



ST. ANTHONY'S SCHOOL
FOR BOYS

Behaviour, Discipline and Exclusion Policy

Policy reviewed by CA

Review date: June 2021

Submission: June 2021

Policy actioned from: September 2021– August 2022

Next review date: June 2022

Reviewer's Signature: CA

Head Teacher's Signature: RPB

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.

Behaviour Policy

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.

The school's expectations are set out in our Code of Conduct which is displayed in classrooms, in appropriate formats, 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. In the Junior House there is a graded four stage response and in the Senior House, a graded six stage response to breaches of the Code of Conduct. There may be times when physical restraint is needed in order to protect an individual from harm, either for their own safety or for the safety of others. Corporal punishment will never be used.

We are a listening school and encourage children to talk to staff if experiencing problems. The term bullying (to also include incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy) covers a wide range of problems and occurs for a variety of reasons. Major or minor, any accusations of 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 possible offender. Lines between the two are often blurred, rendering punishment inappropriate. Throughout the school, surveys are undertaken, as appropriate, in order to monitor any problems. (See also: Anti-bullying Policy).

Where behaviour falls below expectations and is considered inappropriate (see also Appendix 1), we therefore, consider it important for a pupil to reflect on how their behaviour has affected others. This may often be done through discussion with the pupil. During these discussions, the need to ensure a child's emotional and physical well-being is central. (For example, colleagues should check that the pupil has had lunch. If they require water or need a lavatory break, this should be taken into account.) Children should always be treated fairly and know that they have a right of reply where they feel an injustice has

occurred. At all times, due regard is paid to a child's individual profile, in particular where there is a learning, emotional, physical or pastoral need.

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 FAILING TO OBSERVE THE CODE OF CONDUCT

<p><u>Stage 1</u></p> <p>First reaction, on the spot WARNING</p>	<p>E.g. telling off, sent back to walk, moved place in class, etc.</p> <ul style="list-style-type: none"> - Incident may be recorded in our Green Book
<p><u>Stage 2</u></p> <p>Repeated misbehaviour or more serious misbehaviour</p>	<p>Teacher concerned may:</p> <ul style="list-style-type: none"> - Discuss incident(s) with child - Record incident in Green 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 Senior Teacher or Assistant Head to contact parents
<p><u>Stage 3</u></p> <p>Persistent or serious misbehaviour</p>	<p>Teacher concerned may, in consultation with the Assistant Head:</p> <ul style="list-style-type: none"> - 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
<p><u>Stage 4</u></p> <p>If behaviour remains unsatisfactory</p>	<p><i>Headmaster will:</i></p> <ul style="list-style-type: none"> - <i>Recommend exclusion from the school, either temporarily or permanently.</i>
<p>At any point, a pupil may go to the teacher issuing the sanction to discuss the punishment if they feel that an injustice has occurred.</p>	

EYFS

The following rewards and sanctions are specific to EYFS.

Weather Chart

Both Reception classes have a 'Weather Chart' to reinforce good behaviour. All boys will start the school day on the sun. Boys may be moved onto the rainbow during the day as a reward for good behaviour or academic achievement. They will receive a sticker to show that they have been on the rainbow. If a boy continues to display good behaviour or academic achievement he may be moved from the rainbow to the star. If a boy is on the star, he will be allowed to select a small prize, such as a pencil, rubber or small toy. Class teachers will keep a record of boys who receive a prize.

The Weather Chart works in the following way:

Star: Small prize

Rainbow: Sticker

Sun: All boys start on the sun every day

Cloud: Warning given

Storm Cloud: If necessary the child will go to see The Head of Reception or The Head of the Junior House and his parents will be contacted

If a boy misbehaves he will move onto the cloud and be given a warning. If he continues to misbehave he will move onto the storm cloud and every effort will be made to help the child to move back to the sun. If the child is struggling to correct his behaviour he will see The Head of Reception or The Head of the Junior House to talk about his actions.

If he is still on the storm cloud at the end of the day, the class teacher will contact the boy's parents to explain what has happened and the way forward. Class teachers will keep a record of boys who go on the storm cloud. If disruptive behaviour continues, it may be necessary to meet with the boy's parents to discuss their behaviour and the way forward.

Marble Jar

Each Reception class has a jar which marbles are added to for good whole class behaviour or academic achievement. The marbles may also be taken away for misdemeanours. Once the jar is full of marbles, the boys will have a Marble Party as a reward.

Star of the Week

At the end of each week, one boy becomes 'Star of the Week'. He receives a certificate, becomes the 'line leader' for the week and has the opportunity to take the class mascot (and its diary) home for the weekend. All boys will have the opportunity to be 'Star of the Week'.

Treasure Chest

Both Reception classes have a 'Treasure Chest' which contains calming items such as soft toys, playdoh, stress balls etc. If a boy is feeling upset or angry he may choose to self-regulate with a soothing toy from the Treasure Chest. If a child is very distressed, a teacher may ask him to take a toy from the Treasure Chest to help him calm down.

Playground Sanctions

Children behaving inappropriately in the playground will be asked to take time out on the side 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 the Head of the Junior House.

Communication with parents

Parents are informed if a pupil's behaviour is causing concern. We also work hard to ensure that we communicate with parents when things are going well.

CODE OF CONDUCT – SENIOR HOUSE

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 prejudicial 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.

In addition, there are specific rules for the classroom.

1. At the beginning of a lesson, you should be standing behind your desk ready for the lesson to begin.
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.
6. Enter and leave classrooms with due consideration for other people.

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.

EXAM CODE OF CONDUCT – EXTERNAL EXAMS

1. ISEB Pre-Test: The school conducts the test in line with the stipulations of the ISEB.
2. Common Entrance: Exam rooms and exam conduct are in line with the stipulations of the ISEB.

In the case of (1) and (2) the school is required to certificate that the regulations have been followed and any misconduct is reported. Both exams are open to inspection at any stage when being conducted. In the case of Common Entrance it is essential that all exam papers are secured as instructed by the guidelines.

SANCTIONS IN THE SENIOR HOUSE FOR FAILURE TO OBSERVE THE CODE OF CONDUCT

Important note: the purpose of this policy is to outline the different stages that will be applied to pupil miscreancy. It is not intended (nor is it possible) to specific examples.

STAGE	DESCRIPTION	SANCTION	STAFF RESPONSIBLE
Stage 0	A single incident e.g. calling out, moving seat without permission and talking when asked not to do so.	No sanction – as pupil has corrected their own behaviour after one warning.	Class/subject teacher.
Stage 1	Despite warnings from the teacher, pupil continues to misbehave. E.g. calling out, moving seat without permission and talking when asked not to do so.	<ul style="list-style-type: none"> - E.g. Quiet word, sent back to walk, moved place in class, etc. - A more formal warning may be recorded by adding a yellow sticker on the behaviour log. - The 4th recorded warning automatically results in a sanction sheet (see below). 	<p>Teacher of the pupil at the time.</p> <p>Form Tutor is made aware of yellow stickers by tracking them on the behaviour log.</p>
Stage 2	Repeated problematic behaviour both in and around the school despite yellow warnings.	<p>Teacher concerned may:</p> <ul style="list-style-type: none"> - Issue a sanction sheet (in consultation with the Deputy Head:Pastoral) where the pupil is asked to provide a written understanding of the issues involved – signed by the parent and or issue a lunch/break time detention. 	Form Tutor to oversee the discussion of the issued sanction sheet and reflective comment from the pupil. Form Tutor signs the sanction sheet once approved. Sanction Sheet should be saved in the tutee file and a copy emailed to Deputy Head: Pastoral.

		<ul style="list-style-type: none"> - Record incident by placing a red sticker on the behaviour log. - If a pupil is given three sanction sheets in a half-term, the third sanction sheet will be replaced with an after school detention. - Failure to hand in a sanction sheet on time may also result in a lunch time detention. 	<p>Break and lunch time detentions need to be recorded by the Form Tutor and saved in their SH FORM GROUP folder as a track.</p> <p>Form Tutor should be aware of a red sticker being issued. Staff should email the Form Tutor and Copy in Deputy Head: Pastoral.</p> <p>Form Tutor to track and record the number of sanction sheets. Parents to be informed if an after school detention is issued. Deputy Head: Pastoral to meet with the pupil.</p> <p>Issued by the Form Tutor.</p>
Stage 3	Persistent or serious misbehaviour or little evidence	<p>Teacher concerned may (in consultation with the Deputy Head: Pastoral):</p> <ul style="list-style-type: none"> - Remove pupil from lesson if continuing to be 	

	<p>the sanction sheets are having an impact.</p>	<p>disruptive and arranging alternative supervision OR</p> <ul style="list-style-type: none"> - Give an after school detention. A reflective task is written and apology letter/s written; - The Form Tutor, in consultation with HOP, will issue a Monitoring Card for two weeks or if the pupil demonstrates a series of lessons of excellent behaviour, he can come off of it. However, should disruptive behaviour continue in a single half-term, the pupil is issued a new Monitoring Card. - After school detentions can be issued whilst on a Monitoring Card. Three Monitoring Cards in the course of a half-term will result in stage4. - Phone parents and make an appointment to do the following: - Establish a contract for future behaviour/expectations. Contract signed by parents and pupil. This is attached to the pupil's Homework Diary. All staff are informed. - If a pupil is given three after school detentions a term for poor behaviour, parents are informed. 	<p>Form Tutor/ DHP.</p> <p>Form Tutor and DHP to meet with parents to discuss the Monitoring Card. All staff Informed.</p> <p>Parents and DHP to be informed.</p> <p>DHP and Form Tutor to meet with the parents. Agree terms of the 'Contract.'</p>
<p>Stage 4</p>	<p>Continued misbehaviour shows limited sign of improvement despite two week Monitoring Card</p>		
<p>Stage 5</p>	<p>Repeatedly contravening behaviour</p>	<p>Internal exclusion. Boy will be internally excluded from contact with other boys whilst</p>	<p>Deputy Head(s)/Head to contact</p>

	plan/contract or little sign of intent to progress	in School for a period of time specified by the Deputy Heads/ Headmaster. Work provided by subject teachers and a reflective essay set. DHP to write up and email sent to all staff. DHP to hold a reintegration meeting with the boy and parents if necessary.	parents, request work from subject teachers, chair a reintegration meeting with parents/pupil.
Stage 6	Persistent or serious misbehaviour or little evidence that the internal suspension has had little impact.	External suspension	Headmaster, DHP, Form Tutor and Parents
	<p>In deciding on suspension (internal or external) or permanent exclusion, consideration will be given to the seriousness of the offence, health and safety as well as legal implications, the boy's behavioural record, and any impact on the school's reputation.</p> <p>At any point, a pupil may go to the teacher issuing the sanction to discuss the punishment if they feel that an injustice has occurred.</p>		

At any point, a pupil may go to the teacher issuing the sanction to discuss the punishment if they feel that an injustice has occurred.

In the event of extremely serious breaches of conduct immediate internal/external 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 5.

The school may well be required to report suspected criminal activity to the police and other statutory authorities.

The school is required to declare external suspension or permanent exclusion on senior school references.

INTERVIEWING PUPILS

When dealing with day to day interactions between pupils, it is often necessary to discuss events with a child to better ascertain what has happened. However, in the event of more serious breaches of the school's Code of Conduct, it may be necessary to conduct more formal meetings with pupils.

When discussing any claims concerning possible pupil misbehaviour, or when gathering information to help inform our understanding, it is important that some basic protocols are observed:

- Every reasonable effort should be made to make contact with parents as early as possible in cases of extreme, serious misbehaviour or incidents that raise major Health and Safety concerns.
- If the outcome of a meeting may lead to serious consequences (exclusion or expulsion), parents should be informed that the meeting is to take place and the pupil should be given the option to have a representative (form teacher/parent) present if they wish;
- Where possible it is sensible to have two members of staff present;
- If there are two members of staff present it is essential to ensure that the pupil does not feel intimidated.
- It should be explained to the child what the purpose of the meeting is;
- If the subject of the meeting is to ascertain any wrongdoing, the pupil must be given the opportunity to explain orally, or in written form, the sequence of events from their point of view; this should be kept on record;
- For any more minor infringements, parents would not normally be notified, but would be invited in to discuss the outcomes of any discussions after they had been concluded.

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 merit marks, which are recorded by the form teacher in a running record. Each time a boy accumulates 20 Merit Marks, he is awarded a 'Merit Mark Token', and receives a 'Headteacher's Golden Award'.

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.

To be awarded for:

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

Examples:

- 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,
- litter collection;
- being kind, generous and/or helpful to a fellow pupil;
- excellent manners.
- sustained effort;
- significant improvement;
- an outstanding piece of work.

COMMENDATIONS & ACHIEVEMENTS

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

Class teachers in the Junior House nominate a weekly 'Star of the Week', and a printed certificate is awarded in the Friday assembly.

In the Senior House, nominations for commendations and achievement badges at the end of term should be sent to the Deputy Heads who will celebrate the achievement via a range of means (certificate, public announcement etc.) and in a relevant assembly

To be awarded for:

- 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

Appendix 1

Our environment has needed to be radically altered to offer the safest operating procedures for students and staff to ensure that they are in accordance with government guidance issued. This does not mean that our high expectations around behaviour have changed. We have, however, added in more measures to ensure the safety of all staff and students can be upheld which is paramount.

All students will be working in a small groups/sets and or classes, staff will aim to resolve any behaviour issues and if unsuccessful, the teacher in charge will call the Heads of House. The pupil may be expected to work independently under supervision away from the existing group.

In classrooms, students must follow instructions from staff at all times, this is especially important with regards seating instructions and entering and leaving classrooms. Behaviour that wilfully undermines the safety measures that the school has put in place or risks the safety of students or staff will not be tolerated.

Examples might include:

- Deliberately ignoring the social distancing measures put in place by the school;
- Spitting at another student/member of staff;
- Deliberately coughing at a student/member of staff
- Behaviour or language that is intended to cause alarm or distress to students/staff.

Our behaviour policy underpins everything we do and our basic expectations now include the following:

- Arrive and leave school only at your allocated entry point;
- Wash hands using sanitiser thoroughly on arrival to school and at other points throughout day, especially before eating and as directed by an adult;
- Do not touch or hug other adults or children;
- Try not to touch your face with your hands, especially your mouth, nose and eyes;
- If you need to cough or sneeze use a tissue and then put it in the bin. If you don't have a tissue, then cough or sneeze into your elbow/ upper arm. Immediately wash your hands;
- Tell an adult straight away if you feel unwell or have been coughing quite a lot;
- Do not share drinks bottles, food, cutlery or plates and cups etc;
- Follow instructions about staying within your allocated group and zone;
- You must only use the toilet when an adult tells you it is safe to do so. Flush the toilet after you've used it. If there is someone else in the toilet area or at the sinks you must observe social distancing. You must wash your hands thoroughly and dry them.
- You must NEVER spit at anyone or anything. This is VERY DANGEROUS FOR OTHERS AND WILL RESULT IN AN EXCLUSION

- Only use the resources, equipment or apparatus in the classroom or outside that an adult tells you is safe to use.