



PROMOTING GOOD BEHAVIOUR POLICY

INTRODUCTION

At Stamford Endowed Schools ("the Schools") our community is based upon teamwork, mutual support and respect. The Schools aim to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the Schools. 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 Schools are 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 Schools, including those in our Early Years Foundation Stage (EYFS). Our designated staff member responsible for behaviour management, is the Deputy Head in SJS and the Senior Deputy Head in Stamford School.

The Schools see 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 Schools. Parents and guardians are expected to support the Schools 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 Schools' Codes 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 Schools, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our Anti-Bullying Policy is on our website. The Schools are 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 Schools take 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 Schools' Attendance and Registration 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 Schools reserve 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 Schools' policies and regulations, including this policy, when they sign our Terms and Conditions. The Schools value a close relationship with parents and guardians and encourage them to work in partnership with the Schools to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the Schools expect 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 Schools have 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 Schools welcome 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 Schools' safeguarding obligations, and the Schools' 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 Schools 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 Schools 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 Schools' student councils, which meet regularly.

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

CODES OF CONDUCT

The Schools' 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 Schools' 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 Principal in enforcing these rules in a fair manner, that is designed to safeguard the welfare of the Schools' community as a whole.

Further details regarding the Schools' policy on drugs and drugs testing can be found in the SES 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

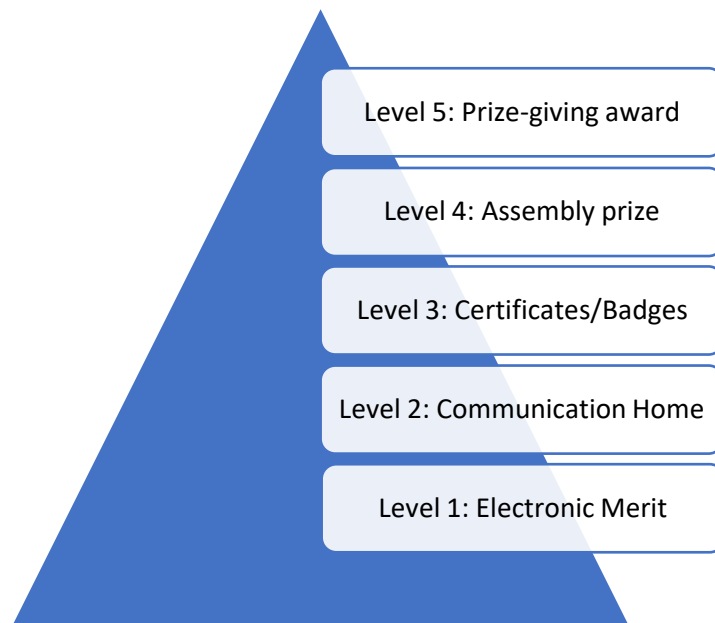
At the Schools we reward and encourage good behaviour, and celebrate curricular and extra-curricular achievements from our pupils via the following methods:

- 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

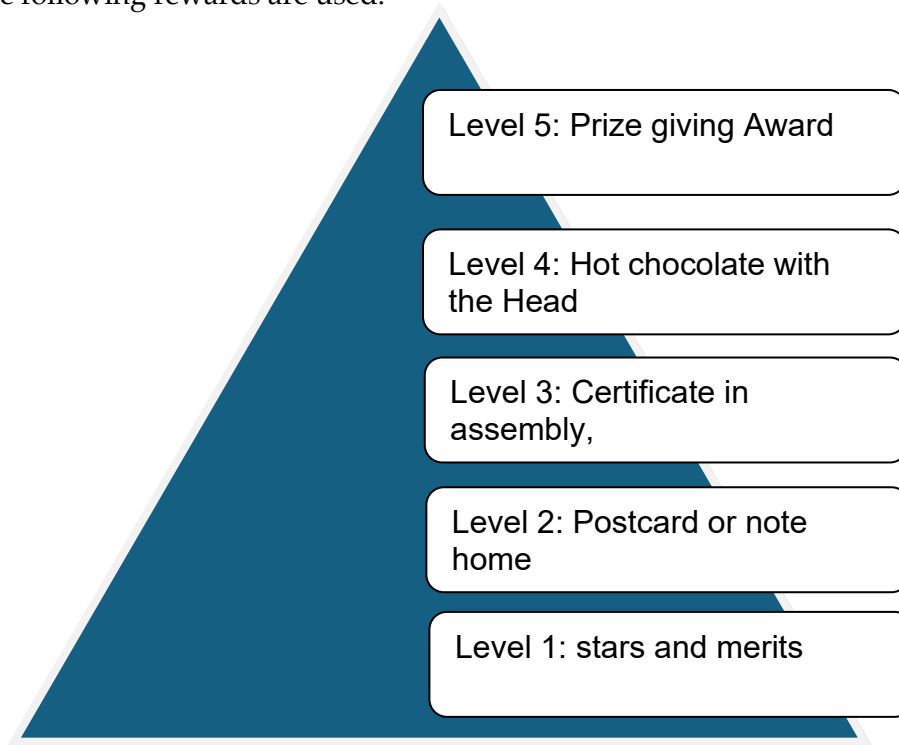
The Schools operate a reward scheme, whereby students can receive an award for achievements, for effort, for service and for all aspects of good work and behaviour. The following awards are used at the Schools.

At SS:



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:

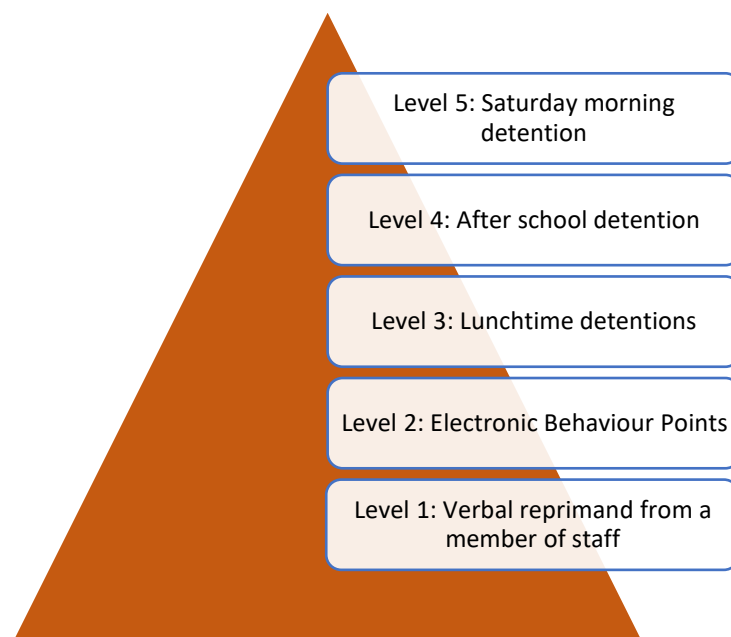


SANCTIONS

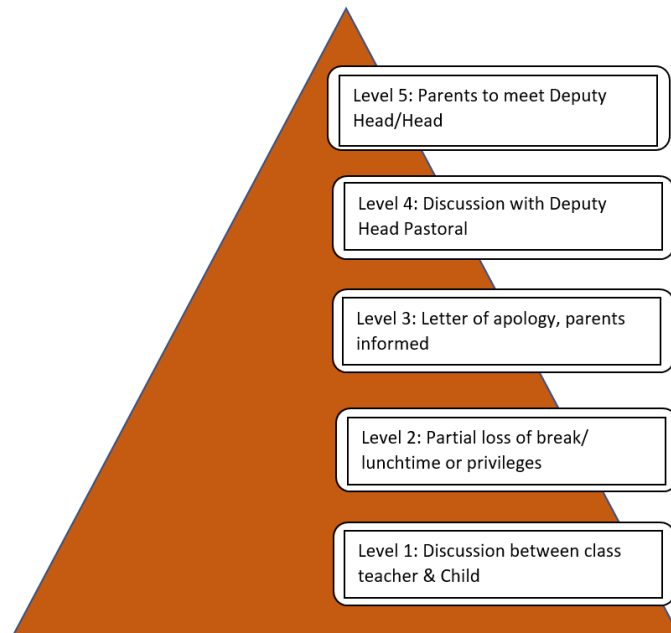
It is hoped that students will respond to the Schools' positive encouragement and rewards and will comply with the Schools' Codes of Conduct. However, the Schools acknowledge that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the Schools. Sanctions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

The Principal 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 Schools. 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.

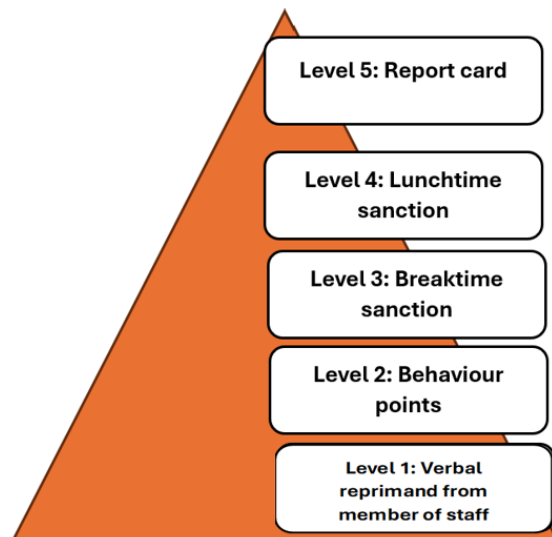
At SS:



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, Schools 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), or repeated indiscipline in class 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
- 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 Schools have 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 in SJS and the Senior Deputy Head at SS.

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 Schools' 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 Schools' 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 Schools, 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 schools continually strive 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 Schools' 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 Principal, (Senior) Deputy Head, 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 (Senior) Deputy Head, or Head of Key Stage to consider that expulsion might be required, they should consult with the Principal 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 Schools' website. All parents, guardians and students should be aware that the Principal 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 Principal, (Senior) 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 Principal, (Senior) Deputy Head 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 Schools take their responsibilities for safeguarding extremely seriously. All members of the Schools' 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 Schools policies and procedures, in particular the Safeguarding Policy and Keeping Children Safe in Education 2024. (KCSIE)

Should an allegation made by a student against a member of staff be found to be malicious, the Schools reserve the right to treat this action as serious misbehaviour by the student, and manage that misbehaviour in accordance with this policy, and the Schools' 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 Schools, 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 Schools' Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The Schools 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 Schools 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 Schools, or related to the Schools;
- travelling to and from the Schools;
- wearing the Schools uniform; or
- in some other way identifiable as a student of the Schools.

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

Serious misbehaviour outside of Schools will be dealt with in accordance with the procedures explained above under 'serious sanctions' and/or the Schools' 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 Principal 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 Schools.

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 Schools premises 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 Senior Deputy Head and/or Deputy Head (Pastoral) immediately after they have needed to restrain a student. The (Senior) Deputy Head will maintain a log of when all such incidents of restraint are used.

When contacting the (Senior) Deputy Head 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 Schools reserve the right to search students and their possessions.

The Principal, or a member of staff authorised by the Principal, may search a student provided there is another staff member present as a witness. The Schools 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 Schools.

The Schools 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 Schools' Safeguarding Policy.

The consent of a student will usually be obtained before conducting a search, unless the Principal (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 Schools' 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 Principal (or authorised member of staff) is permitted to carry out a search of a student, regardless of gender. The Principal (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 Schools 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 Schools 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 Schools are 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 Schools' 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 Schools' 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 Schools 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 Schools may also erase any data or files from the device if the Schools consider 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 Schools 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 Schools' Expulsion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the Schools will follow the procedures set out in the Schools' 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.

TEACHING AND LEARNING

The Schools 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 Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the Schools' Complaints Policy (including the EYFS) is on our website. Copies are available upon request.

MONITORING AND REVIEW

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

Author/Reviewer	Senior Deputy Head Stamford School) / Deputy Head Pastoral (Stamford Junior School)	ISI Doc Code	ISSR 9
		Date of Last Review	Spring Term 2025
Applicable to	SES	Date of Next Review	Summer Term 2026

Appendix 1 – Stamford School Abridged Procedure

PROMOTING POSITIVE BEHAVIOURS PROCEDURE – ACADEMIC YEAR 2024 – 2025

We want Staff, Students and Parents to always think positively first!

- We start every lesson by opening iSAMS and registering our class – making sure everyone is there.
- We look to promote good behaviour, good homework and good effort in the classroom with Merits:
 - **Individual Merit badges to work towards // House and Form competitions**
- We record all information on iSAMS – handily open from registering.
- We communicate with Students and Parents and let them know when they have performed well.

We want Staff, Students and Parents to know when things have gone wrong.

- Good communication with Students and Parents is vital to highlight areas to improve.
- Behaviour Points (BPs) are issued and are a way of communicating with Students, Parents and also Staff. Parents can view BPs within their MyStamfordPortal. Please direct Parents there if necessary.
- Examples for BPs include: **Lateness to lesson // Unexplained absence from lesson // Lack of equipment, effort and focus// Late or incomplete homework // Rude or Disruptive behaviour // Chewing in class // Uniform // Mobile Phone // Technology – Surface Pro battery.**

Classroom Teachers

- 1) Award Merits for good behaviour.
- 2) For poor behaviour please issue a verbal warning first. This could be at the start of the year – outlining your expectations, or it could be on an individual basis.
- 3) No further verbal warnings needed, please issue a Behaviour Point (BP) on iSAMS. This could happen in the same lesson or within a number of weeks.

- 4) 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 Tuesdays and Fridays), and importantly **tell** the student.
- 5) Repeat offenders should be discussed with HoD in Department meetings and strategies implemented.

Tutors

- 1) Please monitor the number of BPs on iSAMS.
- 2) If you see **THREE BPs within a Half Term**, then please speak to your tutee and issue a lunchtime detention. Remember to communicate with the student. **HoYs and Head of Key Stage (HoKS)**
- 3) Please monitor your Tutors and make sure they are accessing and monitoring trends on iSAMS.
- 4) If a student attains **TWO lunchtime detentions in a Half Term**, then they will be placed in an **After School detention**, 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) HoY & HoKS will record the attendance at After School Detention on the Severe Sanctions Spreadsheet.

Senior Deputy Head and HoKS

- 1) **Two After School Detentions in a term will result in a Saturday Detention.**
- 2) Saturday Detentions are also available for serious breaches of behaviour and Students can be placed in these by discussion with the HoY & HoKS; **they do not need to go through the above steps.** The HoKS will write to Parents informing them that their child will need to attend a Saturday Detention.
- 3) The HoKS will record the attendance as a Saturday Detention on the Severe Sanctions Spreadsheet.
- 4) **Two Saturday Detentions in a term will likely result in Suspension.** This will be issued by the Senior Deputy Head only; parents will be contacted prior to any suspension and a meeting arranged.
- 5) Suspensions can still occur for one off serious offences.

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