



"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 teaching and non-teaching staff can operate and it gives guidance on what is acceptable behaviour and how to deal with behaviour problems.

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.

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; In all our dealings with children we will seek:
- To avoid confrontation by listening, establishing facts, judging only when certain and using sanctions sparingly;
- To do all we can to use good humour, keep calm, refrain from shouting or raising our voices, listen, be positive, know our children and be consistent.



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The school code of behaviour

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

- We always move around the school in a quiet and gentle manner.
- We never throw or kick anything that might put someone else in danger, or become involved in rough or violent behaviour.
- We do not touch other people's property without their permission.
- We only go out of the school building or grounds during the day with permission.
- We do not eat chewing gum in school.
- We aim not to wear jewellery, or bring valuables to school.
- We aim to be smart in appearance at all times, wearing full school uniform.
- We aim to be punctual.
- We always behave as well out of school on trips etc., as we do in school.

Our rules are discussed and reviewed on a two year programme with 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:

- 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. Close co-operation and partnership with parents

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 co-operate 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 in strictest confidence.

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.

Obviously, the activities on offer at any one time will depend on the staffing available and their own strengths and interests. At the present time we offer a range of extra-curricular activities.

4. Involvement with external agencies

We believe that such agencies as the education welfare service, psychology service, police, community medical services and social services can from time to time make a valuable contribution to the implementation of the behaviour policy and they will be encouraged and welcomed to be an active part of our pastoral team.



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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' (Appendix 1). If pupils' display unwanted behaviour a warning is given, if the behaviour does not improve then pupils will move their name 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 breaktime, parents will be informed that day by a phone call and a record of the behaviour kept. For pupils who repeatedly reach the red zone SLT will have a meeting with parents and implement a behaviour report so that parents and school can work together to support the child. (Appendix 2)

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.

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

All children and staff represent their house by wearing their house colour on a badge. Children are allocated to a house and given a badge when they start in reception or when they join the school at a later stage.

Teachers are given a list of the children's houses and can allocate new children. Teachers must inform the office about this allocation and about any changes.

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.

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;



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- 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 school occasions by greeting visitors, escorting them, giving short speeches of welcome or thanks etc;
- Attend meetings with the principal, vice principal, 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

House points are awarded one at a time. 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.



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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.

Consultation with Pupils

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

Pupils who do not contribute to their Houses

The expectation is that children will be loyal to their house and try their best to earn points for their house by displaying good behaviour and attitudes. If children are consistently misbehaving and consequently they are not contributing points to their house, then they will be temporarily removed from their house. An individual behaviour plan will be drawn up after consultation with the SLT, class teacher, parent or guardian and the pupil. Targets will be set for the pupil to meet so that they can rejoin their house in the future once their behaviour and attitudes have improved. Whilst the pupil is not in the house system, they may not participate in any of the weekly, half termly or annual rewards for their house.

Teachers are also encouraged to develop their own individual reward systems in class. The following may be seen within school:

- Positive letters home;
- Special responsibilities;
- Merit awards and prize systems;
- Visit to the principal

We like to recognise the good behaviour of whole classes by:

- Giving extra playtime;
- Hearing about their good behaviour in assemblies

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 abuse and generally poor behaviour.

We try to prevent this from happening by:

- reminding children how to behave properly;
- praising children for behaving well and awarding House Points;

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).



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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 slate on 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 dealt with.



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Our code of practice

- Reports of bullying will be taken seriously.
- Disapproval will be directed at the behaviour and not the child.
- Any action will be explained to the parties involved.
- All parties involved with an incident will be interviewed by a member of the senior leadership team.
- Incidents, which are deemed by the school's definition to be bullying, will be recorded.
- If a child has his/her name recorded for bullying then parents are informed by letter or in person and the incident will be treated as serious.

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 headteacher. All teaching and non-teaching staff will be issued with a copy 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: September 2021

Next Review Date: September 2023



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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.

Letter 1.

Date: _____

Dear Parent/Guardian,

Your child _____ was brought to me today because their teacher was unhappy about their behaviour/ standard of work.

I have enclosed a copy of the report from our school behaviour log, please will you discuss this report with your child and make it clear to your child that you support us in our efforts to make school a happy and safe place for learning.

If you wish to discuss this letter and the attached behaviour log further, please contact school to make an appointment.

Thank you.

Yours sincerely

Mr McKean
Assistant Headteacher

Name of Child _____ Class: _____

I have received your letter concerning my child's behaviour.
I support you in your wish to make school a place for learning.

Signed _____ (Parent/ guardian)



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Appendix 3.

Letter 2

Date: _____

Dear Parent/Guardian,

Your child _____ was brought to me today because their behaviour/standard of work is not improving. Due to this they have been placed on the St Maxentius Behaviour Report. Being on this report means that their behaviour will be monitored by all staff throughout the day and they will need to report to me at the end of every school day, in order for me to check their behaviour. This intense tracking of behaviour will last for a minimum of one week. I would appreciate your support in this matter and ask that you will also discuss and sign the behaviour report with your child.

If you wish to discuss this matter further, please contact school to make an appointment.

Thank you.

Yours sincerely

Mrs L. Cousen
Headteacher

Name of Child _____ Class: _____

I have received your letter concerning my child being placed on the St Maxentius Behaviour Report. I support you in your wish to make school a place for learning.

Signed _____ (Parent/ guardian)