

## THE KING'S SCHOOL IN MACCLESFIELD



### POLICY, PROCEDURES AND GUIDANCE FOR PASTORAL CARE AND BEHAVIOUR INFANT AND JUNIOR DIVISION

Through its pastoral care arrangements and provision, the Infant and Junior Division, including the Early Years Foundation Stage, demonstrates its continuing concern for the personal and social development of all its pupils. This is regardless of their age, sex, race or ability, as individuals and as secure, successful and fully participating members of the school and its wider community. Pastoral care is at its most effective when it is all-pervasive and fully integrated into the school's daily routines, its curriculum and its extra-curricular activities. This approach has been adopted by the staff of The King's School, Infant and Junior Division.

#### RATIONALE

This policy has been formulated and implemented to:

- Cope with the effect of growing up in the 21<sup>st</sup> Century and the changing home backgrounds of our pupils, for example; family stability and parental difficulties in raising children;
- Maximise learning;
- Ensure a safe, secure learning environment for all pupils.

#### AIMS

The aims of the school consider the importance attached to the pastoral care of its pupils. Our aims are:

- To promote a happy, caring, attractive environment that stimulates pupils;
- To promote the spiritual, cultural, intellectual and physical development of the pupils at the school;
- To provide a broad and balanced curriculum that will be challenging, catering for the full range of abilities within the school and enabling pupils to experience success;
- To develop pupils' self-confidence and self-discipline;
- To encourage the pupils to value one another and to respect the views of other members of their community;
- To prepare the pupils for the opportunities, responsibilities and experiences of adult life.

The school aims to provide a happy, caring and safe environment where the spiritual, moral and physical development of each pupil is promoted. The pupils are encouraged to behave in a responsible manner, both to themselves and to others, showing respect, courtesy and consideration at all times. They will also be encouraged to respect the views of others and to obey the rules that are drawn up to ensure the good behaviour, safety and well-being of the pupils, and the smooth running of the school.

## ETHOS OF THE SCHOOL

In the Infant and Junior Division, an excellent ethos has been achieved by the Principal and staff, promoting and facilitating an atmosphere of care and respect within both the formal and informal life of the school.

This ethos has contributed effectively to pastoral care as a result of:

- The healthy relationships within the school between pupils and staff;
- The promotion of pupils' self-esteem and self-confidence;
- Parental support for the work of the staff;
- The positive approaches in promoting and maintaining good standards of discipline.

It is in formal and informal situations that teachers help to foster the values of self-respect, self-discipline, tolerance, equality and fairness. This has generated a positive climate within the school community where every individual should feel valued and cared for at all times.

## PASTORAL STRUCTURE

The Pastoral system is structured as follows.

Pre-School Practitioners	Reception Teachers	Year 1 Teachers	Year 2 Teachers	Year 3 Teachers	Year 4 Teachers	Year 5 Teachers	Year 6 Teachers
Head of EYFS		Head of Key Stage 1		Head of Year 3	Head of Year 4	Head of Year 5	Head of Year 6
Vice-Principal (Academic & Operations) and Vice-Principal (Pastoral)							
Principal, Infant and Junior Division							

At the beginning of the school year, each child is allocated to a form, with each individual pupil in the form being cared for by the Form Teacher (in Pre-School this would be the Room Leader). The Form Teacher is normally the first point of contact for the child or parent if pastoral problems arise. If the situation is deemed to be more serious, the Head of Year/Key Stage may be approached. Heads of Year/Key Stage are responsible for all matters relating to the pupil's pastoral care and discipline and they are supported by the Vice-Principals. However, if further assistance is needed, parents may contact the Principal via the Infant and Junior Division office.

## ROLES AND RESPONSIBILITIES

### Form Teacher/ Pre-School Room Leader

The Form Teacher's responsibilities with respect to the children in his/her charge include:

- Providing support and guidance when necessary on an individual or form basis;
- Monitoring each child's general academic and social development;
- Availing him/herself of the form's pastoral and academic information and keeping this up-to-date;
- Reporting matters of concern to the Head of Year/Key Stage, Vice-Principals or Principal as appropriate;
- Registering the class twice daily;
- Monitoring homework diaries or reading diaries on a daily basis;
- Organising circle time, allowing time for the discussion of a variety of important issues;
- Organising Class Assemblies where appropriate (Juniors only);
- Appointing a Form Captain each half-term (Juniors) and other positions of responsibility;
- Filling in class files and pastoral records with updates on communication with parents, parents' evening information and feedback, and handover sheets;

- Keeping SEN paperwork up to date for members of their Form.

### **Heads of Year/ Key Stages**

The Heads are expected to:

- Take responsibility for the day to day pastoral welfare of children in their area;
- Be available to parents when pastoral concerns are raised;
- Take a lead role in the development and implementation of the Infant and Junior Division Pastoral Care and Behaviour policy;
- Monitor the Infant and Junior Division's Anti-Bullying Policy and update bullying logs in collaboration with the Vice-Principal (Pastoral);
- Assist the Principal of the Infant and Junior Division in applying the system of rewards/sanctions;
- Monitor the system of rewards and sanctions;
- Organise the collection, publication and announcement of weekly house point and green card totals;
- The Head of Year 6: liaise with Heads of Year 7 Boys/Girls regarding 11+ transfer, in association with Year 6 staff, the Vice-Principals and Principal, ensuring continuity of pastoral information between the Junior Department and Senior School;
- Head of EYFS: oversee the collection of Baseline and end of EYFS data to report to the Local Authority and attend EYFS Moderation on an annual basis.

### **Vice-Principal (Pastoral)**

The Vice-Principal (Pastoral) is expected to:

- Have an overview of the pastoral welfare of children in the Infant and Junior Division in conjunction with the Heads of Year, Vice-Principal (Academic & Operations) and Principal;
- Be available to parents when pastoral concerns require additional support having been initially managed by the Heads of Year and Key Stage Leads;
- Assist the Principal of the Infant and Junior Division in applying the system of rewards and sanctions;
- Support the Principal in leading assemblies to promote positive behaviour and provide a forum for the presentation of Green Cards, certificates and awards;
- In conjunction with the Principal, ensure the regular review and implementation of the Infant and Junior Division Pastoral Care and Behaviour policy;
- Monitor the Infant and Junior Division's Anti-Bullying Policy in collaboration with the Principal and Infant & Junior Management Team;
- In conjunction with the Principal, assist the upper Junior Heads of Year in organising the selection of Year 5 and 6 pupils for positions of responsibility, actively seeking ways for the selected children to develop these roles;
- Update and implement the 'Missing Child Policy' at regular intervals;
- In conjunction with the Head of EYFS and Principal, assist in the development and implementation of the 'Intimate Care Policy' and update it at regular intervals;
- In conjunction with the Heads of Key Stage and Years, help to organise playground equipment to encourage collaborative play.

The Vice-Principal (Pastoral) also works in close collaboration with and is supported by the Vice-Principal (Academic and Operations).

## Principal of the Infant and Junior Division

The Principal of the Infant and Junior Division is expected to:

- Take responsibility for the pastoral welfare of children from Pre-School to Year 6;
- Be available to Infant and Junior parents when more serious pastoral concerns are raised;
- Take responsibility for the day-to-day running of the Division;
- Take responsibility for the well-being and development of all staff and pupils in the Division;
- Monitor the general standards of conduct and appearance of all staff and pupils in the Division;
- Take a lead role in applying the system of rewards/sanctions;
- Ensure a rich and varied programme of extra-curricular activities, to encourage as full a development of pupils' talents as possible.

## REWARDS AND PUPIL RESPONSIBILITIES

### The House System

Each pupil is assigned to one of four houses with the aim of enabling children of all ages to have a common link. Within the house system many tournaments are arranged for Junior children, encouraging healthy competition amongst peers. House points are generally awarded for academic achievement, effort and progress and Green Cards are awarded for meeting the SCARF behaviour expectations. House Point and Green Card trophies and certificates are awarded each week to the winning house in the Junior Department. Pupils from Year 2 to Year 6 earn individual House Points and can aim for a Merit certificate upon receiving 100 house points, which is presented in assembly.

### Positions of Responsibility

Within the Infant and Junior Division, positions of responsibility are awarded with the aim of encouraging pride in the school and reinforcing positive behaviour.

### Infant Department

No formal positions of responsibility are awarded in the Early Years and Year 1 classes, but each Form Teacher hopes that through small positions of trust the children will learn to set an example to others, gain a sense of responsibility and an awareness of the needs of others.

In Year 2, the children are chosen to become **Monitors** each week. Their tasks may include; table monitor, book monitor, door monitor and recycling monitor, amongst others. Year 2 children are also encouraged to become playtime '**Buddies**' for the younger children. They are taught how to help children resolve simple friendship issues, help children find friends to play with and encourage children to find the adult on duty should there be larger issues to deal with.

### Junior Department

**School Captains** are selected each year from amongst the Year 6 pupils to act as representatives of the School at various functions. They are expected to set a proper example to other members of the school. They attend all School Council meetings, thus providing continuity. They collect house point totals and best class totals every Friday and present the trophies to the winning houses in our awards assembly. They also attend termly meetings of the Core Council, alongside school officers from the Senior Division.

Pupils from each house are appointed as **House Captains**. They are responsible for assisting the School Captains with duties. If their house wins the Green Card or house point trophy, they collect the trophy for their house during the awards assembly. They may, from time to time, meet with the member of staff in charge of Charity Events, along with the House Charity Monitors, to help plan, organise and run House-oriented charity events.

A number of **Sports Captains** are selected in sports such as football, netball, cross country, swimming, cricket, athletics and rounders. Responsibilities specific to that post are given to each captain by the member of staff in charge of that area.

Other positions of responsibility include:

- **Librarians** assist the member of staff in charge of running the libraries. They are responsible for maintaining the library and monitoring the return of books.
- **Charity Monitors** are appointed from each House who are responsible for organising events to raise money for charities (with the assistance of the member of staff with a responsibility for charities).
- **Eco Ambassadors** assist the Learning Challenge Coordinator in organising eco-friendly competitions, collecting recycling and trying to keep the school 'eco-friendly' by promoting awareness throughout the Infant and Junior Division. Other positions of responsibility include Playground Mentors, Lunch Monitors and Challenge Monitors.
- **Playground Buddies** from Year 6 visit the play spaces of younger children at breaktimes and lunchtimes to initiate games and give ideas for creative play, especially to those pupils who may need extra pastoral support in forming relationships with their peers.
- **Challenge Monitors** provide fun, optional riddles / logic problems etc to solve each week for Junior pupils with winners and prizes announced in Celebration Assembly.
- **Wellbeing Ambassadors** are appointed from each Junior class to promote healthy relationships, friendships, kindness and cooperation.
- The **Catering Committee** meets every term under the direction of the member of staff in charge and provides a link between pupils and the Refectory Manager on all aspects of lunchtime service in the Refectory. One pupil from each class (Y2 to Y6) is appointed to be the Catering Committee Representative.

Each Junior Department form has a **Form Captain** who has the following responsibilities:

- To carry out key responsibilities that the Form Teacher sees fit;
- To collect any awards won by the class in Celebration Assembly (e.g. Best Class).

The Form Captains are changed every half-term and all the above posts carry a badge of office.

### **School Council**

Each class (Y1 to Y6) appoints a School Council representative at the start of the year. The School Council allows representatives of each class to meet and share concerns with staff. Meetings take place every fortnight, organised and chaired by the Vice-Principal (Pastoral). The School Captains, are also invited to attend. The meetings have a published agenda and are minuted. Feedback from the meetings is reported back to the pupils via Form Teachers.

### **OPPORTUNITIES FOR POSITIVE REINFORCEMENT**

Alongside the normal encouragement given by staff, both orally and by written comments on work, there are many other means of positive reinforcement employed within the school.

## Infants

- Pupils with notably good work may be sent to another member of staff for positive encouragement; this work is shown to the children of that class and the child will receive a written comment and/or a sticker.
- Pupils take their work to the Heads of Year, the Vice-Principals or Principal for reinforcement and praise and they receive special stickers. Their work is read out to other children and appreciated by the staff and peers alike.
- Pupils with notably good work, excellent achievements or outstanding behaviour in any area of the curriculum may be named in our **Celebration Assembly**. The pupils are presented with certificates and stickers and are mentioned in the weekly bulletin written by the Infant and Junior Division Principal. If the whole class are praised they receive a class certificate.
- Sometimes Celebration Assemblies are replaced with **Good Work Assemblies** where pupils may be recognised for good work or high levels of effort in any subject area. Form Teachers nominate various pupils to show their work and share what they have done.
- The **Writer's Award** and **Sports Award** are given to deserving recipients each half term. These awards recognise the amount of effort a child puts into these subjects and the amount of personal progress they have made. These pupils are also named in the Principal's bulletin.
- Each half term as part of our Celebration Assembly, one pupil is chosen from the Infants to receive the **Princess Diana Award** and they receive a special mention in the Principal's end of week Bulletin. (The Infant Department opened shortly after the tragic death of Princess Diana and this was felt to be an appropriate way to remember the qualities that Diana possessed.)
- In Year 2, **House Points** are awarded for good work and achievements. Pupils collect their own House Points on individual cards and when the card has been filled (100 House Points) the child receives a **Merit Certificate** in the Infant Celebration Assembly.
- The SCARF approach is used throughout the Infant Department and we aim to embed the principals and language through positive reinforcement of a daily basis. All classrooms have clear SCARF displays and reward systems that are referenced in lessons. In addition to this, pupils are encouraged to look out for positive SCARF moments throughout the school day and they are able to nominate each other for a special mention in our weekly Celebration Assembly.

## Juniors

- **House Points** are awarded for good work, effort and achievement, etc. Pupils record House Points in their planner and when the House Point page has been filled (100 House Points) the child receives a **Merit certificate** in Assembly.
- Pupils also record their House Points on the form's House Point Chart, the totals of which are collected weekly. The house with the most House Points each week is awarded the **House Point Trophy**. The house with the most House Points over the year is awarded the **House Shield** at the end of year.
- **Green Cards** are awarded for meeting our SCARF behaviour expectations or setting an outstanding example of behavior or attitudes. Green cards are registered on the school's iSAMS system and also in the classrooms so that they can be monitored by the Form Teachers. Details of Green Cards are also recorded in the child's homework planner. Once a child receives three Green Cards, they are publicly congratulated by the Principal who awards them with a certificate during Celebration Assembly

and their name is published in the weekly Bulletin. Green Cards are counted each week, and the **Green Card Trophy** is awarded to the house with the most green cards.

- The **Robert Batchelor Award** is awarded publicly on a weekly basis to pupils who have shown particularly positive qualities. (Robert was a former Deputy Head Boy of the Junior School who died tragically at the age of 12 at school. His qualities of leadership, commitment, reliability, unselfishness and all-round application are remembered in this award). One pupil is then chosen to receive the **Robert Batchelor Trophy** awarded by the Principal. Award winners' names are mentioned in the Principal's end of week Bulletin.
- The duty teachers for the Upper and Lower Junior playgrounds award a **Best Class** point each morning and afternoon break to reward the first class to line up quickly and smartly, showing themselves ready to walk into school. The points are totaled at the end of the week and **Best Class trophies** are awarded to the classes achieving the most points.
- The SCARF approach is used throughout the Junior Department and we aim to embed the principles and language through positive reinforcement on a daily basis. All classrooms display the SCARF values and pupils are praised and rewarded for positive SCARF moments throughout the school day.

#### **OTHER OPPORTUNITIES FOR IMPROVING SELF-CONFIDENCE**

Success in academic work, sport, music, drama or any other recognised pursuit is important in the social development of pupils. The school is committed to providing a wide variety of **extracurricular activities** in order to give each child the best possible chance of finding an area in which he/she may excel.

In the Infant Department, pupils participate in the following musical activities during the course of the year, allowing talents to be recognised:

- **Christmas and Summer concerts** performed to the Juniors and to parents.
- Pupils have opportunities to play their instruments in **assemblies** and in class **Music lessons**.
- A weekly Celebration Assembly takes place where the successes of the pupils are celebrated. These also include awards gained outside the school day.
- Presentations by year groups and musical ensembles are performed at recital and celebrations of religious festivals.

In the Junior Department, assemblies each week offer the following opportunities:

- **Celebration/Awards Assembly** - Robert Batchelor Awards and the result of the weekly House Point and Green Card competitions are also celebrated.
- **Class Assembly** - throughout the year, each class performs an assembly to the Junior Department on a rota basis, allowing opportunities for public speaking and performance.
- **Upper Junior/Lower Junior Assemblies** - pupils are encouraged to share successes gained in or out of school by the presentation of awards such as sporting, musical or drama achievements as well as Scout/Guide badges, etc.
- **Performance opportunities** - during the year, pupils have the opportunity to perform short musical pieces during assemblies.

In addition, pupils participate in the following musical activities during the course of the year, allowing talents to be recognised:

- Church services at Christmas and Easter
- Concerts
- Year 6 Musical and Year 4 show
- Local Music Festivals or Community Concerts
- Junior Department Music Competition

A commitment to **competitive sport** gives many opportunities for pupils to find enjoyment and success, often at a high level. The provision of 'A' and 'B' teams, (and wherever possible 'C' and 'D' teams), in many sports ensures that as many pupils as possible are involved in matches on a regular basis. Sports involving competitive matches are:

- football
- netball
- swimming
- cross-country
- hockey
- rugby
- cricket
- rounders
- athletics
- trampolining
- cheer leading

Teams also represent the school at Chess.

## **BEHAVIOUR**

The Infant and Junior Division uses the SCARF system of values to promote a happy and positive community. The Division uses a layered approach according to the age of the child (see appendix).

The acronym SCARF stands for -

**S - Safe**

**C - Caring**

**A - Achieve**

**R - Respect / Resilience**

**F - Friendship**

SCARF connects our pupils, parents, staff and the wider community. We believe that these values both protect our pupils and teach them the skills and attitudes they need for life as active citizens in local and global communities. We aim for the pupils to live the values every day and wear their King's SCARF with pride. For example:

- Pupils show **respect, care** and **friendship** towards peers, teachers and all members of the support staff.
- Pupils always behave in a way that ensures that they and others stay **safe**.
- Pupils treat items of school property with **care** and **respect** and also the property of others.



- In lessons, pupils show **respect** to their peers and the teacher, which ensures that all children can **achieve**.
- Pupils do their best in every lesson, demonstrating **resilience**, and thus **achieving** to the best of their ability.

A SCARF PSHE lesson is delivered at the start of the year to explain or reinforce the values and assemblies regularly explore SCARF values. Staff praise pupils for good manners, attitude and behaviour and where possible, relate these to the SCARF values. SCARF display boards around the school are also used to commend pupils publicly for SCARF moments. These can be teacher and peer nominated.

Pupils in the Infant and Junior Division also follow the My Happy Mind Curriculum to promote happy, resilient and strong mental health. A weekly focus in form time and assembly help children to develop the preventative strategies, skills and tools they need to thrive in the modern world. My Happy Mind also provides support for staff and parents, leading to a combined school culture of resilient mental health and sense of strong community. Early Years and Year 1 pupils also follow the guidance and planning but also using resources from ThinkEqual - a charity based global initiative to support the development of social and emotional learning.

## **SANCTIONS**

### **Infants**

We understand that pupils in the Infant Department have a developing understanding of how to behave in a socially acceptable way, with regard for other people and their feelings and belongings. This understanding usually comes with maturity and takes time to develop. Therefore, wherever possible, we look for ways to reinforce good behaviour throughout the day with praise, encouragement and rewards. All adults within the setting, including Wraparound Care staff, office staff and support staff etc. contribute to our pastoral systems and they are encouraged to intervene if unwanted behaviours are seen. Any such incidents are always reported directly to the Form Teacher.

The Infant Department uses, 'Kingsley Bear' to help reinforce the SCARF values and each form develops a set of class rules that runs alongside the SCARF values. The SCARF Values are printed in shared areas so that pupils can be reminded of them on a regular basis. Individual Reading Diaries contain a copy of the SCARF Values and a Behaviour Agreement (**Appendix 1**) which is signed by parents at the start of each academic year so that we can aim to work in partnership.

Pupils are regularly recognised and rewarded for meeting our behaviour expectations but in cases where unwanted behaviours escalate, staff implement the Behaviour Management Procedure (**Appendix 2**). In the event that a pupil is still not able to conform to our behaviour expectations and cannot respond to the strategies put into place by the Form Teacher and Head of Year, the Vice-Principal (Pastoral) will hold further meetings with parents and the Principal will be informed in order to discuss next steps.

### **Juniors**

If a pupil behaves in a way that shows that s/he has forgotten SCARF values, the teacher reminds her/him of the value. If the child forgets the same or another SCARF value in the same lesson, the teacher asks her/him to remain inside at the next available break time. During this time, the child is asked to consider which of the values they forgot during the lesson, how their behaviour might have affected others around them and what would have been a better way to act.

Teachers keep track of these behaviours using the SCARF Sanctions record by allocating an S1, S2 or S3 and recording communications with parents. If a child is receiving several SCARF times in quick succession, it is obvious that the system does not work for them. We therefore involve their parents by inviting them into school and, along with the child, discuss why the child might be finding the school values difficult to uphold.

If a pupil persistently offends in a lesson or situation, they will receive a RED card as well as SCARF time. (Please refer to **appendix 2** for further information regarding the Behaviour Management Procedure.)

In very serious cases of misbehaviour, the Principal of the Infant and Junior Division, along with the Head of Foundation, may enforce suspension from lessons or even suspension from school. In the most extreme cases, a pupil may be expelled. For further information, please see the Foundation Exclusion Policy.

A copy of the School Rules for Junior Pupils is included in the pupil planner for parents to discuss with their child. The **Junior Home School Agreement (Appendix 3)** is also included in the Pupil Planner and pupils, parents and form teachers are expected to read it and sign the relevant section at the start of the academic year.

#### **AFTER SCHOOL CLUB**

King's After School Club embraces SCARF values to ensure continuity of the Division's expectations for behaviour. In addition, After School Club staff reward the pupils for positive behaviour (kind deeds, helpful behaviour, good manners etc.) by awarding stars and raffle tickets, resulting in prizes awarded at the end of each week.

At the beginning of each school year, pupils attending After School Club help to create a set of rules which are displayed at all times and which are related to SCARF.

In the Junior age group facility, if a pupil behaves in a way that shows that s/he has forgotten SCARF values, the staff member reminds her/him of the value. If the child forgets the same or another SCARF value in the same session, s/he is asked to sit and talk to a staff member for 5 minutes about how they might improve their behaviour. All behaviour concerns are reported to the Form Teacher. If a pupil receives several SCARF times in quick succession, the pupil's Head of Year will be informed and parents will also be informed at home time.

#### **BULLYING AND E-SAFETY**

The Junior Division follows the 'No Blame' Approach to bullying as outlined in the Infant and Junior Division Anti-Bullying policy. All incidents of possible bullying, including Cyberbullying, are treated seriously and sensitively. Procedures are outlined in the Anti-Bullying and E-Safety policies.

Author: Vice-Principal Pastoral, Infant & Junior Division

Approved by: Principal, Infant & Junior Division

Reviewed: September 2023

Next Review Date: September 2024

Infant Home/School Agreement

School

The school will:

- Ensure your child’s physical and social wellbeing at all times, and will foster feelings of confidence, self-worth and belonging.
- Deliver a balanced and carefully planned curriculum that meets the needs of your child.
- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child’s individual learning needs.
- Actively welcome parents/carers into the life of the school and ensure that teaching staff are available, by mutual arrangement, to discuss concerns about your child’s progress and general welfare.
- Keep you informed about the school’s policies, procedures and guidelines.
- Ensure that all teaching staff stay up to date with important educational developments and initiatives, and inform you of these at given meetings where appropriate.
- Strive to promote good behaviour through positive reinforcement and support your child to meet our behaviour expectations by following the SCARF Behaviour Management procedures.

Parents

I/We undertake to:

- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child arrives on time at the beginning and is collected promptly at the end of the school day.
- Support the school’s policies and guidelines on behaviour and equal opportunities.
- Support my child in his/her homework and wherever possible promote opportunities for home learning.
- Ensure that my child goes to bed at a reasonable time on weekdays.

Pupils

I agree to:

- Do my best in lessons.
- Do my best to be polite and thoughtful towards others.
- Do my best to enjoy school and to help other children to do the same.
- Do my best to follow the SCARF rules.

Agreement:

School .....

Parents .....

Date.....

**Infant Behaviour Management Procedure  
Early Years and Key Stage 1**

We aim to embed SCARF language and values on a daily basis and constantly strive to promote good behaviour through positive reinforcement. However, should a pupil have difficulty in meeting our behaviour expectations, the following procedure will be followed in a way that is appropriate to the maturity of the child and the misdemeanour.

**SCARF**



**The Form Teacher is informed at every stage in order to monitor patterns in behaviour.**

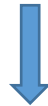
**1. Reminder**

Nearest staff member gently **reminds** pupil of SCARF values requiring improvement



**2. Second Reminder and SCARF TIME**

SCARF TIME: the pupil is withdrawn from the activity/group for a short time and the SCARF values are discussed again to promote understanding



**3. Multiple SCARF TIMES**

Form Teacher to contact **parents** by telephone or in person to discuss how best to support the pupil moving forward. Head of Year to be updated.



**4. Repeated Unwanted Behaviour**

The pupil is given time with the Head of Year to help them better understand the SCARF values and a sanction is issued as appropriate to the age of the child. The Head of Year meets with parents to discuss intervention and support and strategies are recorded.



In the event that a pupil is still not able to conform to our behaviour expectations and cannot respond to the strategies put into place by the Form Teacher and Head of Year, the Vice-Principal (Pastoral) will hold a further meeting with parents and the Principal will be informed in order to discuss next steps.

**Junior Behaviour Management Procedure  
Year 3 up to Year 6**

**SCARF**



## 1. Reminder

(Staff member reminds of SCARF values requiring improved behaviour.)



## 2. Second Reminder and SCARF TIME

SCARF TIME sanction is issued - time missed from a.m./p.m. playtime. Staff to record pupil sanction on SCARF Sanctions document on SharePoint; where SCARF-time is given by a member of staff other than the Form Teacher, this document is to be shared as soon as possible with them. This will be recorded as S1, S2, S3 and from S2 onwards, there will be a note recorded in pupil's planner in order to notify parents.



## 3. x3 SCARF TIMES

Form Teacher to contact **parents** by telephone or in person and the Head of Year should be updated. Parents may be asked to meet with staff to discuss how best to support the pupil moving forwards.



## 4. Repeated Behaviour

Head of Year's detention: miss a.m. and p.m. breaks, chairs outside the Vice-Principal's office. Head of Year to contact **parents** to discuss intervention and support; Principal to be updated.

A Principal's Detention or will be issued if deemed appropriate for any pupil who repeatedly breaks SCARF values. The pupil may be supported moving forward by being put on **Report**. This is led by the Form Teacher and supported by the Head of Year and Principal.

PARENTS → MEETING → PRINCIPAL'S DETENTION → REPORT

## Junior Behaviour Management Procedure Year 3 to Year 6

### RED CARDS



Red cards can be issued by any member of staff for unacceptable behaviour. A red card results in a sanction, typically a Head of Year's, Vice-Principal's or Principal's detention and it is treated very seriously. A red card will be issued for any of the following behaviours:

- Unacceptable language
- Physical aggression towards others or property
- Persistent disruption in lessons (after SCARF warnings)
- Intentionally negative behaviour towards another/others
- Anti-social activity - graffiti, damage

As with SCARF time sanctions, Form Teachers will record on ISAMS when a pupil receives a red card.

#### Procedure:

**RED CARD ISSUED:**  
recorded on iSAMS; reason explained in  
email / note in planner / phone call to parents



**Sanction:**  
Breaktime and/or lunchtime withdrawn (timescale dependent)  
Detention given (a.m. / p.m. break times missed)  
Parents informed by teacher issuing the red card in consultation with Form Teacher  
(telephone call/ conversation at pick-up)



#### REPEATED RED CARDS ISSUED

**Sanction:**  
Principal's involvement: Principal's Detention to take place during or after the school day  
or on a Saturday morning.  
Parents contacted by the Principal or Vice-Principals  
A Support/Behaviour Report *may* be issued according to the individual pupil and  
circumstances.

**Junior Department Home / School Agreement**

**School**

**The school will:**

- Ensure your child’s physical and social wellbeing at all times, and will foster feeling of confidence, self-worth and belonging.
- Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.
- Provide a range of after school extra-curricular activities designed to enrich your child’s experience.
- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child’s individual learning needs.
- Actively welcome parents/carers into the life of the school and ensure that teaching staff are available, by mutual arrangement, to discuss concerns you might have about your child’s progress and general welfare.
- Keep you informed about the school’s policies and guidelines on behaviour, equal opportunities, other general school matters and about your child’s progress in particular.
- Ensure that all teaching staff stay up to date with important educational developments and initiatives which might affect your child, and inform you of these at given meetings where appropriate.

**Parents**

**I/We undertake to:**

- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child is dropped off on time at the beginning of the day and picked up promptly at the end of the school day.
- Support the school’s policies and guidelines on behaviour and equal opportunities.
- Support my child in his/her homework and wherever possible promote opportunities for home learning.
- Ensure that my child goes to bed at a reasonable time on weekdays.

**Pupils**

**I agree to:**

- Do my best in lessons
- Do my best to be polite and thoughtful towards others
- Do my best to enjoy school and to help other children to do the same
- Do my best to follow the SCARF rules.

**Agreement:**

School .....

Parents .....

Pupil .....

Date .....