



SEDBERGH JUNIOR SCHOOL

BEHAVIOUR AND SANCTIONS POLICY

Sedbergh Junior School is a community based on:-

- trust
- honesty
- high expectations of behaviour
- high standards of achievement both in and out of the classroom
- good manners and courtesy
- care, concern and consideration for others
- unselfishness
- the appreciation of diversity
- total commitment to its Anti-Bullying Policy and Safeguarding Children Policy.

Rewards

For the following, pupils may be awarded a Merit or Service Merit ('Golden Leaf' in Pre-Prep), which is presented by the Headmaster in a morning assembly and the award counts towards the House competition:-

- excellent academic work
- helpfulness and thoughtfulness
- politeness and honesty
- a caring attitude towards others
- respect for School property

A weekly focus (eg looking after property, listening to the teacher) is announced in Assembly and displayed in Queen's Hall. Children will understand that by getting these things right they are serving the community by ensuring effective learning can happen.

In addition, the Headmaster makes awards in a Monday Assembly to pupils who have achieved something special in the previous week, for example, playing the piano in the Senior School Headmaster's Concert.

We aim to catch children getting it right and praise them for doing so. Good behaviour is recorded and celebrated.

1. Verbal praise is noted in planner and followed up by Form Tutor/Housemaster/Mistress.
2. Each member of staff will choose, where appropriate, a child deserving of a 'Service Merit' each week and these will be presented in Assembly and noted in planner and Newsletter. ('Golden Leaves' in Pre-Prep.)
3. Notes sent home by the Form Tutor/Housemaster/Mistress to parents to praise consistently good behaviour.
4. Termly awarding of a book token for any child who all staff agree is serving the community in an exceptional way.
5. Year 8 may earn the right to enjoy certain privileges in the Summer Term eg longer time to use mobile phones, visits to Sedbergh during free time, permission to cross the road independently.

When pupils deviate from the expected standards of behaviour the following systems of sanctions are available, which are monitored for fairness by the Headmaster, Deputy Head and Senior Tutor.

Sanctions

The School does not have a complex set of rules, with a fixed scale of associated sanctions. Rather, we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances.

The vast majority of our time is spent acknowledging and accentuating the positive and sanctions are rarely used.

- Of these, by far the most common response to a piece of minor mischief is a private and informal word to a child or to a group of children, pointing out the misdemeanour and reminding them of the SJS Code of Conduct is carried out. Humiliating a child with a public denouncement is destructive and is to be avoided as far as possible.
- Repetition of an offense is noted in the planner to be followed up by the Form Tutor and Houseparents. A child's name may be written on the board.
- Children may be asked to give up some of their break time to complete an unfinished piece of work or to 'cool off' following poor behaviour seen around School. A child who has caused upset may be banned from certain areas or required to be in certain areas during their break times. A child who has misused a facility may be banned from its use for a given period of time. An apology in writing should accompany any other sanction in response to upsetting or hurting someone.
- In more serious cases, a child may be required to be under adult supervision during 'break times' to ensure that there is no threat to the welfare and safety of other children.
- Years R-5 may lose part of their weekly 'Golden Time'.
- If children have misbehaved following a verbal warning and loss of free time, a positive Action Plan to do some good, as arranged by the Form Tutor, is the preferred approach.

The more a child can see that, having taken something from the community, he or she is being asked to put something back, the better.

- A child whose behaviour in lessons is persistently unsatisfactory may be asked to use a 'Report Card' for a given period of time, getting the written comments of the teacher at the end of the lesson and reviewing progress each week. For the majority of the children this is, as it is intended to be, a positive action and not a sanction.
- Action Plans and detentions are recorded in the planners to inform parents and Houseparents. Detentions are filed by the Deputy Head and added to the child's School report. Discussions with pupils and parents are stored in a pupil's Action Plan.
- Any child whose behaviour is beyond management within the classroom during a particular lesson is sent to see the Deputy Head, Senior Tutor or the Headmaster as appropriate. Such scenarios are extremely rare.
- 'Contracts' of behaviour may be used by the SMT. They are drawn up with a child, preferably by a child, and are signed and witnessed in a proper manner. They should state the duration of the 'contract', the items to be agreed, the sanctions upon breach of contract and the rewards on completion of the contract. Such formal contracts tend to involve the Headmaster, Deputy Head and Senior Tutor and are used only in response to a persistent and/or significant problem passed on by the Form Tutor.
- In the extremely rare case of a serious breach of discipline, a child may be given 'time out', in agreement with the parents, for parents to discuss the situation with the child and for the child to reflect on his or her behaviour. While such an absence, authorised by the Headmaster will emphasise the seriousness of the situation, it is not intended as a punishment but as a genuine opportunity to reflect and move forward.

Suspension and Exclusion

Suspension and Exclusion fall within the authority of the Headmaster only. This would only happen as a consequence of a child's failure to respond to the measures outlined above, in which case parents would have been warned in advance, and in writing, of this possibility, or as a result of a disciplinary breach of very serious proportions.

- Exclusion for behavioural reasons would only follow at least one period of suspension unless the breach of discipline (within or beyond School) was so serious that the removal of a child was deemed to be in the School's best interests or those of the child or other children.
- Reasons for removal of a child may include the bullying of other pupils, persistent non-attendance of the pupil without good reason, possession of or use of alcohol or illegal substances, persistent refusal to conform with the School's behavioural expectations or the School's inability to guarantee the safety of the child or other children or the School.
- In such circumstances, the School would act fairly and properly in deciding whether a pupil must be removed from the School and wherever possible would seek the agreement of the parents before a decision was taken.
- Such occasions are likely to be extremely rare at SJS.