

Arnold Junior School



Rules, Rewards and Sanctions

2010 - 2011

HEAD'S INTRODUCTION

Arnold Junior School has a long-standing and enviable reputation for providing quality education. Our dedicated and enthusiastic team of professionals enables our pupils to achieve their full potential by involving them in a wide range of experiences and learning environments.

From the age of two, when the majority of pupils start their journey through Arnold School in our Kindergarten, they enjoy a truly enriched and broad curriculum both in and out of the classroom. Opportunity is the key word at the heart of our nursery and primary provision; we provide our children with countless opportunities to learn and develop new skills. The result is that our pupils leave the Junior School with a wide range of academic and social skills, great self-confidence and self-belief and an enthusiasm for learning that will enable them to meet the challenges of the Senior School.

Our expectations are high: we expect our children to contribute positively to their learning, to show respect for others and to be proud of their school. Their contribution is valued and in turn they are taught to value the contributions of others. The school has an ethos and sense of purpose that encourages pupils to learn, regardless of their ability. Our aim is to provide an education underpinned by the strong belief that learning should be a happy and rewarding experience for all involved.

In order for us to achieve this aim it is essential to have a clearly defined set of rules, rewards and sanctions. As a parent/guardian you will be fully aware that children respond best when they know the boundaries, when they are rewarded for positive behaviour and when they know what the sanctions will be if they should behave in a negative way. Corporal punishment is not permitted during any activity, whether on or off school premises, in line with legal requirements.

It is also essential that school and home work together in promoting the values outlined above and I know that I can rely on you to emphasise the importance of our rules, rewards and sanctions to your children.

This booklet sets out the strategies we employ in school to ensure that our pupils grow up as well-behaved, respectful and tolerant individuals, who appreciate the rewards of positive behaviour and understand the consequences of negative behaviour.

Teachers will ensure that pupils are fully acquainted with both the Caring Code of Conduct and the contents of this booklet, which is made available to parents, staff and other relevant parties in accordance with the school's Provision of Information Policy.

Katy Wright

Head of the Junior School

THE CARING CODE OF CONDUCT

The Caring Code of Conduct is based on a need for mutual respect. All members of the Arnold community have the right to expect a well ordered environment that is conducive to study. This right can only be provided when all members of the community accept their obligation to honour the Caring Code of Conduct.

Over the summer term 2008, the pupils helped write the Arnold Junior School 'Caring Code of Conduct', which is displayed in every classroom and at points around the school; *see next page*.

It is expected that all pupils are aware of, and follow, the guidance given by the Caring Code of Conduct.

Arnold Junior School Caring Code of Conduct

C*ourteous*

- to all staff
- to other pupils
- to visitors

A*ttentive*

- to what is being said
- to instructions
- to the needs of others

R*esponsible*

- look after property
- help others
- be honest

I*ndependent*

- take responsibility
- think for yourself
- do your own work

N*eat*

- personal appearance
- school uniform
- school work

G*enerous*

- to fellow pupils
- to those who need help
- to charities

REWARDS

In order to promote self-esteem amongst pupils, positive behaviour is recognised by rewarding such things as commitment, initiative, responsibility, self-discipline, good manners, exceptional work, good progress etc.

Rewards may take many forms - verbal praise, stickers, positive reports, written commendations to parents. Positive comments are made in pupil homework diaries, in reading records and planners and on individual pieces of work. The awarding of stickers and certificates by teachers and the Head of the Junior School also helps to confirm an appreciation of a child's efforts.

In addition:

Infants (Reception, Year One and Year Two) attend a presentation assembly once a week at which two pupils from each class are rewarded with a class certificate. Children are encouraged to bring to school certificates and trophies which have been awarded for 'out of school activities' and these are also presented. Infant teachers may also choose to send a pupil with a particularly good piece of work to the Head to receive a Head's sticker.

Juniors (Years R - 6) are assigned to one of two Houses and can contribute to the weekly house total by being awarded house points which are recorded in the child's House Point Diary (infants) or Homework Diary (juniors) and are totalled weekly by the Head Boy and Girl and announced in Assembly. House points can be awarded for all manner of achievement and behaviour, and a House Trophy is awarded at the end of the term. Individual certificates are awarded to those children who gain 50 house points and then at regular 50 house point intervals. Children are encouraged to bring to school certificates and trophies which have been awarded for 'out of school activities' and these are also presented at the Tuesday Assembly. Junior teachers may also choose to send a pupil with a particularly good piece of work to the Head or recommend a pupil for a Head's Certificate.

Spotted Doing Something Good!

Correcting unacceptable behaviour is important, however pupils also need to be told when they are doing something well. We foster an understanding that respect goes in all directions and anyone in the school community can recognise it when you do something well. '**Spotted Doing Something Good**' encourages parents, pupils and teachers to 'spot' each other for doing something well. This can be work, behaviour, manners, presentation, punctuality or anything else that emulates the school ethos. Notes about people who have been spotted should be handed to Mrs Draper and pupils/staff/parents that are spotted will be mentioned in assembly.

The greatest reward for good behaviour lies in the quality of life and relationships that pupils build among themselves and with staff.

SANCTIONS

Pupils are actively encouraged to keep to the Code of Conduct and the School Rules in the proper spirit of the School community. However, when things go wrong, when rules are broken or expectations not met, the school may invoke sanctions to reinforce what it believes to be right.

Individual members of the teaching staff are encouraged to deal with incidents and impose sanctions themselves. In the first instance colleagues should be satisfied that a child is aware of how they have transgressed and the issue is discussed, always taking both sides of any argument into consideration. They are free to discuss discipline issues directly with parents and may arrange meetings after which brief notes will be kept in the teacher's diary/planner and the Head of Key Stage/Head informed. In the case of infants, where contact with parents is more common at the start and the end of the school day, the sharing of a current issue is encouraged in order that the child realises that home and school are working together.

Staff will share their concerns with, and when necessary seek advice from, the Head of Early Years, Head of KS1 or Head of KS2. The Head will intervene when poor behaviour becomes persistent and prior to the consideration of a more severe sanction which might require the further involvement of parents.

All teachers have a responsibility to monitor behaviour in and around school premises and remind children of the expected pattern of behaviour; however, it is usual to liaise with a child's class teacher if a sanction is being considered. The exception to this might be whilst on playground duty where an immediate response is more appropriate.

Staff are absolutely prohibited from using any form of corporal punishment.

Choices and Consequences

At Arnold Junior School we have high expectations of our pupils both in what they achieve and in the way they behave. It is important that pupils realise that they have a choice. If they choose to follow the school rules and strive to achieve our expectations then they will be rewarded, however if they choose the wrong path rewards will be removed and sanctions may be incurred.

It is important that we foster an atmosphere of mutual respect, guiding our pupils to make the right choices and prompting correct behaviour. Pupils need to be able to get things wrong without their world falling apart but equally they need to be aware that repeatedly choosing to do the wrong thing will not be tolerated.

In order to achieve this we must ensure that a consistent approach to behaviour management is applied by us all, resulting in pupils knowing exactly what to expect when they act in a

certain way. The Caring Code of Conduct along with Class and School Rules form a basis for expectations.

In the Form Room

Good to Be Green

'Good to Be Green' is a traffic light behaviour management strategy that draws on positives to moderate the pupil's behaviour. At Arnold Junior School we use this system as scaffolding for our praise, rewards and sanctions.

Each class from Reception to Year 6 has a chart on which each child has 3 cards; green, yellow and red. It is expected that the majority of our pupils will never move from green, however for the children who do, on occasion, let their enthusiasm get the better of them it provides a guide for showing when they have overstepped the mark and represents a choice as to whether they modify their behaviour or face the consequences of their actions. Pupils will always begin the day on green.

Green is Great

This should be rewarded. Pupils will receive a House Point for everyday they stay on green and a reward at the end of the week if they have gained 5 House Points.

Amber Alert

Once a pupil has received three warnings for low level disruptive behaviour their card will be changed to orange. At this point they have a choice; continue to display disruptive behaviour and lose 10 minutes of their playtime or conform for the rest of the day and receive no further punishment.

Red Reaction

A further breach of school rules leads to the card being changed to red. At this point the pupil has not only lost their house point that day but they have jeopardised the class treat at the end of the week and they will lose 10 minutes playtime.

Warnings should be brief to the point and not disrupt the rest of the lesson. Arguing with a warning results in a second warning.

It is vitally important that children who choose to do the right thing all the time receive the praise they deserve this strategy will form the basis of discipline in the classroom and be supported by lots of verbal and indicated praise, stickers, certificates and house points.

Away from the Form Room

In order to ensure consistency with Good to be Green, a record will be kept in the classroom and will go with the children when they move to work in other classrooms or with other teachers. The Form Teacher will monitor and manage the record and ensure that the cards on

the wall are changed as necessary. The Form Teacher will work in conjunction with other teachers to ensure that the appropriate rewards and sanctions are applied.

In the Playground

Amber Alert cards will also be used in the playground to feed concerning behaviour back to the class teacher. If a pupil displays behaviour in the playground that goes against the Caring Code of Conduct or School/Class Rules they will be asked to sit on the bench/grumpy spot for time out. This should constitute one minute per year of a pupils age and should be accompanied by an explanation of what went wrong, what they should have done and be concluded by an apology where required.

Recording

It is vitally important that a detailed record of incidents is kept in order to have a strong body of evidence if things do not improve. Keeping this simple will keep it effective.

Each teacher will keep a folder with a page for each child.

Date	Warning	Warning	Amber	Warning	Red	Brief reason	Teacher Initials
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Most pupils will have a blank sheet at the end of the year, however this will allow patterns to be seen where they occur. Amber Alert cards should be kept with the pupil's record. Serious incidents will still require a more detailed report.

A brief record of incidents in the playground will be recorded in a playground book allowing information to be passed from one teacher to another.

All records will be kept in conjunction with the Form Teachers Discipline record and Head of Junior School's Discipline record where the details of specific incidents will be recorded.

Consequences

1. If a pupil receives three red cards/Amber Alerts (playground) within a month, parents will be informed either by phone or during an end of the day chat with the teacher. Concern will be expressed regarding the recent behaviour and possible reasons explored.
2. If a pupil continues to receive red cards in the week/fortnight following the conversation class teachers will again speak to parents and a system set up in the diary to allow easy communication between home and school. Smile = Green, Straight face = Amber or Frown Red. Consequences may also be increased with a whole break or other privilege removed for a red card. From this point the Head should be kept informed of the deterioration in behaviour.

3. If this fails to show any improvement the pupil will be put on a Behaviour Diary, working towards specific individual targets, which may be for every lesson and playtime or just reflect the areas they find tricky. The Head will also speak with the pupils to discuss behaviour.
4. Once this has been in place for a fortnight if there is little or no improvement then the parents and pupil will meet with the class teacher and a behaviour contract considered. At this point we may introduce a three strikes and you work/play somewhere else strategy or further privileges may be removed eg the opportunity to represent the school at sport or to take part in a trip or treat.

If this fails we will move to the Expulsion, Removal and Review Policy and Mr Keefe may become involved.

This process is only a guide and specific cases may require more rapid escalation or greater compassion.

Form Teacher's Discipline Record

The Form Teacher's Discipline Record is a book kept by the Form Teacher to record more serious instances of negative behaviour and will be used both in the infants and juniors.

It will provide the School with a formal record of instances of negative behaviour and will allow us to highlight any individuals who persistently misbehave.

Head's Discipline Record

This will only be used to record very serious breaches of School rules and will result in a meeting with the parent/guardian to discuss the matter further.

Green is Great!

- Earn a house point a day for staying on green
- Get a treat at the end of the week for 5 green days
- Earn a second treat if the whole class stay green for the week!

Make the Wrong Choices

Make the Right Choices

Warning

Warning



Amber Alert

- Chance of a house point today has gone

Red Response

- Chance of an individual treat has gone
- Chance of a class treat has gone
- Lose 10 minutes play

Green again tomorrow –
Make the right choices!

Have a super day!

Earn house points

Earn the respect of your teachers and peers

'Get Spotted Doing Something Good'

Earn a treat

Enjoy your playtime

Learn

Make people smile

Earn privileges and responsibilities

BULLYING

Bullying, in any form, is not acceptable and will not be tolerated.

All pupils have the right to enjoy their time at Arnold in an atmosphere of emotional and physical security, and we, the staff and pupils, will uphold that right. Pupils have the right to talk to any adult at any time about bullying in the knowledge that the resulting staff intervention will be designed to bring any bullying to an end without damaging pupils' peer group relationships.

Bullying is considered to be any act that deliberately causes pain, unhappiness, humiliation or suffering to another. Bullying activities include isolated or repeated acts of physical violence, persistent verbal abuse and the sending of hurtful text and email messages. The deliberate exclusion of others from the social groups in classes, at lunchtime, in the playground and elsewhere is also an act of bullying. Deliberately damaging the self-esteem of another pupil, and, in certain cases, the taking or spoiling of possessions, may also be classed as bullying.

Further guidance is given in a separate document detailing the school's anti-bullying policy.

DRESS REGULATIONS

A high standard of appearance and cleanliness is expected at all times. Clothes should be kept neat and tidy and shoes should be clean and polished. School uniform should be worn correctly - shirts must be tucked in, collar buttons fastened, ties must be of the right length etc. Hair should be natural (uncoloured) and of sensible length, not obstructing the eyes and off the collar. Girls with long hair should have it tied back with plain black or bottle green accessories. The wearing of makeup is not permitted during the school day.

The wearing of jewellery is not permitted, other than for religious reasons. It is our experience that the wearing of earrings in pierced ears can lead to painful accidents in school. It is for this reason that we do not allow children to wear jewellery in piercings whilst in school. The best time to have ears pierced is during the long summer vacation which gives sufficient time for ears to heal and permit earrings to be removed during the school day.

The school uniform should be purchased from the School Shop. The shop is situated on the ground floor of the Bursary. All items of school uniform must be named. Full school uniform must be worn when travelling to and from both school and games fixtures. Pupils are expected to change out of games kit and be in normal school uniform when leaving school after an after-school games practice.

SCHOOL TEAMS

Pupils selected for school teams either on weekdays or at weekends are expected to participate. Very occasionally a pupil may need to be excused. In the first instance he or she should seek permission from the teacher in charge. Letters will be sent home to gain permission for pupils to attend fixture that are either away or take place outside normal teaching hours. These should be returned promptly, preferably the next day. Pupils who do not return their forms promptly may be excluded from the fixture as a replacement will need to be found.

PROPERTY

All personal property should be clearly labelled with the name of the owner.

All school property must be treated with respect and any damage must be reported immediately.

Pupils must ensure that:

- books and equipment are not left lying around the school site; books and equipment should be stored in the designated areas;
- skateboards, laser pens, pagers, chewing gum and liquid paper are not brought into school;
- MP3/music devices and electronic games are not brought into school;
- mobile phones must be handed in at the school office before registration.
- large sums of money or valuables are not brought into school.

The removal or borrowing of school or personal property without consent for any period of time constitutes an act of theft and will be dealt with very seriously indeed.

All instances of theft will be thoroughly investigated, and the police may be informed. Any member of the school found to be guilty of theft will be subject to a range of sanctions up to and including temporary or permanent exclusion.

SAFETY

In order to make the school a safe environment for all members of the community the safety rules must be both known and observed. In particular, full attention should be given to the fire regulations, details of which are posted around the school.

In addition pupils should not bring any item into school that is likely to endanger themselves or others. This includes:

- fireworks, or other explosive material, firearms, knives, or any other kind or weapon
- cigarettes or other smoking materials
- drugs

Nor should they:

- cycle in the school grounds
- remain unattended in a classroom

In the school buildings pupils should walk and not run.

LITTER

Litter should always be placed in the litter bins provided. Staff should request individual pupils to pick up litter especially at the end of break periods on the school fields and playgrounds.

JUNIOR SCHOOL CLOTHING LIST

Girls: Reception

Winter and spring terms: white polo shirt, Arnold green sweatshirt, long green socks, plain black shoes, tartan skirt, Arnold School coat.

Summer term: Arnold Summer dress (from school shop), bottle green cardigan, short white socks, plain black shoes.

Boys: Reception

Winter and spring terms: white polo shirt, Arnold green sweatshirt, long grey socks, plain black shoes, short grey trousers (no external pockets), Arnold School coat.

Summer term: short grey trousers, short grey socks, white polo shirt, Arnold sweatshirt.

Girls: Year 1 - Year 6

Winter and spring terms: Arnold School blazer, all round box pleated tartan kilt skirt (as replaced), white long sleeved blouse, Arnold School bow tie, bottle green cardigan, Arnold School outdoor coat, bottle green knee length socks or green tights, black shoes - low heeled/ plain style.

Summer term:

Year 1-Year 5: Arnold Summer dress (from school shop), bottle green cardigan, short white socks.

Year 6: As for the winter and spring terms but with a short sleeve white blouse.

Boys: Year 1 - Year 6

Winter and spring terms: Arnold School blazer, School trimmed v-neck pullover, white long sleeved shirt, grey shorts (no external pockets), long grey socks, (Year 6 boys wear long grey

trousers and short socks) Arnold School tie, Arnold School outdoor coat, plain black shoes – laced. Yrs 1 & 5 long grey socks, Year 6 short grey socks.

Summer term: As above but with short sleeved white shirt, short grey socks.

All children should have an art overall. This can be an old shirt/ sweatshirt but must cover all clothing.

CLOTHING REQUIRED FOR PHYSICAL EDUCATION

Kindergarten and Infants up to and including Year 2

Boys/Girls: white shorts, plain white round necked T-shirt, black gusset plimsolls, short white socks. Year 2, summer term only, Arnold track suit, predominantly white trainers.

Juniors: Year 3 up to and including Year 6

Boys: white short sleeved polo shirt, white shorts, short white socks, predominantly white trainers, reversible Arnold plain green-plain white rugby shirt, navy blue shorts, Arnold green football socks, shin pads, football boots, Arnold tracksuit, Arnold green swimming trunks, Arnold kit bag, gum shield.

Girls: School green leotard, short white socks, all white pumps or all white trainers, Arnold white P.E. blouse (short sleeved polo style), Arnold green netball skirt, School tracksuit, green swimming costume, white swimming cap, Arnold kit bag, gum shield, hockey socks, shin pads.

NB. The Arnold fleece may be worn as a spare tracksuit top or over a tracksuit top but it is not considered to be a substitute for an outdoor coat.

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