



ST BENEDICT'S SCHOOL
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Behaviour Policy – Junior School

Authorised by: The Board of Governors of St Benedict's School

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Introduction

Our Aim Is To:

- Create a caring, safe and stimulating environment, which will encourage and give strong moral and spiritual guidance in accordance with the teachings of the Gospel and St Benedict.
- Develop a Behaviour Policy supported wholeheartedly by the School community, parents, teachers, children and governors, based on a sense of community and shared values. At the start of each academic year, the policy will be shared with the pupils at the first assembly of the Michaelmas Term and then with parents at the year group meetings.
- Provide opportunities for achieving positive outcomes in an atmosphere in which teaching and learning can take place in a safe and happy environment.
- Enable the children to learn in a safe, secure, calm yet challenging and stimulating working environment. (This will promote responsible behaviour, encourage self-discipline and strengthen the children's self-image, self-esteem and self-worth.)
- Have strong links to our policies on Religious Education, PSHEE, e-Safety, Anti- Bullying, Child Protection, SEND, Cultural Diversity and Ethnic Awareness and Equal Opportunities.
- The School is committed to carrying out its duties under the Equality Act 2010, including issues related to pupils with special educational needs and disabilities and the requirement to make reasonable adjustments for these pupils. [Further detail to be added] The School will also work closely with parents and other agencies to act in the best interests of the children in its care.

All members of staff are expected to promote good behaviour among the pupils and to deal appropriately with any unacceptable behaviour. It is understood that, while consistent and fair application of the *Code of Conduct Guidance* is essential, there will be some variations in staff application of this *Code* depending on the nature of the class or activity they are supervising. However, behaviour which undermines the learning of other pupils is always unacceptable and all members of staff have a duty to ensure that good behaviour is encouraged and poor behaviour is not tolerated.

Regular discussion of school behaviour at weekly pastoral team meetings, staff meetings and School Council meetings help to ensure that staff and pupils understand how the behaviour policy is applied consistently and fairly. Staff meetings will also periodically include training in behaviour management.

In Order to Achieve These Aims We Will:

- Promote strong links between our Key Benedictine School Values (Love, Forgiveness, Service Hospitality, Prayer) and our SBJS Code of Conduct.
- Involve the whole school community in implementing this policy consistently.
- Encourage positive behaviour through the use of various positive strategies which provide a range of targets and rewards for children of all ages and abilities and that consistency is maintained.
- Provide a stimulating and challenging curriculum with our school mission statement at its heart
- Recognise the importance of being an individual by valuing everyone's contribution to the St Benedict's community.
- Ensure Corporal Punishment, or the threat of corporal punishment is never used.

Code of Conduct

In consultation with the children we have drawn up a Code of Conduct (*see Appendix D*) which has strong links to our Key School values of *Love, Prayer, Service, Hospitality* and *Forgiveness*. These are evident in all classrooms and around the school.

1. (Love) **Treat everyone as you would like him or her to treat you.**
2. (Forgiveness) **Be gentle, kind and helpful whilst giving or receiving forgiveness.**
3. (Service) **Helping or doing work for others.**
4. (Hospitality) **Show friendliness and generosity to guests.**
5. (Prayer) **Listen to others and keep God in your heart.**

Promoting Positive Behaviour

‘Visible consistency with visible kindness allows exceptional behaviour to flourish.’

Paul Dix

‘Good relationships are built on creating a moment of success and then noticing it loudly.’

Jenny Mosley

The ethos of our School is central to establishing and maintaining high standards of behaviour. At St Benedict’s Junior School, we use our Religious Education and JIGSAW themes as a central focus to reinforce positive behaviour throughout the school. All children benefit from dedicated PSHCE lessons as well as time devoted to our key values during acts of collective worship (Assemblies, masses, liturgies etc.) A variety of strategic displays around the school serve to highlight the importance given to promoting positive behaviour.

Each Form Tutor will have her / his own positive behaviour strategies which are suited to her/his cohort of children. This will include strategies such as: Recognition Boards; collecting marbles in a jar; ‘sunshine and clouds,’ etc.

We encourage positive behaviour through the use of ***praise*** and a ***system of rewards***.

Praise

Praise should be given to everyone by everyone. *Please see **Appendix A** for more information.*

Rewards

We use a wide range of rewards in our school. (**Appendix B**)

There are many opportunities for praise and rewards. (**Appendix C**)

Sanctions

When our Code of Conduct is not adhered to, there is a system of appropriate sanctions in place to resolve the situation. (**Appendix E**)

Hot Choc/Ice Cold Friday

Every year group will have a timetabled Hot Choc/Ice Cold Friday every week. The children who have gone above and beyond the high standards expected of our pupils will be invited to enjoy a hot chocolate drink/ice lolly with the SBJs Headmaster each Friday. A maximum of one child from each class will be chosen each week to enjoy this privilege. Nominated Key Stage 2 pupils will meet

with the SBJS Headmaster immediately after assembly, whereas Key Stage 1 and EYFS children will meet with him in the afternoon during the scheduled 'Golden Time'.

Key Stage 2 pupils will also be able to monitor their own behaviour, with the help of staff, using the House Point/Demerit system.

Behaviour Falls into 2 Categories:

1) *Misdemeanours*

These are incidents which can be dealt with swiftly either non-verbally (a look or frown) or with a quiet word during break time (LTP). Communication with the child is paramount and misdemeanours are usually quickly rectified using reference to the Code of Conduct. In Key Stage 2, this may include a demerit warning.

3 Demerit warnings = 1 Demerit. Demerits are a reminder to the child and his/her parents that our Code of Conduct has not been followed. This will be displayed in the child's *Prep Diary*.

All staff should make these warnings clear and visual for the children to realise their mistakes.

Examples of misdemeanours include:

- Persistent chatting, failure to respond to a request from a teacher
- Running on the stairs/in the corridors / failing to line up sensibly
- Forgetting PE kit, Prep etc. (ideally this should not happen more than once per term)
- Regulation uniform not adhered to

2) *Unacceptable Behaviour*

In our school, certain behaviour is unacceptable, this includes:

- Bullying or harassment (this includes Cyberbullying)
- Threatening behaviour
- Violence / physical fighting
- Swearing

Disciplinary action will be taken against pupils who have been found to have made malicious accusations against staff.

These will be dealt with in the following way:

Step 1: Incident written up using MyConcern by the member of staff who witnessed the incident. A Demerit will be given and parents informed. Swearing and physical/threatening behaviour will not be tolerated and children are all aware that if they are heard swearing or seen fighting in a malicious manner, they will be given a minimum of half day's inclusion. (Key Stage 2)

Discussion with the Head of Key Stage 1 and loss of Golden Time (EYFS & Key Stage 1)

Step 2: If negative behaviour persists and the child has received 3 demerits (Key Stage 2) within a term or, in EYFS & Key Stage 1 on the advice of staff, the child will be referred to the Deputy Head who will work with a range of positive behaviour strategies and target setting activities to encourage an improvement in behaviour. ***This will be recorded in the School's pastoral care records using MyConcern. Parents will be informed.***

Step 3: Parents invited into school to discuss the situation with the Headmaster or, in his absence, the Deputy Head.

Step 4: Exclusion procedures may be implemented. (This may also occur as a result of a one-off serious incident which is in major breach of the Code of Conduct)

Step 5: Permanent Exclusion after consultation with the Headmaster, Parents, and Governing Body.

Pupils placed on any stage of the SBJS Behaviour Policy will remain on those stages for the duration of their time in the Junior School, Middle School, Upper School or Sixth Form. After a prolonged period of good behaviour pupils who have been put on a particular level of the SBJS School Behaviour Policy might be moved to a lower level at the discretion of the Headmasters or the Deputies.

Fixed Term Exclusion

The period of a fixed term exclusion is determined by the Headmaster, and the decision and the circumstances leading to it will be communicated to the pupil's parents. After a review meeting with the pupil (and their parents if appropriate), the Headmaster will readmit the pupil on the assurance of future good conduct either verbally or as a written behaviour contract. At the discretion of the Headmaster, a fixed term exclusion might be served within school under separate staff supervision, depending upon the circumstances of the pupil and the incident. Examples of behaviour which may result in fixed term exclusion include the following:

- Verbal abuse, including gross insolence, of a member of staff of the School, volunteers or visitors.
- Violence towards another pupil, including fighting.
- Persistent bullying or harassment (see the School's Anti-bullying Policy).
- Theft or vandalism of property either belonging to the School or otherwise.
- Persistent disregard for School's *Code of Conduct*.
- Inappropriate use of ICT (see the ICT Acceptable Use Policy).
- Inappropriate use of social networking sites.
- Bringing the School into disrepute by inappropriate behaviour when on a School related activity, whilst wearing school uniform or when travelling to and from the School.
- Leaving the school site without permission or truanting from class.
- Other behaviour which the school deems serious enough to warrant fixed-term exclusion.

Permanent Exclusion

Permanent exclusion is a last resort and will normally be enacted after a final warning has been used to a pupil, although not necessarily in every instance. Examples of behaviour which may result in permanent exclusion include the following:

- Any of the offences listed above where the actions are deemed by the Headmaster to be so serious that permanent exclusion is warranted.
- Physical abuse and/or intimidation of a member of staff of the School.
- Possession of illegal drugs or other substances prohibited by the school's Drugs Policy on the School premises or whilst in School Uniform or on any School related activity including travelling to and from School.
- Supplying illegal drugs to another pupil of the School.
- Re-occurrence of an offence that had previously led to a fixed-term exclusion within a calendar year.
- Possession of a knife or other offensive weapon.
- Making a malicious accusation against a member of staff.

- Other behaviour which the School deems serious enough to warrant a fixed-term exclusion.

Suspension

Suspension will be appropriate in the following cases:

- A pupil may be removed from lessons for part or all of the school day with immediate effect if it is deemed appropriate by the Headmaster or Deputy Head in order to prevent the escalation of a situation or to remedy a particular problem (e.g. risk of bullying or conflict between pupils). In these circumstances the parents will be notified of the need to withdraw the standard provision of lessons. Such exclusions will normally be supervised by senior members of staff. In the case of older children, pupils may have to be collected and go home for this suspension.
- When a pupil has failed to respond to the standard series of sanctions used by the School in relation to their behaviour, the Headmaster or Deputy Head may require them to remain at home until a formal meeting with their parents can be arranged in which the situation is discussed. Their return to class will be dependent on an assurance (either verbal or written depending upon the circumstance) that they will adhere to the rules and regulations of the School.

Continuing Education

The School will continue to provide education for a pupil who is either excluded or suspended as long as they remain on roll. In the case of an exclusion or suspension lasting more than 10 days the School will consider:

- 1) How the pupil's education will continue
- 2) How their problems might be addressed in the interim
- 3) Re-integration after the exclusion, except in the case of a permanent exclusion

The Use of Reasonable Force

The Headmaster has authorised all teaching staff to use reasonable force in the following defined circumstances to prevent a pupil from:

- a) Committing an offence.
- b) Causing personal injury or damage (including to themselves).
- c) Engaging in an activity prejudicial to good order around school campus

Should physical intervention be necessary, the occurrence will be noted/recorded using *MyConcern* and the parents of the child informed on the same day or as soon as reasonably practicable.

Classroom Behaviour

Each Form Tutor and Subject Specialists will ensure that the children understand and act upon the five key values (Love, Forgiveness, Hospitality, Service and Prayer). There will be a visual focal point outlining the Five Values in every classroom.

Playground Behaviour

All areas of the playground are supervised by an adult. These areas include: **1)** The Black Pitch, **2)** The Adventure Playground, **3)** The AstroTurf, **4)** The Abbey Playground and **5)** The EYFS Pen.

The Black Pitch (used by *Key Stage 2*) is primarily for ball games.

- Game balls will be provided by the School as a means of monitoring weight and suitability. Should a game ball be brought into School by a pupil, it must be checked by the School Welfare Officer and given the all-clear.
- Balls not to be thrown or kicked overhead height and will be confiscated if this is not adhered to.

The Adventure Playground Equipment

- Will be monitored by Teachers on Duty.

The AstroTurf (*EYFS/Key Stage 1/Key Stage 2*)

- This area is found at the back of the school adjacent to the EYFS Pen. There are strictly **no ball games** in this area during morning break times.

The Abbey Playground (*Key Stage 1*)

- During Key Stage 2's break, a class rota for ball games is followed.

At the end of playtime, a whistle will be blown and all children will stand still, in silence. They will then line up and be escorted quietly into school.

Lunchtime Behaviour

Lunchtime is a social time to be together with other classes. In discussion with our children, the rules applying specifically to lunchtime are outlined in the *Code of Conduct*.

Assemblies

Children are expected to come into and exit the Hall in a quiet, orderly manner. They should listen quietly and respond appropriately to what is being said. During our '*Awards and Certificates*' assembly, they are encouraged to appreciate everyone's achievements by clapping.

Wet Play Days

On wet play days, the following routines are in place:

Break Times

- Children in their classrooms playing a variety of games supervised by teachers on duty and Form 2 monitors.

Lunch Time

- Key Stage 2 pupils gather in the SBJS Hall and are supervised by teachers on duty.
- EYFS/Key Stage 1 pupils gather in their classrooms.

DVDs may occasionally be used during wet breaks. If this is the case, only members of staff are authorised to use the computer equipment. Pupils must not be left unsupervised if a PC is left 'unlocked'.

Early Years Foundation Stage - Please refer to our separate EYFS Behaviour Policy

Appendices

Appendix A

'Where teachers are seen by pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves... where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them.' HMI Report 'Good behaviour and discipline in school.'

Praise

Affection, looks, gestures and words allow our children to develop a view of themselves as loved and lovable. We use praise by going up to a child, getting their attention by using their name, look them in the eye, then say specifically what you liked. For example, "X, you were so kind and helpful to Y when they felt lonely in the playground at break time - well done." or "X, you have really worked hard to improve your handwriting. You must feel so proud of that piece of work – well done. "As a staff we try to remember that praise will be disregarded if it is insincere or doesn't match our look and tone of voice. We avoid giving praise with a 'sting in the tail.' This sort of praise starts well but ends with an implied criticism that wipes away the positive comment. For example: "X, well done for walking up the stairs so calmly – what a pity you don't do it every day!" or "Y, I really enjoyed reading your story- a shame about your handwriting though!" Without positive comments, our children are likely to find negative ways to get our attention so we endeavour to look hard and praise small things. We can never praise too much! Our children will not become big-headed if we give frequent, genuine praise that reflects the effort they have put into tasks as well as the outcomes they achieve.

Appendix B

Rewards

- Hot Chocolate Friday – children who go 'over and above' are invited for Hot Chocolate and a chat with the SBJS Headmaster.
- Smiley faces and stickers both in books and for the child to wear.
- Pre-Prep Certificates.
- Certificates of Excellence and Endeavour each month.
- 'Living our Mission' awards

- House Points and the House Point System .We have four houses – Bede (blue), Fisher (red), Gregory (yellow) and More (black) to which all children in the Juniors are affiliated. These correspond with the houses in the Senior School and we share many opportunities to work together.
- Individual subject awards.
- Opportunities for responsibility (Form 2 Roles and Responsibilities).

Appendix C

Opportunities for Praise and Reward

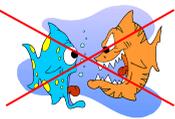
- Good manners.
- Showing courtesy and respect (e.g. holding doors open, stopping to say hello, respecting school property and the school environment).
- Being honest.
- Walking around school calmly and quietly.
- Working to the best of your ability.

Appendix D

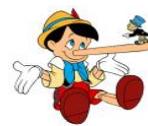


**St Benedict's Junior School
Code of Conduct**



<p>Treat others as you would like to be treated.</p>	
<p>Show respect towards others – look, listen, and respond well.</p>	
<p>Manners are important – be polite.</p>	
<p>Be punctual.</p>	
<p>Speak kindly to each other.</p>	
<p>Take pride in your appearance.</p>	

Tell the truth.



Look after your own and other people's belongings.



IF YOU SEE ANYONE NOT FOLLOWING OUR CODE OF CONDUCT, PLEASE ASK THEM TO STOP.

IF THEY DO NOT, TELL A TEACHER IMMEDIATELY.

We will have a happy school if we all follow these rules.

Thank you!

St Benedict's Junior School



Code of Conduct – by Area

Classrooms

- Follow your classroom rules.
- Listen actively to others.
- Try the strategies agreed in class if you do not know what to do.
- Ask if you need help.
- Ask again if you still do not understand.
- Look after the equipment.
- Line up and move around the room calmly and quietly.

Games and PE (including Fixtures)

- At fixtures, win or lose with grace – cheer the winners if they are the opposing team, shake their hands and thank them for any hospitality provided.
- Store your kit bags neatly in the space allocated to them.
- Teamwork is crucial in many sporting events, support and encourage your teammates at all times.

Playground

- Ask an adult for permission to leave the playground.
- Include others in your games.
- Line up quickly and quietly at the end of break time.
- Look after the playground equipment.
- Hurting others with your words and actions is not allowed.
- Ask an adult for help if you are hurt or if you need help with friendships – that is what they are there for!

Moving Around the School

- Walk silently and calmly on the stairs and along corridors.
- Keep to the right in corridors and on the stairs.
- If waiting to enter a room - line up and wait quietly to enter.
- Stand back and allow adults to pass through doors first.
- Respect the Prefects and do as they ask you to do.

Gathered Together (Assembly/Abbey)

- Join in with prayers, responses and hymns.
- Allow others around you time and space for peaceful reflection.
- Make sure your uniform looks smart.

School Trips

- Line up in silence in register, number or group order as instructed.
- Follow instructions.
- Board coach or other mode of transport carefully and sensibly.
- Greet driver and thank on way off.
- Fill seats from row two or three (depending on number of staff) back.
- Respect the coach – no eating or drinking and do not adjust seats, flip trays, pull curtains or kick seat in front.
- Do not stand up until asked to do so by an adult.

Out and About and at Fixtures:

- Be polite and respectful towards other schools and adults you meet.
- Walk sensibly and follow group leader's instructions at all times.

Dining Room

- Speak clearly to the dining room staff and politely express what you would or would not like.
- Sit where you are instructed; you must not move yourself to be beside friends.
- Mealtimes are intended to be sociable. Talk with a normal talking voice, but if the noise level is too high you may be asked to eat in silence for a period of time. Children will be kept behind if they talk when asked to sit in silence.
- Try not to make a mess around you and never play with/throw food and water.
- Show good table manners; do not talk with your mouth full. Those having a school meal must use a knife & fork and spoon as appropriate.
- Do not touch or interfere with other children's food.
- Try to eat most of the food you have taken, keeping waste to a minimum.
- Clear plates and trays carefully when instructed.

Appendix E

Guidance for Members of Staff

Guidelines Re Behaviour Management

- High standards are expected of all pupils and staff
- Discipline is always to be conducted in a friendly and supportive manner
- Encouragement, praise, and rewards for achievement, contribution and good behaviour must be central to our ethos and philosophy.
- Promote a close partnership between Home and School
- Emphasis upon self-discipline and personal responsibility
- All members of staff are at all times responsible for the effective maintenance of discipline re courtesy, punctuality, and tidiness
- There must be consistency in discipline - all members of staff are expected to take action if they see pupils misbehaving

Commendations / Positive Behaviour Stickers / House Points

- Rewarded for exceptionally good pieces of work or effort
- Consistently good work ethic or much improved level of effort
- Recognition of a pupil averaging a very good level of effort across the full range of academic and co-curricular activities
- Helpfulness and courtesy
- Contribution to school life
- **Headmaster's Commendations** - awarded to pupils by the SBJs Headmaster, including on the recommendation of the respective Heads of the Key Stages, for outstanding effort and achievement

Hot Choc / Ice Cold Friday Nominations

- For consistently going above and beyond whilst contributing to the life of the school

Sanctions	Typical Offences
Classroom/Corridor/Assembly management and discipline: admonishment/s and warning/s	<ul style="list-style-type: none">• Eating & drinking whilst moving around the School building• Inappropriate talking (low level)• Late Lesson disruption (mild)• Not listening• Occasionally not handing in Prep• Occasionally not completing Prep• Occasionally bringing incorrect equipment/books• Silliness• Unkindness (mild)

Academic Detention: to be used for completing academic work only	<ul style="list-style-type: none"> • Persistently not handing in and completing Prep. • Failure to catch up Prep after warning and extension
Demerit / Detention (Lunch time or after school)	<ul style="list-style-type: none"> • Failure to respond to classroom discipline or referral to Head of Key Stage • Persistently arriving without equipment and books despite warnings • Persistent minor misbehaviour • Persistent low level lesson disruption • Regularly off task despite warnings • Significant disruption of lessons which affects other pupils • Regularly off task despite warnings
Saturday Detention	<ul style="list-style-type: none"> • Deception/lying • Disobedience • Graffiti • Rudeness to staff • Serious Swearing
Exclusion, Inclusion or Suspension: for the most serious disciplinary offences; investigated and authorised on an individual 'case by case' basis and authorised by the SBJs Headmaster	<ul style="list-style-type: none"> • Malicious accusations against other pupils or staff • Theft • Vandalism • Violence (e.g. Fighting)

General Principles for Sanctions

Level 1 Things that children might do on a daily basis:	Level 2 Things considered unacceptable which might arise from time to time (e.g. in lessons or around the school in general):	Level 3 Any single act of sufficiently bad behaviour (<i>or persistent lower level misdemeanours, despite intervention by colleagues at both levels 1 & 2</i>) To be reported to the respective Heads of Key Stages, Assistant Head, Deputy Head and SBJs Headmaster.
<ul style="list-style-type: none"> • Poor standard of work (due to lack of effort) • Failure to produce work • No School Planner • Not in correct uniform • Untidy appearance • Noisy or unruly behaviour • Excessive talking or calling out in a lesson • Running in the buildings 	<ul style="list-style-type: none"> • Persistent poor standard of work (due to lack of effort) • Persistent failure to do prep • Disruption to lessons • Insolence, rudeness or disobedience • Unkindness to other children • Inconsiderate or offensive behaviour out 	<ul style="list-style-type: none"> • Wilful damage to classrooms or property • Physical aggression towards others • Blatant refusal to co-operate in lessons • Intimidating or bullying other children, which could include sexist and racist comments • Cyberbullying • Leaving the school site

<ul style="list-style-type: none"> • No equipment or books for lessons, no Games kit • Careless with property • Late for lessons with no reasonable excuse 	<p style="text-align: center;">of lesson time</p> <ul style="list-style-type: none"> • Mobile phones persistently not handed in • Mobile phones used on school premises during school day • Continued lower level misdemeanours despite previous Level 1 interventions by staff 	<p style="text-align: center;">without permission</p> <ul style="list-style-type: none"> • Stealing • Entering inappropriate internet sites • Truancy • Deliberate action that puts the Health and Safety of the school community in jeopardy
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This policy will be reviewed by the SMT on an annual basis. The SBSE Board of Governors will note any amendments that have been made to policy/practice and give formal acknowledgement of said amendments at the next SBSE Board meeting.