



*And when he finds it, he joyfully puts it on his shoulders and goes home.
Then he calls his friends and neighbours together and says
"Rejoice with me; I have found my lost sheep" Luke 15: 5-6*

Behaviour Policy

This policy reflects the school's values and philosophy in relation to behaviour in school. It sets out a framework within which all staff can operate and it gives guidance on how to manage different behaviours in school.

The policy is based on the premise that good behaviour and positive discipline is essential for effective teaching and learning. A good working atmosphere inside the classroom, together with sensible, thoughtful and considerate behaviour both inside and outside the school, should provide opportunities for quality learning experiences and lead to a happy caring atmosphere. The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.

Aims

- To promote a caring atmosphere in which all children may thrive and reach their full potential in a happy and secure environment.
- To encourage and reward positive behaviour and discourage unacceptable behaviour.
- To promote respect for others and develop a caring ethos within the school family.
- To develop a moral code which includes concern for others, self-discipline, self-respect and the basic virtues of honesty, fairness and politeness.
- To develop a sense of identity and feeling of pride in themselves and the school.
- To promote self-esteem and self-confidence and develop a sense of personal responsibility.
- To develop the Christian understanding of forgiveness and reconciliation.

Our code of good practice

"Treat other people as you would wish to be treated yourself." Matthew 22: 40-43

- The school's code of behaviour needs to be clearly understood; it is the result of consultation with children, teachers, parents and governors.
- We need to remember that 'prevention is better than cure'. Children need to know that they are being supervised and monitored.
- It is important to look for the reason for unacceptable behaviour. Pastoral support is used to try to prevent poor behaviour.
- In all disciplinary actions it is essential that the child understands fully that it is the behaviour which is not acceptable and not the child as a person.
- All Staff need to be seen as good role models.
- To do all we can to keep calm, refrain from shouting or raising our voices, listen, be positive, know our children and be consistent.
- To investigate each incident of negative behaviour fully to ensure that consequences and sanctions are fair and accurate for the children involved.



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The school behaviour pledge

Our code of behaviour amounts to a small number of simple rules;

- We always move around the school in a quiet and calm manner.
- We listen to each other and respect the views and values of others.
- We respect schools and other people's property at all times.
- We only go out of the school building or grounds during the day with permission.
- We wear our uniform with pride both in and out of school and represent the school positively.
- We accept challenge positively and show resilience in everything we do.
- We interact positively and appropriately with each other.
- We always communicate appropriately with staff, other children and our wider school family.
- We make effective use of learning time, making sure no time is wasted.

Our pledge has been developed alongside the School Council, which acts as the "voice" of the children within our school.

Strategies to achieve our aims

1. Effective classroom management and organisation:

We accept that where classroom teaching and organisation are good, there will be fewer disciplinary problems. Children need a calm and purposeful classroom atmosphere.

Evidence also shows that an effective curriculum, appropriately differentiated to stimulate and engage children, is a key factor in motivating them and maintaining an orderly learning environment. Discipline is most effective when teachers can be constructive and positive and when they are specific about what behaviour is expected and what is unacceptable. Children are likely to behave better when they feel responsible for their learning and capable of success. Children will have displayed, a set of clear targets, at the start of each year and these targets will be shared and discussed with parents at the first available Parents Evening.

With this in mind, the following strategies will be used:

- Staff will value pupil relationships and prioritise getting to know each child as an individual.
- Clear procedures will be set for participation in lessons, movement in class, the way work is presented and what should be done when tasks are complete.
- Explanations will be clear and instructions given so that activities run smoothly. Work requirements for the children will be understood and progress monitored.
- Unacceptable behaviour will be handled quickly and calmly so that the pace of a lesson is not lost and further disruption is minimised.
- Work will be set which is appropriate to pupil's abilities.
- Clear goals are set for each work activity and all children understand them before an activity begins.
- Lessons should start and end on time. Classrooms will be arranged to ensure effective teaching and learning.
- External interruptions will be minimised.
- All necessary materials and equipment for a given activity need to be readily available for use.



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2. Parents as partners

We believe that parents have a vital role in supporting the school behaviour policy and fostering good behaviour and that an active partnership between parents and the school offers mutual benefits.

We hope that parents will work with the school in matters of discipline and reinforce the school's efforts at home. We will try to encourage parents to ensure that their children take their school work seriously and would ask them to actively encourage and reward progress. Parents are to be made aware and have access to the school's behaviour policy.

Good behaviour, as well as unacceptable behaviour, will be drawn to a parent's attention and early notice given of particular difficulties with an individual child. Parents will be told of the relative seriousness of the behaviour and offered an early opportunity to discuss the matter.

Parents are asked to inform us of any circumstances outside school that may affect their child's behaviour in school. Such information will always be dealt with sensitively and shared with all necessary individuals and recorded on the school's CPOMs record log.

Copies of this policy are made available to all parents on the school website or on request.

3. Provision of a range of extra-curricular activities

We believe that a wide range of extra-curricular activities, both in school time and outside of school time, will help to foster self-discipline and self-motivation and thereby have a positive effect on overall behaviour and discipline. School value developing each child as a whole; children have different talents and interests so school offer a wide range of extra-curricular clubs to motivate and engage each child. All extra-curricular clubs adhere to this policy.

4. Involvement with external agencies

School will work collaboratively with external agencies to provide expert advice and support for children, staff and families to ensure that children's behaviour is positive. Bespoke support packages will be developed and implemented in the best interest of the child suiting the needs of each individual child.



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How we encourage good behaviour

Behaviour ladder

Each class have behaviour zone boards (red, yellow, green and white). Each pupil has their name displayed on this. Pupils begin each day on the white zone, which is called 'Ready to Learn'. Teachers can give recognition for good behaviour by moving pupils up to green. When pupils reach green, a text is sent home to parents to celebrate that their child has achieved 'green'. If pupils display unwanted behaviour, a verbal warning is given, if the behaviour does not improve then the pupils name will be moved to yellow. If pupils continue to display unwanted behaviour, then pupils will have their name moved to red. In this instance pupils will receive a 5 minute sanction at break time where they will complete a reflection sheet about the behaviours they have displayed (Appendix 3), parents will be informed that day by a phone call and a record of the behaviour kept on CPOMs. For pupils who are on red 3 times in a half term, SLT will have a meeting with parents and, where appropriate, implement a bespoke behaviour plan so that parents and school can work together to support the child. (Appendix 4) Pupils who display specific behaviours may be moved immediately to red: physical violence, use of inappropriate language, discriminatory comments and other behaviours deemed severe by staff.

At any point in the process children can work their way back to 'Ready to Learn' or even to green. Teachers work in partnership with pupils to enable them to make the right choices for a positive outcome. Where children are moved to red after afternoon break, staff will work in partnership with parents to ensure a consequence will be given at home.

House Points

House points form our whole-school reward system at St Maxentius. They encourage a team ethos across the school and allow children of all ages to have a common goal.

The House system is an effective way of promoting team spirit and encouraging children to aim high and take pride in achieving house points. As children from every class are in every house, the system is an effective way to mix year groups and encourage older children to take care of younger ones and set an example for them.

We have four houses – Gryffindor, Slytherin, Hufflepuff and Ravenclaw.

Allocation of Houses

Children are allocated to a house on admission to school, however, children in Reception will only begin to earn house points in the spring term.

In all classrooms, house point charts are displayed whereby children can add their house points throughout the week and work collectively with the class to win the weekly trophy for their house. The house that has received the trophy for the most number of week throughout the term will receive a house reward.

Alongside the four heads of houses (Mrs Cousen, Mr McKean, Mr Stringfellow and Mrs Clarkson) all members of staff, are allocated to one of the houses. Staff members of houses are expected to support their house, but also promote the unbiased use of house points to all pupils.



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Captains

There are two captains for each house. At the beginning of each new academic year, year 6 children will be given the opportunity to nominate themselves in writing as house captains. The captains will wear badges to show their position in the school.

Captains will be expected to:

- Promote good behaviour amongst pupils in their house;
- Act as a role model for all pupils in their house by being an example of exemplary behaviour and attitude;
- Be a buddy to younger children in their house;
- Propose ideas that will improve the house system;
- Represent the pupils on sports days and in-school events.
- Attend meetings with the Headteacher, Deputy Headteacher, heads of houses and governors.
- Captains whose behaviour or attitude is not a good example to others will be asked to stand down from the position.

Awarding house points

Any member of staff can award house points to any child, at any time and for any reason, however we strongly try to award house points for demonstrating positive learning behaviours, illustrating our school values, being polite and well-mannered to those around them and moving around school in a calm and well-behaved manner.

House points can be given to children for achievement in any aspect of their learning or behaviour.

Rewarding winning houses

The winning team in each class will be announced in the Friday celebration assembly and the trophy awarded to the head of the house or house captain and displayed in the school hall for the following week.

Consultation with Pupils

Every year the school council will be given the opportunity to review the rewards and propose new rewards.



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How we prevent inappropriate behaviour

Occasionally children forget about our aims for good behaviour and exhibit unacceptable behaviour e.g. constant low level inappropriate behaviour, not listening to instructions, verbal or physical incidents and generally poor behaviour.

We try to prevent this from happening by:

- Praising children for behaving well and awarding House Points.
- Reminding children of the expectations in school through our pledge.

However, sometimes this is not enough and further action needs to be taken.

To prevent persistent misbehaviour. This is dealt with by following the sanctions behaviour ladder (Appendix 1).

Children who are moved to yellow in class, will be recorded on a 'class log' (Appendix 2) : this will include when they have been moved to yellow and for what reason to identify patterns. These will then be brought to SLT on a weekly basis by phase leaders to discuss children with low level disruption in the previous week. At this meeting, SLT will discuss with phase leaders any specific monitoring needs that must take place, and any intervention or strategies that need to be put into place to support specific children. This will be for children who are persistently disrupting class (3 instances per week) and then will be recorded on CPOMS.



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Children at St Maxentius are always aware that each day is a new beginning, and as such, any sanctions given during the day are forgiven to start a fresh the next day. This is rooted in how forgiveness is shown in the Bible.

*"Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you."
Ephesians 4: 32*

Our policy statement on bullying

Definition of Bullying, as defined by the school council, teachers, parents and governors:
We consider bullying to be repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

Our attitude towards bullying

In all aspects of bullying, the principles and philosophy of the behaviour policy apply. However, we will not tolerate bullying in any form and will treat each incident with the utmost seriousness. Both victims and bullies are damaged by bullying because it affects performance, confidence and wellbeing during their time at school and in later life.

Bullying will be raised as an issue in class and in assembly in order to heighten the awareness of children to it and to give them confidence to speak out. We believe that children need an atmosphere of openness and trust and to know that their reports will be taken seriously.

Responsibilities

Everyone connected with the school has a share in the responsibility for addressing bullying behaviour. This includes all staff involved with children, governors, parents and guardians and the children themselves.

Children need to know that bullying will not be tolerated in our school and that any incidents, which are observed or reported, will be investigated and dealt with quickly and effectively in school.



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Our code of practice

- Reports of bullying will be taken seriously.
- Staff will refer to the behaviour choice and not the child specifically: children will not be labelled.
- Any consequence or sanction will be explained clearly.
- Staff will ensure that incidents are fully investigated before drawing conclusions.
- Incidents, which are deemed by the school's definition to be bullying, will be recorded on CPOMs.

Both these policy statements are written for all who come into contact with pupils at our school. Copies of the policy are available from the school website or on request directly to the school. All staff will be familiar with the policy and all other adults who from time to time come into contact with the children will be made aware of its existence and invited to familiarise themselves with the contents. Parents will be made aware of the policy and where to access it.

The policy statements are issued by the governing body on behalf of the school and they will be reviewed by the whole staff and the governing body in its cycle of policy reviews.

Prepared by: Mrs L Cousen (Headteacher)

Reviewed: October 2022

Next Review Date: October 2024



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Appendix 1



Behaviour Ladder

3 reds within a half term, SLT
involvement and behaviour report with
parents.

Continued no improvement, move to red.

- Loss of privilege (5 mins break time)
- Inform parents at the end of the day in person or through phone call
- Pupils can be moved back down the ladder when behaviour improves

Continued no improvement, move to
yellow.

- Pupils can be moved back to 'ready to learn' when behaviour improves

Verbal warning to be given

All pupils ready to learn

For pupils who achieve green by the
end of the day a text should be sent
home informing parents.





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Appendix 2.

Behaviour log

<u>Name</u>	<u>Date/Time</u>	<u>Reason for yellow</u>



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Appendix 3.

Refection sheets for KS1 & KS2

Feelings Reflection

What happened?

How did you feel?



stressed



upset



nervous



angry



worried



other

What can you do next time?

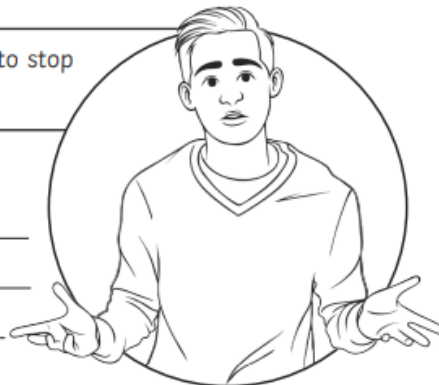


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Behaviour Reflection

Name: _____ Date: _____

You have made a choice to do something that means you need to stop
and think about the following things:



1. What was I doing?

2. Why was my behaviour a problem?

3. What am I going to do to change it?

Signed: _____



Appendix 4. Behaviour plan

Child's Name:		<u>My targets</u>				
Week commencing:		<ul style="list-style-type: none"> • • 				
	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	SLT comment at the end of the day
Lesson 1						
Break						
Lesson 2						
Lunch						
Lesson 3						
Break						
Lesson 4						
Worship						
Comments from parents at the end of the week:						