



STAMFORD

PROMOTING GOOD BEHAVIOUR POLICY

INTRODUCTION

At Stamford School (the School) our community is based upon teamwork, mutual support and respect. Stamford School aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional wellbeing of all our students is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

This policy applies to all day and boarding students in the School, including those in our Early Years Foundation Stage (EYFS). Our designated staff members responsible for behaviour management, are the Deputy Head at SJS and the Head of Senior School at Stamford Senior School and Stamford Sixth Form.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the School. Parents and guardians are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at school.

We expect students to treat members of staff with courtesy and co-operation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School's Code of Conduct and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our Anti-Bullying Policy is on our website. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a student is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments to cater for students with specific learning needs. When making a decision to administer a sanction or punishment, due consideration of issues related to special educational needs and disabilities (SEND) is given and appropriate reasonable adjustments are made for these students. Teaching staff know that poor behaviour in such students may be due to a wide variety of complex causes. We believe that poor behaviour is a form of communication which needs to be explored. Our staff ensure they are fully informed on the nature of an individual student's learning needs and follow the agreed strategies which can best serve the needs of any such SEND students.

We expect students to be ready to learn and to participate in the Schools' activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment and furniture. We expect students to behave at all times in a manner that reflects the best interests of the whole school community.

The School reserves the right to take disciplinary action against students who are found to have made malicious accusations, whether against other students, staff or other individuals, which might include any of the actions referred to later in the document, up to and including suspension and expulsion.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at the Schools undertake to uphold the School's policies and regulations, including this policy, when they sign our Terms and Conditions. The School values a close relationship with parents and guardians and encourage them to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the School expects parents and guardians to support the Schools' values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

In the event of any behaviour management issue the Schools will liaise closely with parents and guardians where practical and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all students. These include a student's Form tutor, Student Support Manager, their Head of Year, their Houseparent (in

the case of a boarder), the Deputy Head (Pastoral), the school counsellor, and at SJS our school play therapist.

The School welcomes feedback from parents and guardians on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents and guardians on the first day of an unexplained absence to determine the student's whereabouts, in accordance with the School's safeguarding obligations, and the School's Unexplained Absence & Missing Student procedures.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time, unless in exceptional circumstances.

INVOLVEMENT OF STUDENTS

The School promotes an ethos of good behaviour where students treat each other with respect at all times, inside and outside of school.

Our experience shows that the ethos of the School is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, and during form time, Learning for Life (PSHE) lessons, project work, drama activities, stories and literature and via the School's student councils, which meet regularly.

The School will ensure that all new students (including boarders and EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all students as they transition through the School, from the day they start at the School to the day they leave.

CODES OF CONDUCT

The School's Codes of Conduct are designed to encourage positive behaviour and self-discipline and are displayed in classrooms around the school. Tutors regularly remind the students about the School's Codes of Conduct during tutor time. Parents and guardians agree, when signing our Terms and Conditions, that their child will comply with our Codes of Conduct and that they will undertake to support the authority of the Head in enforcing these rules in a fair manner, that is designed to safeguard the welfare of the School's community as a whole.

Further details regarding the School's policy on drugs and drugs testing can be found in the Stamford School Drug Abuse Prevention Policy.

RELATIONSHIPS BETWEEN PUPILS

The School is committed to extending equal rights and fairness to all pupils, Day and Boarding, regardless of gender or sexual orientation.

Public displays of affection are not appropriate, and pupils must be especially mindful of this in boarding houses, school buildings, school grounds, the local vicinity, or during school trips.

If a relationship between two pupils within the same boarding house, or on a trip, is known, the school reserves the right to change dormitory arrangements.

Sexual relationships between students, regardless of age, are also considered inappropriate within the context of Stamford School's policies.

PROMOTING GOOD BEHAVIOUR

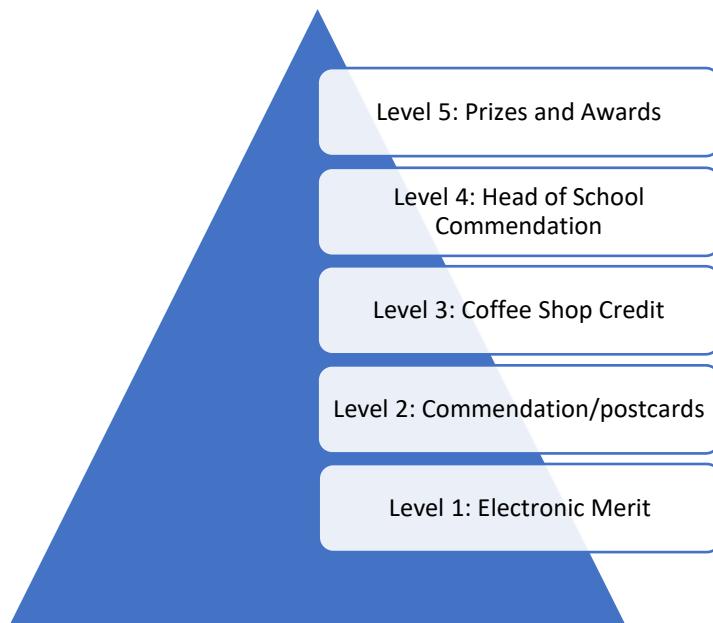
At the School we reward and encourage good behaviour, and celebrate curricular and extra-curricular achievements from our pupils via the following methods:

- Communicating realistic but positive expectations
- Treating students as individuals
- Promoting positive self-esteem through a range of strategies to ensure that everyone has opportunities to succeed
- Ensuring students know they are valued by taking a personal interest in them
- Teaching well planned lessons, where expectations over behaviour are clearly communicated and robustly enforced
- Building a strong class and school community through assemblies, Learning for Life (PSHE), House Systems, including through Boarding Houses
- Remaining positive and supportive when a student experiences difficulties
- Setting a good example at all times.

REWARD SYSTEMS

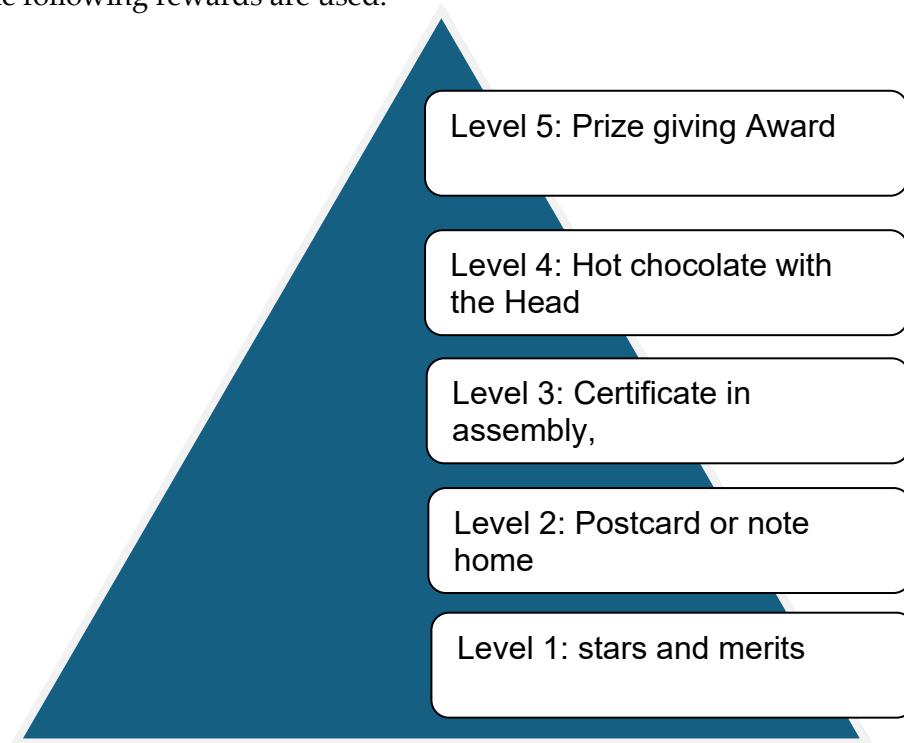
The School operates a reward scheme, whereby students can receive an award for achievements, for effort, for service and for all aspects of good work and behaviour. The following awards are used at the Schools.

At Stamford Senior School and Stamford Sixth Form:



These are represented as pyramids, since a Level 1 reward is most frequently awarded, but is least prestigious, whereas a level 5 award is most rarely awarded but is considered our most valued way of recognising excellence. It is not the case that a certain number of level 1 awards automatically leads to a level 2 award and so on. Instead it is down to a member of the teaching's staff's discretion over whether to award a level 1 or level 2 award. A level 3, 4 or 5 award are rewarded at the discretion of senior staff.

At SJS, the following rewards are used:

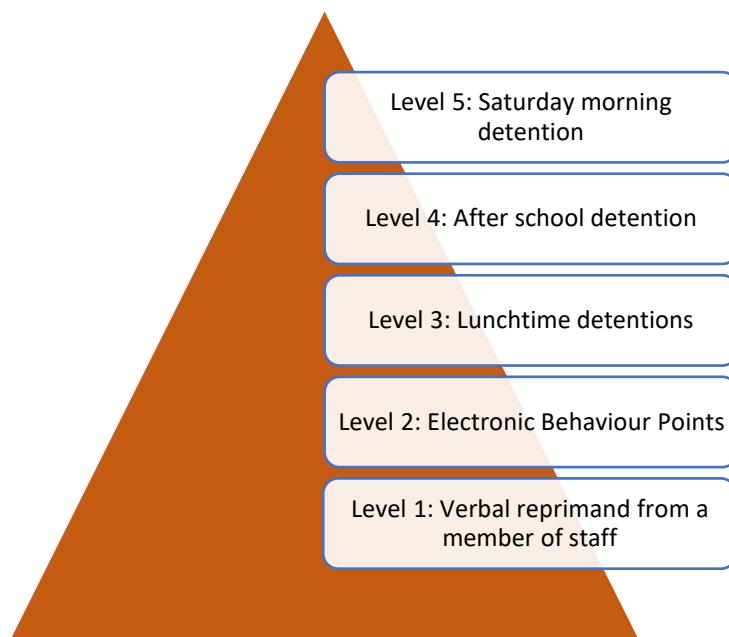


SANCTIONS

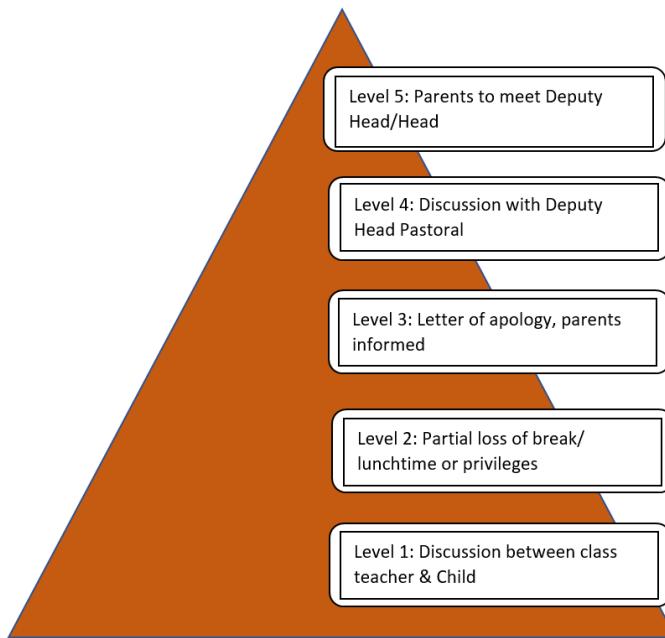
It is hoped that students will respond to the Schools' positive encouragement and rewards and will comply with the School's Codes of Conduct. However, the School acknowledges that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the Schools. Sanctions assist the School in enforcing the School's Codes of Conduct and help the Schools to set boundaries and to manage unacceptable or challenging behaviour from students.

The Head provides permission for staff to apply sanctions fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School. We operate the following sanctions and as with our reward systems, these are listed below within the structure of a pyramid, to recognise the varying frequency with which they are used and their differing levels of severity.

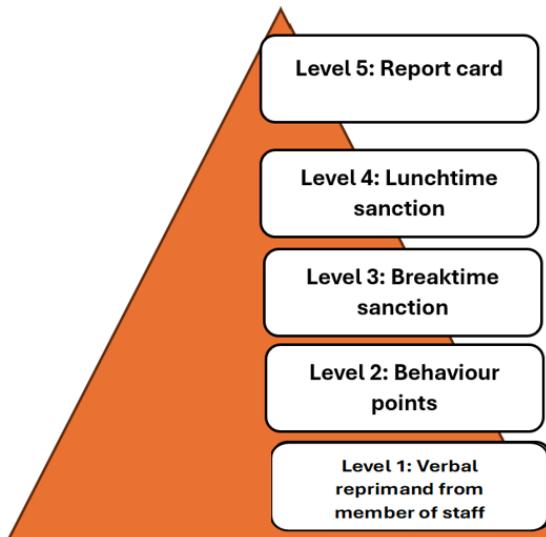
At Stamford Senior School and Stamford Sixth Form:



At SJS, the following sanctions are used:



In Year 6, we have adopted a similar sanction system to the senior school, with the use of behaviour points:



In addition, staff may use the following additional sanctions:

- Letter to parents and guardians to advise of the misbehaviour
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard

- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- School based service contributing to the maintenance of the school environment or imposition of a task, under the supervision of a member of staff
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform and other behaviour checks, or being identified for behaviour monitoring
- Withdrawal from a lesson, School trip or team event.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements with a reprimand or the use of an electronic behaviour point: such as lateness, disruption in class, lack of equipment, late or incomplete work, poor standard of uniform and misuse of electronic devices. They may impose any of the sanctions above, such as the setting of additional work, or setting a written task. Repetition of misbehaviour will be reported to the Head of Department, to the student's Form Tutor and Head of Year and may lead to further sanctions.

More serious misdemeanours are reported to the student's Head of Year and may lead to the withdrawal of privileges for a designated period. The following examples are to illustrate how certain sanctions might be used, but is not an exhaustive list:

- Persistent lateness to lessons will be reported to the student's Form Tutor and Head of Year (via an electronic behaviour point) and may lead to a lunchtime detention
- Repeated lateness (following warning and/ or sanction), will be reported to the student's Form Tutor and Head of Year (via an electronic behaviour point) and may lead to a 60-minute supervised detention after school
- Behaviour which regularly disrupts other students' learning, or does so to a significant or sustained degree within a single lesson may lead to a 60-minute Academic Team Detention after school where the reason for the disruption will be addressed and strategies implemented to avoid any repeated instances
- For boarding students, persistent lateness to bed, disrupting other members of the boarding house, or other issues, may result in the Houseparent requiring the student to report to the HM's office (but not before 7am), or a period of

‘gating’ (whereby the student is only allowed out of the boarding houses for school related matters), up to 7 days in duration

- Persistently poor academic performance may result in the Head of Year requiring a student to be placed on academic performance report where the student’s teachers will make written comments on the student’s performance at the end of every lesson for a period of two weeks
- Deliberately missing a lesson, or becoming seriously behind in work may result in the Head of Year requiring a student to attend an after school detention of an hour in length, or in extreme cases, a 2 hour Saturday mornings detention, with a member of SLT.

In applying sanctions, especially those with serious consequences, we will take reasonable steps to avoid placing students with SEND or a particular vulnerability at a particular disadvantage compared to other students, in accordance with the Schools’ obligations under the Equality Act 2010.

The School has a confidential central register of all serious sanctions (level 4 and above) electronically recorded. The entries on this register include the student’s name and year group, the nature of the offence and the date of the sanction imposed. This register is maintained by the Deputy Head at SJS and the Head of the Senior School.

Serious misbehaviour and associated sanctions

Serious misbehaviour may lead to the imposition of a serious sanction, i.e. Suspension from school, Removal from school, or Expulsion. Examples of serious breaches of the School’s Codes of Conduct which may result in serious sanctions include:

- Drug abuse
- Alcohol and tobacco abuse, including possession of electronic vaping materials.
- Theft
- Child-on-child abuse
- Upskirting
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Being in possession of a bladed article such as a knife

- Online abuse
- Racist or sexist abuse
- Sexual misconduct including sexting
- Willful damage to property
- Persistent disruptive behaviour

Serious sanctions (in accordance with the Expulsion Policy) may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

As detailed in our Terms and Conditions, parents and guardians are also required to treat the School, or the members of its staff, reasonably. Where a parent or guardian fails to adhere to this requirement, the school may be forced to expel the pupil concerned.

The School continually strives to foster a safe, tolerant and supportive environment for all students and staff. To that end, as well as continually educating our students about the need for mutual courtesy and respect, we will also act firmly against any form of abuse or harassment that comes to our attention, especially when such abuse is deliberately targeted at individuals or groups with protected characteristics, as defined by the 2010 Equality Act.

Investigating Serious Misbehaviour

As with any investigation into poor behaviour, investigations of serious breaches of the School's Codes of Conduct must be carried out with thoroughness, care and complete fairness. In most circumstances, when conducting an investigation, it is appropriate for the Schools to collect records in the form of written statements from the students involved.

When investigating serious misbehaviour, the burden of proof in respect of all such matters shall be on the balance of probabilities rather than beyond reasonable doubt, and such burden shall be applicable to:

- a practical school situation and environment
- standards of conduct required from students as referred to above.

During the investigation the Head, Head of Senior School, Head of Junior School, Deputy Head(s), Heads of Key Stage may send the relevant student(s) home without any suggestion of guilt. Parents or guardians must be kept fully informed if this action is taken. At this stage this does not constitute a formal suspension and no record of this will be shared externally.

If the result of the investigation leads to the Head of Senior School, Head of Junior School, or Head of Key Stage to consider that expulsion might be required, they should consult with the Head at the earliest opportunity.

Serious Sanctions

Expulsion and/or Removal from school

The process of expulsion and/or removal from school is explained in the Schools' Expulsion Policy, which is available on the School's' website. All parents, guardians and students should be aware that the Head has the right to expel students in the event of serious misbehaviour, including but not limited to, criminal behaviour.

Suspension from School

Serious misbehaviour may also result in a period of suspension from school. 'Suspension from school' means that the student is excluded from school for a fixed number of school sessions and at the end of that period of time, returns to school. This may be an internal suspension where the pupil remain in isolation, supervised in school. This is authorised by the Head, Head of Senior School, Head of Junior School, Deputy Heads or the Head of Key Stage. The sanction of suspension is a formal disciplinary sanction and is placed on the student's record.

Informal Suspension (Being sent home)

In certain circumstances it is recognised that the School may need to send a student home or require the student to stay at home for some misbehaviour, or simply because the student is at the centre of some allegations in school and they may become vulnerable by remaining in school. This does not constitute a formal suspension. This can be authorised by the Head, Head of Senior School, Head of Junior School, Deputy Heads or Head of Key Stage.

In the event of suspension or informal suspension, the parents or guardians must be informed and advised of the circumstances which merited the sanction. If necessary, parents or guardians will be invited to come into school so that the matter can be discussed in person.

Allegations against staff

The School takes their responsibilities for safeguarding extremely seriously. All members of the School's community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy and Keeping Children Safe in Education 2025. (KCSIE)

Should an allegation made by a student against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the student, and manage that misbehaviour in accordance with this policy, and the Expulsion Policy, as appropriate. Students should be aware that malicious allegations of abuse against staff or students may result in the suspension or expulsion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Contextual safeguarding

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents and guardians accordingly.

MISBEHAVIOUR OUTSIDE OF SCHOOLS

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside of the Schools and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from the School;
- wearing the School uniform; or
- in some other way identifiable as a student of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of Schoolswill be dealt with in accordance with the procedures explained above under 'serious sanctions' and/or the School's Expulsion Policy.

USE OF REASONABLE FORCE

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the student themselves);
- Causing damage to the property of any person (including the student themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must wherever possible take into account any SEND that the student may have.

All of our staff are required to read the annual mandatory documents detailing the circumstances in which reasonable minimum force may be used. All staff are aware that corporal punishment of students is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a student for the shortest possible period of time. The use of force can include either passive contact (such as standing between students or blocking a path) or active contact (such as leading a student by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the Schoolspremises when they have lawful charge of the student elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate. This training is based around the DfE' guidance on the "*Use of Reasonable Force in schools*," and includes:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head of Stamford School and/or Deputy Head (Pastoral) immediately after they have needed to restrain a student. The Head of Senior School will maintain a log of when all such incidents of restraint are used.

When contacting the Hea dof Senior School regarding an occasion when restraint was used, the following information should be included:

- the name(s) of student(s) involved and when and where the incident took place;
- the names of any other staff or students who witnessed the incident;
- the reason that force was necessary;
- how the incident began and progressed, including details of the student's behaviour, what was said by each of the parties and steps taken to diffuse or calm the situation;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the student restrained, by any other students involved, or by any members of staff present;
- any damage to property.

We will always inform a parent or guardian when it has been necessary to use physical restraint on their child, and if necessary, invite them to the Schools so that we can agree a protocol for managing their child's behaviour. Parents and guardians of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

SEARCHING

The School reserves the right to search students and their possessions.

The Head, or a member of staff authorised by the Head, may search a student provided there is another staff member present as a witness. The School do not conduct intimate searches and only a student's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a student will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in the School.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding Policy.

The consent of a student will usually be obtained before conducting a search, unless the Head (or authorised member of staff) reasonably suspects that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession any of the following items:

- Weapons

- Knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and electronic vaping materials
- Fireworks
- Pornographic or offensive images
- Any other item banned by the School's Codes of Conduct (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the student being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a student, regardless of gender. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present, only where it is not practical to summon another member of staff.

The School will inform the student's parents and guardians of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent or guardian's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco, cigarettes, vapes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the student.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School's Codes of Conduct, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the Schools or disposed of.

Electronic devices

Where an electronic device is found during a search and that device is prohibited by the School's Codes of Conduct, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parent or guardian consent to search through the electronic devices is not required.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence (for example, certain pornographic material), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then address this behaviour by the use of the sanctions listed above, in accordance with this policy and the School's Expulsion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding Policy. At SJS children travelling by bus, boarders and those with parental permission can bring their mobile phones into the school during the day. They will be locked away and returned at the end of the day. On the St Paul's site Y7 to Y11 will be using the Yondr Pouches that require mobiles to be locked away during the school day - See Appendix 2.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its students and to help them to appreciate their potential for achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the Schools. Our teaching staff offer every child a high level of individual attention, together with

consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

COMPLAINTS

We hope that parents and guardians will not feel the need to complain about the operation of our Promoting Good Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (including the EYFS) is on our website. Copies are available upon request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the Schools and to evaluate the effectiveness of this policy.

This policy is reviewed and updated as required but at a minimum three year frequency and then approved by the Governor's Education Committee.

This policy should be read in conjunction with:

1. Stamford School Attendance Policy
2. Stamford School Terms and Conditions
3. Stamford School Expulsion Policy
4. Stamford School Unexplained Absence & Missing Student Procedures
5. Stamford School Anti-bullying Policy
6. Stamford School Drug Abuse Prevention Policy
7. Stamford School Safeguarding Policy
8. Stamford School Complaints Policy
9. Stamford School SEND (including EAL) Policy
10. Stamford School PHSE Policies.
11. SS School Classroom Expectations
12. SJS Guidelines for Promoting Good Behaviour & Sanctions for Misbehaviour
13. DfE Guidance Document: "*Use of reasonable force*", July 2013.
14. DfE's Guidance Document: "*Keeping Children Safe in Education*" 2024

Author/Reviewer	Senior Deputy Head Stamford School (Andy Murphy)/ Deputy Head Pastoral Stamford Junior School	ISI Doc Code	ISSR 9
		Date of Last Review	Summer Term 2025
Applicable to	Stamford School	Date of Next Review	Summer Term 2027

Appendix 1 – Stamford School Abridged Procedure

PROMOTING POSITIVE BEHAVIOURS PROCEDURE

We know that most students will embody the values of the school and what it is to be a Stamfordian. We will always look to believe in the student and recognise the good that we see.

- We start every lesson by opening iSAMS and registering our class – making sure everyone is there.
- We look to recognise and promote good behaviour, good homework and good effort in the classroom with Merits:
 - **Individual Merit badges to work towards // House and Form competitions**
- Higher level or sustained effort can be rewarded via commendations or departmental postcards.
- We record all information on iSAMS – handily open from registering.
- Continued or exceptional excellence might result in a student being nominated for a higher level award such as Café Credit or a Head of School Commendation.
- We recognise the power of positive reinforcement and will communicate with students and parents so that all can celebrate the achievements of our students.

We pride ourselves on high challenge and high support. At times students will require guidance so that they can meet our expectations in terms of the values to uphold.

- Good communication with students and parents is vital to highlight areas to improve. We also know that relationships between students and teachers is key to success and that all students should be enabled to succeed through clear expectations and careful guidance.
- Most infringements of the qualities and values that we would expect from our students can be dealt with informally through conversations with our students. We would expect that this is the first response to realign expectations.
- If informal resolution is not possible, Behavioural Points (BPs) are issued and are a way of communicating with students, parents and colleagues. Parents can view BPs within their MyStamfordPortal.
- Examples for BPs, in some cases following a warning, include: **Lateness to lesson // Unexplained absence from lesson // Lack of equipment, effort and focus// Unexplained late or incomplete homework // Rude or Disruptive behaviour // Chewing in class // Uniform // Mobile Phone // Technology – device battery.**

- If you need to issue a **second BP in your subject within a Half Term** – please add the student to a lunchtime detention (staffed by SLT on Fridays), and importantly tell the student.
- Repeat offenders should be discussed with line managers and strategies implemented.

Tutors

- 1) Please monitor the number of BPs on iSAMS.
- 2) If you see multiple behavioural points for a certain issue, then please speak to your tutee about strategies to support them and communicate home.

HoYs and Head of Key Stage (HoKS)

- 3) Please raise concerns in pastoral meetings and make sure that tutors are aware of trends on iSAMS.
- 4) If discussions with students are not leading to a modification in behaviours it might be that an After School Detention is justified. This is staffed by a HoKS who will write to parents and arrange for an After School Detention between 4.15pm until 5.15pm. Both the HoY and HoKS can exercise professional judgement.
- 5) Serious one-off offenses may also lead to a student being placed in an after school detention.
- 6) HoY & HoKS will record the attendance at After School Detention on the Severe Sanctions Spreadsheet.

Senior Deputy Head and HoKS

- 1) Saturday Detentions are also available for serious breaches of behaviour and Students can be placed in these by discussion with the HoY & HoKS. The HoKS will write to Parents informing them that their child will need to attend a Saturday Detention.
- 2) The HoKS will record the attendance as a Saturday Detention on the Severe Sanctions Spreadsheet.
- 3) Internal and even external suspensions can still occur for one off serious offences. This will be issued by the Head of Senior School only; parents will be contacted prior to any suspension and a meeting arranged.

Examples include: **Assault / Sexual Harassment // Vaping // Smoking // Alcohol // Social Media abuse**

Appendix 2 – Use of Mobile Phones at Stamford School

Mobile Phone Procedure – Academic Year 2024 to 2025

Smartphones are not banned from Stamford School. We know that students need them before and after school as many of them travel independently. However, the successful use of Surface Pro devices has removed the need for Smartphones during the academic day.

Y12 and Y13 are allowed to have their Smartphones with them, but should only use them at break times and only while sitting in a defined area. Please do not use walking around the sites.

Y7 – Y11 Students will take responsibility for their device using the Yondr Pouch:

Procedure

- In the morning Tutor session or Morning Chapel - Smartphones will be switched on to silent mode (to allow for parent tracking) and placed in the Yondr Pouch and locked closed.
- Pouches are able to be unlocked at the end of the school day from a number of time sensitive release points across the site; very fast and efficient.
- Parents are billed for a Pouch at the start of the school year, but can ‘opt out’ if their child does not have a Smartphone or chooses to leave their device at home during the school day.
- Any ‘opt out’ student discovered with a Smartphone during the school day will necessitate a parent meeting as a breach of the Schools’ Terms and Conditions.
- If Pouches are lost, the Student will be charged for a replacement, and a sanction applied.
- Students are required to bring their Pouch to and from school each day and are responsible for their Pouch at all times. Forgotten Pouches will result in sanctions.
- In emergency Pouches can be released at Reception or at the Medical Centre.
- If travelling between the sites, going on fixtures, or leaving early from school then Students may sign out from Reception, and have their Pouch released from Reception.
- Our PSHE programme will reflect the change in school policy and educate Students how to deal with this change.
- If Students have a medical condition that requires access to a Smartphone, then they will be issued with a Velcro pouch which looks the same as others, but allows access.
- ‘Forgotten’ phones will be followed up with Parents by Student Support Managers.

Sanctions

Lost Pouch	Lunchtime Detention and purchase of replacement
Wilful damage or tampered Pouch	After School detention and purchase of replacement
Possession or use of another Smartphone	After School detention

Possession of large magnet or other implement to release Pouches (whether intent to release or not)	After School detention
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Escalation within a term

Second Lunchtime Detention	After School Detention
Second After School Detention	Saturday Detention
Second Saturday Detention	Suspension