails/pigeon holes at least once a day.

Uniform

- You should be smart, tidy, and conform to the uniform regulations as set down separately.

SS APPENDIX 4

Rewards

In line with the pupils' Codes of Conduct and expectations of behaviour and appearance, the Stamford Endowed Schools are strongly committed to the celebration and reward of academic effort and contribution to the extra-curricular life and community of the school and town.

Whilst much is communicated by written and oral praise, all colleagues should seek to make use of the following specific rewards to celebrate and promote positive behaviour academically, in extra-curricular activities and within the community of the school and town.

Stamford School

1. Academic (effort and/or excellence)

Use of the 'merit system'

Additional comments in planners

Small 'in class' prizes and reward systems

Departmental rewards (eg postcard home/additional comment from HoD/HoY's commendation/presentation and praise from subject prefect)

HM's commendation (certificate generated by HM's secretary, returned to colleague for presentation to pupil)

HM's letter home, personalised (provide HM's secretary with full details)

LS/MS/6th Form commendations for outstanding effort at each full assessment.

These are generated by Heads of Year, signed by them and HM, then presented in assembly and/or sent home

Speech Day and Leavers' Day prizes

Posts of responsibility (subject prefects/ambassadors/monitors)

2. Houses

House credits and subsequent badges/awards

Mention in despatches (house book/assemblies)

House Colours

Trophies

Positions of responsibility

3. Sport

Match reports in assemblies (copied to: Master i/c, Director of Sport, HoY, HM)

Congratulations/photos on boards

Presentation Evenings

External Achievements (eg medals, certificates, trophies)
Colours (LS, MS, Full School, Half School)
HM's letter home (see Academic, above)
Speech Day and Leavers' Day prizes
Posts of responsibility

4. Cultural

Music/Drama/Art/Design certificates awarded in assembly
Exhibitions/performances in assembly/photos on boards
Colours for Music or Drama (LS, MS, Full School)
HM's letter home (see Academic, above)
Speech Day and Leavers' Day prizes
Posts of responsibility (leader of orchestra, host of events etc)

5. Adventure and Leadership

CCF promotions to be announced in assembly
Bronze, Silver, Gold D of E awarded in assembly
Reports on exercises and expeditions/photos on boards
HM's letter home (see Academic, above)
Speech Day and Leavers' Day prizes
Posts of responsibility

6. Pastoral and Service

Full School Colours may be awarded to any pupil making an outstanding contribution through his service to the community of the school and town, particularly in charity work and support of fellow, and especially younger, pupils.
HM's letter home (see Academic, above)
Speech Day and Leavers' Day prizes
Posts of responsibility (mentors, prefects, Head of School)

SS APPENDIX 5**Sanctions****Stamford School – Y7-11****Comments in Planners**

Teachers should always comment in a pupil's planner immediately he/she has a concern over a pupil's work or behaviour. The tutor must be informed.

Encourage parents to use e-mail rather than the planner in communications with tutors.

Tutors should require pupils to map out their preps in their planners, for half a term in advance, by writing in the names of the subjects to be set on each day. In this way, blanks become obvious when planners are checked.

Report Forms

Tutors, in consultation with their Head of Year, may choose, at any time, to place their tutees 'on report' for a week. The tutor or HoY will issue the pupil with a standard report form. Heads of Year will maintain stocks of these. The form is to be completed each lesson by the pupil's teacher and signed by the pupil's parents and tutor. Parents should be notified by tutors via telephone or letter of this decision. This would be appropriate if there was a concern as to progress and/or effort over a number of subjects. The report form is a useful way of monitoring a pupil's academic performance, in detail, over a short period of time. It has the advantage of involving parents by requiring pupils to have their form signed.

Pupils may well be placed on report for a number of weeks at the beginning of a term following an unsatisfactory performance or poor assessments in the previous term. In such cases parent are informed by the HoY in writing.

Lunchtime detention

Lunchtime detention are at 13.05pm in L41 every day and are supervised by a member of SLT.

Lunchtime detentions should be used when a boy repeatedly behaves inappropriately in class or when a homework has not been properly done or work needs catching up.

Any teacher may place a pupil directly in this detention. The procedure for doing so is:

- verbally inform the pupil of the reason for the detention,
- inform the pupil of the time and place of the detention,
- enter the required details in SIMS

If they have not already been contacted, parents will be informed if a boy appears three times in such a detention. The third detention will be commuted to an after school sanction and parents will be informed.

For behavioural issues in the sixth form detentions are run by the HoS or by tutors after due consultation. These are arranged as necessary and are unusual.

After School Detention

These will take place when necessary, after school, for one hour. These detentions will be supervised by members of SLT. After school detentions are to be used when a pupil is repeatedly placed in lunchtime detentions or when there he is guilty of a serious breach of discipline.

HoYs or members of SLT will place pupils in after school detentions. Parents will be contacted and at least 24 hours' notice will be given.

Saturday Morning Detention

Saturday detentions will be unusual and are a very serious matter. Heads of Year, in consultation with the Deputy Head, will place pupils in this detention and a standard letter will go out to parents detailing timing of and reasons for the detention. This detention will take place on Saturday mornings for two hours. Pupils will be placed in this detention for serious breaches of school discipline, for missing either of the other detentions without good reason or as an escalation should either of the other detentions prove ineffective. Heads of Year will publish names of pupils given such detentions.

Boys reporting late to a lesson without reason should be required to copy the section on punctuality from their planner. Repeated lateness should lead to a lunchtime detention. Pupils may also be given an attendance (or gating) card by their tutor which they have to have signed by staff to indicate their presence at various times throughout the day.

Boys should only be sent out of the class for a short period of time to 'cool down' or to allow the teacher to talk to them away from the rest of the class. Such exclusion should be only for a short period and should not be used as a punishment. If a boy is sent from class then the HoY and HoD should be informed (cc tutor). If a boy's behaviour is such that he persistently hinders the learning of others, then he may be removed from the class for a limited period by arrangement with the HoY.

Should a pupil regard a sanction as unfair or unreasonable it is important to resolve the matter before the sanction is applied. At the very least a pupil given a sanction has the right to know the reason, where and when the sanction will take place, and what task he is expected to complete.

SLT review the sanctions record half termly to identify persistent offenders and to take appropriate action.

Sixth Form

Discipline and actions

Pastoral actions and their order

- Step 1 - The teacher will let the tutor know of concerns and may take the first course of action unless it is serious. Alternatively, the tutor may decide it is appropriate to take action. This will be logged by the tutor and the Head of Sixth Form as appropriate.
- Step 2 - The teacher may ask the tutor for a sanction to be put in place or action to be taken, which can be done by the tutor or passed to the Head of Sixth Form. This will be logged by the tutor and the Head of Sixth Form as appropriate.
- Step 3 – If the situation becomes more serious it is passed to the Head of Sixth Form to be pursued as appropriate and logged.
- Step 4 – The matter can be referred to the senior member of staff in charge of discipline or the child protection officer to be pursued as appropriate and logged.
- Step 4 - The matter can be referred to the Head to be pursued as appropriate and logged.

Academic actions and their order - SES Sixth Form

- Step 1 - The teacher will let the relevant HoD and tutor know of concerns and may take the first course of action unless it is serious. Alternatively, the tutor may, in consultation with the Head of Sixth Form, decide it is appropriate to take action. This will be logged by the tutor and the Head of Sixth Form as appropriate.
- Step 2 - The teacher, in consultation with the HoD, may ask the tutor for a sanction to be put in place or action to be taken, which can be done by the tutor in consultation with the Head of Sixth Form. This will be logged by the tutor and the Head of Sixth Form as appropriate.
- Step 3 – If the situation becomes more serious it is passed by the tutor or HoD to the Head of Sixth Form to be pursued as appropriate and logged.
- Step 4 – The matter can be referred to the Director of Studies to be pursued as appropriate and logged.
- Step 5 - The matter can be referred to the Head to be pursued as appropriate and logged.

Actions for pastoral and academic matters can include for example:

- A decision to monitor a situation.
- A verbal warning.
- Contacting parents/guardians/boarding house staff to raise concerns.
- Attendance/monitoring card - attendance issues
 - If a student is failing to meet her/his commitments, following consultation with the Head of Sixth Form a tutor may place her/him on an attendance/monitoring card.
- Dress Card
 - If a student is failing to maintain standards of uniform following consultation with a member of SLT a student may be placed on a dress card
- Supervised study – academic issues
 - A student completes her/his study periods under supervision.
 - A student works in school after lessons have finished for the day.
- Report/monitoring card - academic issues
 - If a student is failing to meet her/his academic obligations, following consultation with the Head of Sixth Form, a tutor may place her/him on a report/monitoring card.
 - When completed this must be passed to the Head of Sixth Form for review and filing.
- Detentions
 - A tutor, in consultation with the Head of Sixth Form, can impose a detention to support a member of staff.
 - The Head of Sixth Form will hold/authorise a detention for serious offences or repeated offences. This will usually be held at lunchtime or after school, or in more serious cases on Saturday mornings. After school and Saturday detentions will be logged with the Head of Sixth Form/Director of Studies/Deputy Head and in SIMS.

Annex 3 - SJS POLICY FOR PROMOTING GOOD BEHAVIOUR & SANCTIONS FOR MISBEHAVIOUR

This policy should be read as part of the SES policy for Pupil Behaviour and Discipline. The aim of these guidelines is to provide clarification and support to staff in behaviour management at SJS (SJS includes EYFS). They are to support all staff and children throughout the school day and extended day – class teachers, classroom assistants, specialist teachers, lunchtime supervisors, before school care and after school care staff, boarding staff and pupils.

1. PRE-EMPTING BEHAVIOUR PROBLEMS

A clear and consistent Code of Conduct (**SJS APPENDIX 1**) is established and displayed in classrooms and in pupils Learning Journals (KS2). This code of conduct is regularly reinforced and covers the following points in age appropriate language:

Talking and communication

- Children are required to put their hands up to speak as appropriate
- A suitable working noise is expected to be maintained
- At times the children are expected to move in silence - eg assembly, fire practice time
- Children are required to be good listeners at all times

Movement around the school

- Members of the school community should walk when inside the school building
- Members of the school community should move quietly between rooms
- Children are expected to line up quietly at the end of playtime, when waiting to move as a class, before entering classrooms for practical subjects (Art, Music DT etc.)

Treatment of others

- There is to be no sexism, racism or put-downs or banter
- Good manners and courtesy are expected at all times
- Physical violence is never an acceptable way to solve conflict
- The importance of telling the truth is regularly reinforced
- All members of the school community should show respect, tolerance and kindness to others

Safety rules

- Equipment must be used with care and concern for the safety of themselves and others

In addition staff pre-empt behaviour problems by:

- ii) Planning lessons which are varied and suitably differentiated with necessary material to hand and with easy access arranged

iii) Giving attention to classroom management – layout, groupings, classroom atmosphere, the start and close of lessons.

2. ENCOURAGING GOOD BEHAVIOUR

To encourage good behaviour in pupils, teachers develop good relationships with pupils by:

- Communicating realistic but positive expectations
- Treating children as individuals
- Promoting positive self-esteem through a range of strategies to ensure that everyone has opportunities to succeed.
- Ensuring children know they are valued by taking a personal interest in them
- Teaching cooperative games through circle time / PSHE sessions
- Building a strong class and school community through assemblies, PSHE, Circle Times, the House system
- Remaining positive and supportive when a child experiences difficulties

3. REINFORCING GOOD BEHAVIOUR

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward.

PRAISE

Praise is central to the behaviour management strategy at SJS and will

- Create a positive atmosphere
- Increase self-esteem and motivation
- Establish positive relationships between teacher and pupil
- Enable the children to feel valued

A discriminating use of praise can have a potent effect on children's motivation. Praise can be verbal (public or private), or may be in the form of stickers; merits; extra time on a favoured activity; responsibilities; certificates at the end of term; notification to parents and / or headmistress of good behaviour/ work.

REWARD SYSTEM

The SJS reward scheme is based on awards through which children can be rewarded for academic / ILIC and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. (See SJS Appendices 2 & 3).

Children are encouraged to display their achievements in and out of school in assemblies.

4. RESPONDING TO BEHAVIOUR PROBLEMS

REPRIMANDS / TELLING OFF

Some minor misbehaviour may be ignored coupled with praise for the wanted behaviour and reprimands are used sparingly against a background of established rules and a positive classroom ethos.

- Staff are firm but consistent and fair
- Staff remind pupils of the established classroom rules
- Early intervention avoids escalation of a problem
- For older pupils it may be more beneficial to reprimanded privately where possible

CONSEQUENCES

A consequence may be necessary for repeated offences, after a warning has been given. Children are encouraged to make a choice to avoid a consequence. Where possible, consequences should follow the offence as soon as possible and without delay.

TYPES OF 'CONSEQUENCE' (SEE SJS APPENDIX 3)

- A quiet word with the pupil by class teacher
- Loss of part or full playtime; child will be sent in to the teacher on duty at lunchtime
- Time out either on the playground or in a quiet area of the school
- Requiring a pupil to work outside the classroom
- Doing extra tasks during break / lunchtime
- Writing a letter of apology to the aggrieved party
- Parents informed and if necessary invited in to speak with the class teacher
- Sending the child to the Deputy Head Pastoral /Headmistress
- 'Time Out' at home

5. SEVERE BEHAVIOURAL DIFFICULTIES

Some children with severe behavioural difficulties may need support from outside agencies. When dealing with these children staff should bear the following points in mind:

- Understand the child is not deliberately being difficult
- Understand that constant nagging and punishment will be pointless and probably counter-productive
- Recognise that a highly structured, consistent and predictable environment may help children with severe behaviour and / or emotional difficulties
- Understand that clear and consistent classroom rules, rewards and consequences are very important and need to be frequently reinforced
- Remember that praise and reward should be given as immediately as possible
- Be aware that any consequence such as 'time out' should be brief

- Actively teach social skills – listening to others, sharing, playing, getting on with others, reading body language.
- Involve parents to discuss ways to support the pupil.

5a. Corporal punishment

Physical punishment, such as smacking or shaking, will be neither used nor threatened. No- one is permitted to use any form of physical punishment on the premises.

6. LUNCHTIME SUPERVISION

At lunchtime, supervision is carried out by the lunchtime Supervisors and Staff. Lunchtime supervisors meet with the line manager SENCo for discussion, at times this may include them also meeting with Deputy Head Pastoral.

Children are expected to treat lunchtime supervisors with the same respect and courtesy as they show other members of the school community. Members of staff support lunchtime supervisors during the lunch period, staff are encouraged to eat their lunch in the dining room with staff, a member of SLT is on duty during lunch as a person Lunchtime supervisors can liaise with outside on the playground, and duty staff indoors.

The lunchtime supervisors may award stickers for good behaviour. Persistent or serious misbehaviour at lunchtime is brought to the attention of the class teacher and the Deputy Head Pastoral. This may result in loss of privileges and playtimes. Parents will be informed of their child's behaviour should this be deemed necessary.

7. AFTER SCHOOL CARE (ASC)

During After School Care, supervision is carried out by the ASC Supervisors and monitored by staff. ASC supervisors meet with the line manager SENCo for discussion, at times this may include them also meeting with Deputy Head Pastoral. A member of SLT staff is on duty in school until 6:00pm each evening for additional support.

Children are expected to treat ASC supervisors with the same respect and courtesy as they show other members of the school community. Persistent or serious misbehaviour during ASC is brought to the attention of the Class teacher and the Deputy Head Pastoral. This may result in loss of privileges and playtimes. Parents will be informed of their child's behaviour.

8. WORKING WITH PARENTS

SJS staff work closely with parents to support children experiencing difficulties. Staff will contact parents if there are recurring concerns. This may be handled by Form staff in the first instance and later by the Deputy Head Pastoral, Learning Support Coordinator and / or Headmistress as necessary.

9. MENTOR SYSTEM TO SUPPORT PUPILS AND ENCOURAGE GOOD BEHAVIOUR

The school prefects undertake the role of being an ELF (Expert, Listener Friend) to the other pupils, they are someone they go to and discuss any friendship worries. The ELVES are visible during lunchtimes. They meet half termly with the DHP to discuss their role and record any minor issues in the ELF Book.

SJS Appendix 1 – SJS Code of Conduct

All children have the right to feel safe and secure at school, and to be protected from harm. The following policy below outlines a code of conduct that is expected of pupils at Stamford Junior School. Please always speak to your child's Class teacher first if you have a concern; Mrs Claire Hughes is our Deputy Head Pastoral and is always happy to support where needed.

We have high expectations of the entire community at Stamford Junior School. Common sense should prevail at all times. Mutual co-operation, respect for property, respect for our environment and above all, each other, are essential to our happiness.

We are valued and should value others; our expectation of the children is that they will:

- **Be Courteous** .. in speech and conduct
 - .. by showing respect for others and not interrupting conversations
 - .. by being well-behaved
- **Be Considerate** .. by being punctual
 - .. by being attentive
 - .. by being patient
 - .. by caring for people and their property
- **Be Prepared** .. by being in the correct school uniform
 - .. by having all the correct equipment
 - .. by being ready to work
- **Be Hard-working** .. by starting work quickly
 - .. by following instructions
 - .. producing high quality work
- **Be Tidy** .. by taking trouble over appearance
 - .. by taking pride in work
 - .. by caring for their surroundings
- **Be Safety-conscious** .. by moving around the school calmly
 - .. by keeping to the left in corridors
 - by holding doors open for others / letting staff pass first.
 - by walking sensibly over the bridge to the Sports Hall
 - by observing all safety practices, especially internet safety and computer rules.
 - .. by using all equipment carefully

Remember at all times that they are representatives & ambassadors of Stamford Junior School.

Certain forms of behaviour will not be tolerated under any circumstances:
BULLYING AND UNKIND TEASING, SWEARING, FIGHTING, STEALING, VANDALISM

Owning up

If children own up to an act, it is considered that they are behaving responsibly and will not always be punished. Reinforcing the need for a 'strong moral compass' is very important and reinforced through PSHE and ILIC teaching throughout the Junior School.

Reporting other incidents

Children have a shared responsibility to report incidents to staff of unkindness, stealing and vandalism. Unpleasant behaviour is often a cry for help and the offending child may need adult help and support.

There are some areas of school children must show particular consideration for others in manners and behaviour so that all can enjoy and make the most of time at school.

In the classroom - There should be mutual respect between pupils and staff

- children should speak when it is their turn to do so and use terminology such as 'excuse me/ may I please'
- put their hand up if they wish to ask a question
- address and reply to staff correctly Yes Mrs / Mr...
- leave the classroom tidy
- respect other pupils' equipment and property

In the Dining Hall - Wash hands before each meal; tidy up appearance

- welcome others to their table
- offer water to the other children

- Make it a pleasure for someone to sit next to them by ..

- only talking when their mouth is empty
- avoid reaching across or talking across others
- holding cutlery correctly
- when leaving, excuse themselves and replace their chair

In Play areas - Respect others who may be enjoying playing games

- avoid games that may endanger others or damage school property
- be aware of others when playing ball games
- return any borrowed equipment and help tidy the playground

During Games - Play all games in a generous and sporting spirit

- arrive punctually, correctly dressed and with the correct equipment

In Changing Rooms - Respect other pupils' clothes and equipment - Do not borrow or intentionally move other children's belongings.

- return all clothes to games bags after changing
- leave the changing room tidy

Assembly - Walk into the hall in silence and leave the hall silently respecting that some classes may be working.

- applaud sensibly when appropriate

Be proud to be a part of our school and let your light shine

SJS APPENDIX 2 - MERIT AWARDS AND REWARDS

Reception

Reception classes have their own system appropriate to the age of the children. The use of stickers, notes home and certificates are regularly used.

Y1

Awarded each term

10 stars – the children see the headmistress and receive a sticker

20 stars – a certificate is presented in assembly

30 stars – a badge and certificate is presented in assembly.

Y2

Awarded each term

50 stars – a badge and certificate is presented in assembly. A letter is sent home to inform parents of their child's achievement.

100 - a badge and certificate is presented in assembly. A letter is sent home to inform parents of their child's achievement.

150 - a badge and certificate is presented in assembly. A letter is sent home to inform parents of their child's achievement.

200 - a badge and certificate is presented in assembly. A letter is sent home to inform

parents of their child's achievement.

KS2 – cumulative over the year

25 Merits.

A bronze certificate is presented in the class or year group assembly.

50 Merits

A silver certificate is presented in the house assembly.

75 Merits

A gold certificate is presented in a whole school assembly.

100 Merits

A bronze pin is presented in a whole school assembly.

150 Merits

A silver pin is presented in a whole school assembly.

200 Merits

A gold pin is presented in a whole school assembly.

KS2 children record their merits in their Learning Journals which are signed by their Form teacher.

REWARDS: RECEPTION – Y6

End of Term certificates – Class teachers nominate up to 6 pupils each term to receive an end of term certificate. This can be for behaviour, ILIC skills and academic achievement. Certificates are given to the pupils in whole school assembly by Head teacher and Principal.

Deputy Heads - Children are also rewarded for recognition of exceptional learning and behaviour with a Deputy Head Award, this will be presented in assembly.

Headteacher – Children are rewarded for demonstrating ILIC characteristics. The class teacher will inform the head teacher and an ILIC postcard, rosette, certificate, or ILIC Bear will be presented in assembly.

Year R	<p>Rewards – Regular stickers, Pedagogos certificates, notes home, stars. ILIC – Leaves added to whole class tree (specific focus), stars on the window (specific goals) Other rewards – End of term certificates, praise, sharing work / achievements, learning journeys: children choose their own work to be included. Sanctions: Discussion with the child, informing parents as and when deemed necessary. (See Annex 4)</p>
Year 1	<p>Rewards – stickers, stars, star chart for 20/30/40/50 stars and certificate of achievement in assembly. ILIC – verbal praise, smelly stickers Other rewards – verbal feedback Sanctions: Discussion with the child, informing parents as and when deemed necessary.</p>
Year 2	<p>Rewards – star chart leading to 50/100/150/200 stars and certificate of achievement in assembly, notes home, gold stars / smelly stickers ILIC – Smelly stickers, Name on super learner board Other rewards Praise/end of term certificates Sanctions: Warning given with a yellow card followed by a red card if behaviour persists. If a child is given a red card they miss 5 mins of break time and parents are informed.</p>
Year 3	<p>Rewards - merits ILIC – merits and postcards Other rewards – times tables certificates bronze, silver, gold Sanctions: Minutes off playtime for individuals or whole class.</p>
Year 4	<p>Rewards – Merits and lottery tickets for individual recognition. Money pots, sticks in a jar and class merits leading to Golden time reward. ILIC – Merits, stickers on ILIC chart Other rewards Monitor jobs and pen licence (MH) Sanctions: Minutes off playtime for individuals or whole class.</p>
Year 5	<p>Rewards – Merits, raffle tickets, smelly stickers, ILIC – Merits, class votes who has shown ILIC qualities = merits, smelly and shiny stickers Other rewards Sanctions: Minutes off playtime for individuals or whole class.</p>
Year 6	<p>Rewards – Merits, use letter / acronym inside the merit showing what it is for, stickers and verbal praise ILIC – ILIC trait written in merit book Other rewards Sanctions: Unfinished work / homework – library pass to be completed during lunchtime. Minutes off playtime for individuals or whole class.</p>

SJS Appendix 3 - Overview of Class Rewards and Sanctions at SJS

Hierarchy of Sanctions

School rules reinforced

Reminder of rules

Warning – KS1 Yellow card/ red card, KS2 verbal

Consequence – Discussion, Loss of privilege, Time out, letter of apology, Parents informed

Repetitive behaviour – Parents Meeting with class teacher – DHP – Head

Continued repetitive behaviour – Meeting with pupil, parent and Head could result in temporary suspension from school.

Repetitive Behaviour may need further interventions of outside agencies

Annex 4 - Managing feelings and behaviour in the Early Years at Stamford Junior School.

In the Early Years at Stamford Junior School (SJS) we follow the principles of the SES and the SJS Behaviour Policy. In addition we have procedures that are particularly relevant for children aged from 3-5 working within the Early Years Foundation Stage (EYFS).

All children and adults attending Stamford Junior School have the right to be treated with respect and to be in an environment, which is calm and safe. This policy takes into account guidance from the EYFS and the DCSF document, Social and Emotional Aspects of Learning. We recognise the uniqueness of each child and the need for flexibility according to need. This policy provides a range of strategies, which can be used as we aim to be consistent in our approach but recognise the importance of meeting individual needs.

Aims:

- To encourage children to have positive attitudes towards learning and themselves.
- To encourage children to be considerate of others and exercise self-discipline.
- To provide children with the skills to manage their own behaviour and solve their own problems through talk.
- To ensure children respond to boundaries with encouragement and support and understand the shared behavioural expectations of SJS.
- To safeguard children's emotional development and well-being by establishing a safe and caring environment that supports and protects all children's right to grow and learn.
- To work in partnership with parents in managing their child's behaviour at home and at school.

In the Early Years at SJS we aim to set up a positive learning environment where all children can progress and experience success. To support children, we ensure a range of strategies and procedures are in place.

1. Consistent Expectations

- We are gentle – we don't hurt others.
- We are kind and helpful – we say nice things to each other, we smile, we tidy up.

- We listen – we take our turn to talk.
- We look after toys and books – we don't break things.
- We say what really happened – we tell the truth.
- We try new things – we enjoy learning.

Positive language

Teaching teams in the Early Years use positive language when talking to the children rather than the terms 'good' 'bad' or 'naughty'. For example; when a child has given their toy to another child an adult might comment; "Well done, you have been kind, you gave the ... to ..." or; "Thank you for picking up that toy, you have been very helpful." Ensuring that praise is regular, specific and supportive.

Clear routines

It is important that staff teams agree consistent routines for the children in both the SNS and the Reception classes. Where appropriate, photographs, symbols, visual timetables are used to support children's understanding of the daily routines. Any changes are explained to the children and practitioners focus on supporting children who find transitions difficult. These routines are adapted and flexible in order to respond to individual and cohort needs.

Supporting Transitions

Practitioners give warning of impending change to the daily routines. We allow children time to finish something when they are engrossed. Teaching teams use their detailed knowledge of the children to support those where necessary with transitions throughout the day. It is understood that there are horizontal and well as vertical transitions. The vertical transitions are large transitions for example from Nursery to Reception whereas horizontal transitions happen continuously across these larger changes in our lives. Children will experience transitions from home to school, from outside to inside, from sleep to awake, from listening to a story to active play. It is important to use that we understand the complexities of children's daily lives and support them accordingly.

Tidy-up Times

Tidy-up times are seen as an important part of the children's day, and a rich opportunity for further learning including taking responsibility for their environment and mathematical sorting. Adults encourage children to put things away as they go along, before getting new things out. Children are given notice

when it is nearly tidy-up time. Expectations are differentiated relating to children's age and developmental stage. For example, in the SNS children tidy-up whilst singing a song to signify an end to a given session. In the Reception classes, children will be asked to come together in small groups for a 'review' of their learning during the session and then discuss the tidying needed. The children then agree on specific roles and jobs.

Resources are clearly labelled and areas are well organised to support children in developing autonomy and becoming independent learners.

Limit setting

We are aware of having age appropriate limitations and expectations; we set realistic limits for children according to their age and stage of development. Children need choices and opportunities to succeed. During the Early Years and throughout SJS we place an emphasis on manners, in particular saying 'Please' and 'Thank you' and knowing when to say 'Excuse me'. Adults need to model, encourage and praise the children.

Useful strategies used by teaching teams when setting limits:

- Say what you want the children to do, for example, "I would like you to ..."
- Say 'yes' rather than 'no' for example, "Yes you can have a turn on the scooter when the sand-timer has finished."
- Give limited choices for example, "Would you like to tidy away the cars or the bricks?"
- Use "When ... then" statements for example, "When you have your coat on then you can go outside."

Large Group times

Teaching teams at SNS and in the Reception classes ensure group sessions meet children's different learning needs by providing visual props and opportunities for movement, where necessary. The length of group times should be long enough to sustain interest and appropriate for children's age and stage of development. It is always important that the adult leading any whole group session is in place and fully prepared when the children sit down. Waiting time should be kept to a minimum. Adults use clear, positive praise to support the expectation of "Good Sitting" "Good Listening" "Good looking" and "Good Thinking".

Children's Health

The teaching teams across the Early Years are aware of Maslow's Hierarchy of Need and understand that children's behaviour can be affected if they are feeling unwell, tired, hungry or thirsty. Physical problems can mean children are unable to cope with additional stresses. We provide children with a 'rolling' snack in the morning and afternoon, this is closely monitored by an adult so that children are safe and also so that we are aware of children's nutritional intake and preferences. Practitioners are vigilant to children's health and any sudden changes in their behaviour. We follow the Stamford Junior School Health and Safety Policy and work closely with the Stamford Junior School Nurse.

Rewards

We encourage children to feel intrinsic satisfaction with their positive behaviour and this is achieved through positive, specific praise that is shared with other adults including those at home. In addition stickers will be given for specific achievements relating to individuals. Individual achievements will be recorded and shared in children's learning journeys.

In the Reception classes, children also receive individual certificates from their class teacher and collect leaves on a collective tree for a specific achievement for example, good listening or thinking. In addition, once a term, children are chosen for a particularly special Head Teacher's certificate which is given to them in a whole school assembly.

2. Supporting Children's Emotional Development and Well-being

To maintain a positive learning environment we know that children's emotional needs must be understood, met and supported. This is achieved through both direct and discreet teaching. Adults make the most of any opportunity to talk about feelings with children.

Small group time

Children are provided with the opportunity of meeting with their key person in a small group in the SNS, or in their learning and thinking groups in the Reception classes. These times can be used to talk to the children about their feelings or any problems they may have encountered. Adults encourage all children to become involved in creative problem solving. Children are provided with the opportunity to identify and discuss boundaries and why they are there. In the Reception classes as the year progresses the class teachers introduce whole group explicit teaching of Personal, Social, Emotional Development.

Adult Roles

Adults will:

- Provide a positive role model for the children with regard to friendliness, care, understanding and courtesy in the way they respond to the children, each other and parents.
- Demonstrate and model positive behaviour when playing alongside children.
- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Avoid shouting or raising their voices in a threatening way.
- Be aware that some kinds of behaviour may arise from a child's special needs or stage of development.
- Be confident to pre-empt problems that may arise and take steps to de-escalate possible conflicts to limit their occurrence.
- Help children to understand the effects of their behaviour on others by praising good behaviour, such as consideration for another person, taking turns, sharing, and helping others.
- Make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Ensure all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- Ensure children are free from judgements, whether based on previous behaviour or the behaviour of other family members.
- Never humiliate, label, make fun of, or talk negatively about children under any circumstance.
- Respect that children will make mistakes and ensure that children learn from them.
- Be willing to listen to children sensitively.
- Ensure adequate supervision and interaction with children at all times to limit stressful situations.

Additional strategies

Diverting children

It is important that adults intervene to prevent a situation becoming worse, an aggressive attack taking place or a child hurting themselves or another child.

Sensitive adult interaction can support children by rearranging an activity, taking the role of referee, encouraging the children to work together rather than simply saying “come and help me”.

Express feelings

Children have strong feelings, just like adults. We acknowledge that children are learning about their different emotions during the Early Years and that it is our responsibility to support and guide them through this. We encourage children to express themselves by providing the words children need to describe their feelings. This can be done through the use of stories and also as identified earlier through sensitive and knowledgeable intervention.

Assertiveness

During the Early Years we are aiming to support children in developing the skills needed to solve their own problems. If a child has behaved inappropriately towards another child we encourage the children to explain what they did not like, for example, “Please don’t pull my hair, I don’t like it” Or use “I feel” statements “When you pull my hair I feel sad because you hurt me.” Practitioners can also use “I feel” statements e.g. “When you won’t come when I call you I feel sad because I have to come and get you.” Children in the early stages of language acquisition can say “Please stop” and use a hand signal.

The children throughout the Early Years are encouraged to use their “words and not hands” as a way of looking after themselves and resolving conflict.

Explaining rules

The teaching teams across the Early Years understand that children may not understand the expectations relating to behaviour immediately. It is therefore important that we approach all behaviour with sensitivity and professionalism. It will always be important to be explicit and clear in explanations of expectations.

3. Strategies for dealing with specific unwanted behaviour

Conflict

If children have become involved in any form of conflict, we follow the High-scope six steps for conflict resolution;

1. Approach Calmly - Stopping any hurtful language or actions.
A calm manner reassures children that things are under control and can be worked out to everybody’s satisfaction. If an object is causing the conflict the practitioner holds the object until the issue is resolved.
2. Acknowledge Feelings – Children need to express their feelings before they can let go of them and think about possible solutions to the problem. A

practitioner makes simple statements like; "You look cross" or "Yes you want the bike".

3. Gather information - Adults are careful not to make assumptions or takes sides. We ask open-ended questions to help children describe what happened in their own words. Practitioners may ask; "What happened?" or "What is the problem here?".

4. Restate the problem - Using the information provided by the children, the adult restates the problem, using clear and simple terms and, if necessary, rephrasing hurtful words.

5. Ask for ideas for solutions and choose one together - Adults encourage children to suggest solutions, helping to put them in practical and concrete terms. We accept their ideas, rather than impose our own, thus giving children the satisfaction of having solved the problem. Adults may need to model how to make the situation better.

6. Give follow-up support as needed - Adults help children begin to carry out their solution, making sure that no one remains upset. If necessary, we repeat one or more steps until all the children return to their play.

Physical Aggression

Interrupt and stop any violent behaviour calmly and firmly say "We are kind to each other". If necessary, deal with any injuries first then take the children through the six steps.

Record the incident .

a) Comfort the victim and encourage the other child to make amends, if appropriate, e.g. stroking or hugging the injured party, offering to play with him/her.

b) Talk to both children about what happened and discuss/suggest an alternative way of behaving.

c) If appropriate, encourage children to re-enact the scenario with appropriate behaviour, for example, if a child has snatched a toy they could model asking for a turn instead.

Swearing

- Practitioners reinforce expectations by saying "We don't use those words here."
- Praise child's use of appropriate language.
- If swearing continues this needs to be discussed with the family.

Destructiveness

- Point out what has happened.
- Encourage the child to clear up the mess or reconstruct a child's work that has been damaged.

Unwillingness to share

- Ensure there are enough resources to avoid disputes.
- Give children permission to finish playing with a toy before being expected to hand it over to another child.
- Structure turn-taking by using a sand-timer.
- Praise children for being "kind" when they willingly share equipment.

Uncooperative child

- Give plenty of warning of activity or changes.
- Use auditory or visual prompts to pre-warn children.
- Find steps to help the child join in slowly.
- Provide a more appropriate activity.

Superhero and Gun Play

- Become familiar with the programme children are acting out so that themes can be incorporated into the educational programme and negative effects can be moderated.
- Engage in the play and redirect the play to have a 'rescuing' or helping focus.
- Remind children that this is pretend play and they must not have physical contact, this ensures no-one gets hurt. Refer to the 'Superhero code'!
- Extend the play into making props to support the story lines.
- Teach 'dramatic' skills, for example, demonstrating how to pretend to be trapped or frozen.
- Support children in setting limits, "If I'm not in your game, don't shoot me".

Biting

- Focus attention on the hurt child but involve the other child in reparation if appropriate.
- Say “No” firmly.
- The victim will be inspected immediately for any visible injury and any broken skin is treated with a cold compress.
- Use language that reinforces that the biting caused pain.
- Encourage child to help look after the hurt child.
- Encourage the child to “be gentle.”
- Discuss alternatives when feeling frustrated or angry. Remind the child that we use our “words not our bodies”.
- Record as an incident, ensure that either the Nursery Manager or the Director of Early Years is aware.

Serious Biting

If a child continues to bite, practitioners will track the child and make observations to identify any causes. The teaching team and parents will record details and work together to support the child in changing this aspect of their behaviour.

Adults ensure the child who is biting receives cuddles, hugs and friendliness at various times of the day and reinforce that we like the child but we don't like the biting.

Tantrums

Having tantrums is a normal part of a child's development, it is important that adults remain calm. Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum practitioners need to:

- make sure the child is safe by moving away objects;
- do not try to talk or reason with the child at this stage;
- hold the child gently if allowed;
- de-escalate the situation by talking calmly;
- Reassure by saying “It will be OK.”
- when the child is feeling more calm, start to talk through the emotions they have been feeling.

- Identify what it felt like to be so – sad, mad, angry
- Talk through some strategies together, for example, walking away, counting to 5 or 10 (depending on their age), finding a place that they feel safe.

If a child is prone to tantrums practitioners need to identify the triggers.

Withdrawn or Distressed Children

Practitioners should;

- Use the Leuven scale of wellbeing and involvement to monitor trends in wellbeing. This should assist in identifying times at which the child is most happy.
- Work closely with parents and may need to 're-settle' the child.
- Provide a bag or basket of personal items.
- Pre-warn of any changes to routines.
- Listen to the child in different ways e. g. using puppets or small world play.
- Provide lots of opportunities for fun and laughter.

Identifying challenging behaviour

Types of behaviour that are deemed inappropriate are as follows:

- Physical abuse/violence.
- Kicking, biting, hitting, hair pulling, scratching.
- Verbal abuse, swearing, racist comments, derogatory comments or actions.
- Throwing objects in rage, spitting, deliberate destruction of Centre's or other people's property.

4. Consequences and Sanctions

Consequences and sanctions are used as a last resort once the above strategies have not made a difference to a child's behaviour.

We tell children ahead of time what will happen if they choose to behave in a particular way. We are therefore encouraging children to make a choice about their behaviour. If a child continues to demonstrate inappropriate behaviour

they are given a warning. The adult might comment "This is a warning, if you choose to kick another child you will choose to miss 3 minutes of your play". If the behaviour continues the child will be told to sit or walk with the adult for a set amount of time (1 minute per year of age). The adult may say; "I can't let you hit/bite/kick".

In the Reception classes as the year progresses the teaching team will introduce the SJS system of using a yellow and a red card. This will give the child a choice to change their behaviour and avoid their parents needing to be informed. Receiving a red card would then mean that their parents would need to be informed.

If a child continues to display negative behaviour the next sanction would be to remove the child from the immediate environment and spend time in another area. On occasions such as extreme violence or language, or persistent aggressive or disruptive behaviour, senior management should be consulted.

5. Record Keeping

Adults adopt positive observational record keeping observing:

- A – Antecedents (events that occurred before the incident took place).
- B – Behaviour (what actually happened).
- C – Consequence (what happened afterwards and how children are to be supported).

Both positive and inappropriate behaviour is recorded.

When a child has hurt another child or displayed inappropriate behaviour, a behaviour incident form is completed and shared with the Deputy Head Pastoral and the Director of Early Years.

Where a child continues to display negative behaviour the key person and/or class teacher will work in partnership with the Early Years and the SJS SENCO with the parent/s using observation records to establish an understanding of the cause.

The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self esteem while making clear what behaviour is unacceptable and the effect of this behaviour. Early identification of a concern is important and any sanctions must be fair and consistently applied by all adults.

If the situation continues to occur, and with parental consent, outside agencies may be contacted to offer constructive, confidential advice.

If a child's behaviour causes injury to themselves or others a risk assessment will need to be completed.

Class teachers and senior practitioners regularly monitor the room behaviour records and highlight concerns to the SENCO.

Steps to take if you have a concern about a child's behaviour

- Share concerns with colleagues.
- Share concerns, strategies and plans with parents.
- State clearly what the behaviour is that concerns you.
- State clearly what you would like to see the child do instead.
- Identify priorities.
- Review with parents.

6. Safe Handling

Throughout the Early Years we follow the EYFS, Statutory guidance:

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents informed about it on the same day. (DfE, 2014: 24)

Practitioners complete an incident form and inform the room leader, the Nursery Manager and/or the Director of Early Years.

7. Corporal punishment

Physical punishment, such as smacking or shaking, will be neither used nor threatened. No-one is permitted to use any form of physical punishment on the premises.

This procedure as well as the SJS Behaviour policy is shared with all practitioners on their induction and reviewed on a yearly basis.