



ST. ANTHONY'S SCHOOL
FOR BOYS

Behaviour Policy

Policy reviewed by SMT

Review date: June 2018

Submission: June 2018

Policy actioned from: September 2018 – August 2019

Next review date: May 2019

Reviewer's Signature: DH and AOC

Head Teacher's Signature: PK

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to St. Anthony's School for Boys; 'parents' refers to parents, guardians and carers.

A4/E11 Behaviour Policy

Part 3, paragraph 9

The school's Behaviour Policy is informed by the School Aims, which encourage self-motivation, self-discipline, self-respect and respect for others. Our policy seeks to set high expectations, recognise and praise good behaviour and help staff manage pupils consistently and fairly. Like adults, children are motivated by a sense of achievement rather than fear of failure so praise is always likely to be more effective than sanctions.

The school's expectations are set out in our Code of Conduct which is displayed in classrooms and discussed with children by Form Teachers at the beginning of every term.

Quiet words of encouragement, public praise and the use of Merit Marks and Commendations help to create an ethos of good behaviour. The Merit Mark scheme is our formal system for celebrating exemplary behaviour and other achievements. See also 'The Merit Mark Scheme' and 'Commendations'.

Timely warnings and constructive explanations are often very effective. Time invested in such conversations will prove to be wisely spent. However, sanctions are appropriate from time to time. The school has a graded four stage response to breaches of the Code of Conduct.

We are a listening school and encourage children to talk to staff if experiencing problems. The term bullying covers a wide range of problems and occurs for a variety of reasons. Major or minor, any bullying should be dealt with sympathetically and swiftly, the aim being to support the victim, while at the same time trying to support, rather than punish, the offender. Lines between the two are often blurred, rendering punishment inappropriate. In Years 5 to 8 a bullying survey is undertaken at regular intervals in order to monitor any problems. See also: Anti-bullying Policy.

We are aware that SENDA pupils are more likely to be involved in behaviour issues and we take this into account when dealing with these issues. SENDA pupils are clearly identified both within the Class Guidelines (distributed to all staff and readily available on the Staff Share) and in the behaviour logs.

CODE OF CONDUCT

This Code of Conduct has been written so that we can all live and work together in a smoothly run and safe school.

1. Be courteous. Walk quietly and considerately both inside and outside the building. Keep on the left of corridors and stairs.

2. Show respect for others. Name-calling, bad language and racist or sexist comments are unacceptable. Aggressive or unsafe behaviour is unacceptable.
3. Show respect for the environment. Take care of the school environment and the property of others. Food and drink should be consumed in designated areas.
4. Stay on school premises unless you have permission to do otherwise.
5. Only bring to school the things you need for your lessons.
6. Be punctual to school and to your lessons.
7. Be organised. Always have your books and equipment.
8. Listen to and follow instructions, first time, when they are given.

This Code of Conduct covers general behaviour around the school and, in addition, there are specific rules for the classroom.

1. Enter and leave classrooms with due consideration for other people.
2. Always try to do your best and work quietly when asked to do so.
3. Raise your hand and wait to be asked before answering.
4. Remain in your seat unless permitted to do otherwise.
5. At the end of each lesson, rooms should be left tidy and all equipment should be packed away.

CODE OF CONDUCT – Junior House

Be polite.

Treat other people as you would like to be treated.

Play safely.

Walk quietly and carefully.

Always try to do your best.

Listen to and follow instructions first time.

Put your hand up to ask or answer a question.

Have the right things in school on the right day.

Only bring to school the things that you need.

Look after your belongings and the belongings of others.

Keep yourself and our school clean and tidy.

PLAYTIME CODE

Football, basketball and playground games should be played only in the marked areas.

Small foam balls only should only be used for hand tennis.

Put playground games and footballs away in the green bins when you have finished your game.

Rough play is unacceptable. (Play is rough when you or your friends may get hurt).

Try to include others in your game. Be kind – have fun!

Sanctions in the Junior House for failure to observe the Code of Conduct

Stage 1

First reaction, on the spot WARNING	* Verbal reminder	E.g. telling off, sent back to walk, moved place in class, etc. Incident may be recorded in Green Book and/or Bullying Book
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Stage 2

Repeated misbehaviour or more serious misbehaviour	* Teacher concerned may	Discuss incident(s) with child Record incident in Green Book and/or Bullying Book Consider appropriate sanction e.g. missing a break If pupil's name is recorded in the Green Book twice in a week or three times in a half term, refer to The Deputy Head Pastoral or Head of Junior House to contact parents
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Stage 3

Persistent or serious Head of Senior House or

misbehaviour	Head of Junior House * Teacher concerned may	Remove pupil from lesson, arranging alternative supervision Issue a Report Book and inform parents of Report Book being issued *OR refer the pupil to a senior member of staff
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Stage 4

If behaviour remains unsatisfactory	* Headmaster will	Recommend exclusion from the school, temporarily or permanently
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In the event of extremely serious breaches of conduct, immediate suspension or expulsion will be considered.

APPEAL

Within 24 hours of an incident, a pupil may go to the teacher issuing the sanction to discuss the punishment.

EYFS

The following rewards and sanctions are specific to EYFS.

- Rocket Chart

Boys can move up and down the rocket chart depending on their behaviour. When they get to the top they receive a small prize.

- ‘Star of the Week’

At the end of each week, one boy becomes ‘Star of the Week’. He receives a badge and has the opportunity to take the class bear (and its diary) home for the weekend.

- Thinking Chair

If a boy is behaving inappropriately he may be asked to take time out on the Thinking Chair. After sufficient time he will be asked to discuss why he is there and asked to re-join the class (and his behaviour will continue to be monitored). If a boy is asked to go to the Thinking Chair more than twice in one day, he will miss some free time or spend some time with **a senior member of staff**. ~~Sandra Kirby (Senior Teacher in the Junior House).~~

- Playground sanctions

Children behaving inappropriately in the playground will be asked to take time out on the bench for an appropriate amount of time. If the behaviour then continues, they will be taken to the Reception teacher in the first instance, or if necessary a senior teacher.

- Informing parents

Good as well as bad behaviour is communicated to parents regularly to ensure the boys are aware of the school’s high expectations.

BREAK TIME CODE OF CONDUCT - Senior House

OUTDOORS

You should:

Stand still to listen to the supervisor's instructions;

Have permission from the supervisor to be indoors during outdoor break;

Be considerate towards other people using the playground and include others in your games;

Avoid games which hurt others or might lead to someone getting hurt;

Only use suitable balls for football and cricket;

Only use quiet activities on the lower level;

Keep the playground free of litter;

Make sure you are dressed appropriately for lessons at the end of break and walk to the next lesson quietly.

INDOORS

You should:

Be seated in your own classroom;

Engage in quiet activities only;

Have permission to leave their classroom;

Keep the room free of litter;

Help tidy the room at the end of break ready for the start of the next lesson.

EXAM CODE OF CONDUCT – SENIOR HOUSE

1. Finish time (set by clock in classroom) to be written on whiteboard.
2. No questions to be asked during the exam (except in genuine emergency). Boys should ensure they have all relevant equipment (pens, paper, calculator and materials necessary for revision after exam). No borrowing of equipment in the exam.

3. Boys should not normally visit the lavatory during the exam time.
4. No revision (for subsequent exam) to be allowed until exam has finished – boys will do better if they use all the time allocated.
5. Where time allows, silent revision should precede the exam. The exam should be started so that it ends close to the finish of that session. (More constructive revision is likely before an exam than following it.)
6. Please refer any misconduct during the exam to Form Teacher.

Sanctions in the Senior House for failure to observe the Code of Conduct

Stage 1

First reaction, on the spot
WARNING * Verbal reminder

E.g. telling off, sent back to walk, moved place in class, etc.

Incident may be recorded in Form Pastoral Book and in the electronic behaviour log maintained by the **Head of Senior House**. A more formal warning may be recorded by adding a green sticker on the behaviour log on the staffroom wall. The 4th recorded warning automatically results in a sanction sheet (see below).

Stage 2

Repeated misbehaviour or more serious misbehaviour.
* Teacher concerned may

Discuss incident with child. Issue sanction sheet where the pupil is asked to provide a written understanding of the issues involved – signed by parent.

Record incident by placing a red sticker on the behaviour log in the staffroom wall and also in Form Pastoral Book.

If a pupil is given three sanction sheets in a half-term, the third sanction sheet will be replaced with a detention.

Failure to hand in a sanction sheet on time may also result in a detention.

Stage 3

Persistent or serious misbehaviour
* Teacher concerned may

Remove pupil from lesson, arranging alternative supervision OR

Give a detention

Issue a Report Book and inform parents of Report Book being issued OR

Phone parents and make an appointment to do one of the following:

- establish a contract for future behaviour/expectations

- amend pupil's timetable or supervision arrangements.

*OR refer the pupil to a

senior member of staff

If a pupil is given three detentions in a term for poor behaviour, a senior member of staff will contact his parents.

Stage 4

If behaviour remains unsatisfactory * Headmaster will

Recommend exclusion from the school, temporarily or permanently

In the event of extremely serious breaches of conduct immediate suspension or expulsion will be considered. We would take very seriously any malicious pupil accusation made against a member of staff and would revert, in consultation with parents, to Stage 4.

APPEAL

Within 24 hours of an incident, a pupil may go to the teacher issuing the sanction to discuss the punishment

THE MERIT MARK SCHEME

Aim: to reward and encourage good work, behaviour, manners and consideration for others within a broadly non-competitive framework.

Administration Years 1-3:

In Years 1-3, boys are awarded paper tokens and kept in an individual envelope. Boys are given an opportunity each week to count their merit marks and disclose the total to their form teacher only.

In Year 4, they are awarded by a written notation in Homework Diaries (in the comments section) and signed by the awarding teacher. Boys are responsible for tallying their merit marks and informing their teacher when they have accumulated 20.

Form teachers keep a written record each time boys accumulate 20 Merit Marks ~~and allow them to visit the Head/Deputy Head who will issue a 'Headteacher's Golden Award' sticker.~~ they receive a 'Headteacher's Golden Award' sticker in the Friday assembly.

Merit Marks are carried over from term to term.

Administration Years 4-8:

Merit Marks are in Homework Diaries and signed by the teacher awarding them.

Form teachers collect Homework Diaries once a week and keep a tally (this has the added advantage of encouraging greater use of the Diary - no Diary, no Merit Mark).

Once a boy has collected 10 Merit Marks, he is given a badge. Upon earning 25 Merit Marks a second badge is awarded and a third at 50 Merit Marks etc. Merit marks are carried over from term to term and year to year: a tie is awarded at 300 Merit Marks.

Merit Marks should be awarded singly to individual boys.

Criteria

To be awarded for:

- * Good work
- * Good behaviour
- * Good effort
- * Good manners/consideration for others

Examples

Behaviour: co-operative attitude towards Form Rep (awarded in consultation with Form teacher);

being well prepared for lessons;

having a well-organised desk, locker or tray;

quiet and orderly waiting, e.g. for lunch break;

helping to stop disputes/arguments etc, e.g. telling staff quietly about teasing/bullying/upset pupils;

litter collection;

being kind, generous and/or helpful to a fellow pupil;

excellent manners.

Work: sustained effort;
significant improvement;
an outstanding piece of work.

They should not be awarded in return for a favour or if requested by the pupil.

COMMENDATIONS & ACHIEVEMENTS

Aim: to recognise and reward excellent achievement or sustained effort in any area of school life.

Class teachers in Years 1-3 4-4 may nominate a 'Star of the Week' or 'Class Captain'. To work parallel to merit marks (Commendations should be given more sparingly to recognise excellence). A printed certificate, awarded publicly (Form assembly/assembly/end of year celebrations etc)

In the Senior House, nominations for commendations should be sent to the Head of Senior House who will celebrate the achievement via a range of means (certificate, public announcement etc) and in a relevant assembly

Criteria:

Major contribution to any aspect of school life, sport, music, art, drama, library etc
Excellent achievement or sustained effort in any area of study

Examples:

Sustained excellence in an Arts module
Sustained application in lessons
A truly outstanding piece of work
Sustained reliability as Prefect/Form Rep
Contribution to Choir/Orchestra
Outstanding contribution to Form play
Significant improvement