

S. Anselm's School



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Policy Category: Safety & Wellbeing

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Behaviour and Sanctions

General

The behaviour of the pupils at S. Anselm's is exemplary and our pastoral care throughout the school was rated as 'Excellent' as identified by ISI December 2018. A culture of mutual respect between staff and pupils and indeed among the pupils themselves, has led to an atmosphere of trust and a desire to behave well. There are obviously occasions when a pupil misbehaves, and appropriate sanctions are in place to deal with this. We reflect on our practice and guidance has been taken from the DfE advice – Behaviour in Schools 2024.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. We do not use corporal punishment at S. Anselm's School.

Maintenance of Good Behaviour

S. Anselm's School has a culture where pupils and staff flourish in safety and dignity. It is particularly important that the head leads the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life.

Staff are collectively responsible for ensuring that manners are of the highest standard within the classroom, corridors, on the game's pitches, in the dining room and indeed everywhere in the school. Good manners are also a requisite for fixtures and school outings where pupils represent the school.

Staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. This happens during new staff induction and at regular intervals during INSET days and at least annually.

To make the expectations of the school clearer for the pupils, the working party (Summer Term 2021) drew up a comprehensive document which is shown in **Appendix 1**. This encompasses expectation for the pupils in the domains of attitude and behaviour, academic and social spheres. Further clarity is added by dividing the S. Anselm's pupil expectations into the categories of the pupils being ready to learn, during lessons and throughout the school day and the expectations of when pupils are at home.

This document is widely shared and communicated including in form and PSHE sessions and in assemblies and a copy of these expectations is placed in all pupils' planners in Years 3-8. At this time, the working group also developed an acronym to help share the message of the S. Anselm's pupil expectations, especially for the younger members of the school community:

In a nutshell...
S. Anselm's pupils
A lways
N eed to
S trive for
E xcellence,
L isten carefully,
M ake the most of opportunities and
S upport each other.

The work on pupil expectations has helped to improve consistency of behaviour across the school.

Tutors and tutor assistants have a form or year group for which they have a special responsibility. They see their tutor group on a daily basis and are responsible for over-seeing their well-being. Tutors play a vital role in the daily lives of their tutees. At the beginning of each school year, the form tutor will read through the S. Anselm's Pupil Ethos and Expectations and discuss the guidelines. They will also ensure these expectations are read in the pupils' planners and most importantly understood. (See **Appendix 1**).

Form tutors provide continuity for the tutees and is the person to whom the pupils and parents first turn to if needed. Form time in the morning and reading period in the afternoon are valuable times to discuss other matters which are often related to 'PSHE'. Preps, comments from parents/teachers and blue slips are all recorded in pupils' planners. Tutors check planners and collect house points at least once a week. Tutors sign planners each day/week (age dependent with Years 3-5 each day and years 6-8 each week); parents or house parents in the case of boarders also sign the planners weekly (and more frequently for the younger pupils).

We also have guidelines and rules for S. Anselm's pupils. (**Appendix 3**). The predominant rules are that common sense should be always used. Where a pupil is unclear if something is allowed, they are taught to seek advice beforehand. Teachers will regularly reinforce these guidelines daily. A copy is also displayed on the Pastoral Care Notice Board.

We also have a house system that runs throughout the school to encourage positive behaviour, good work-ethic and promote teamwork. From Reception to Year 8 pupils are placed into one of four houses: Churchills (blue), Nelsons (green), Pitts (red) and Wellingtons (yellow). Throughout the year, the children are awarded house points during a variety of events such as the House Shout, House Sports Matches, House Quizzes and Sports Day. Pupils can also earn house points for good work or good behaviour. We also have a system of 'Show Ups' awarded for outstanding work/ actions. If a pupil achieves a Show Up they are also awarded three house points.

In the Michaelmas term, all pupils participate in an Anti-Bullying Week where they receive an age-appropriate booklet outlining how the school will support them. This is also displayed in the Pupil Planner. The children also have a PSHE lesson linked to this theme to reinforce positive behaviour and discuss ways of helping others. A weekly PSHE lesson is taught from Year 1 – 8 where the pupils cover a variety of topics focusing on personal and social skills. (See PSHE Handbook)

Pupil responsibility and leadership is another important part of the S. Anselm's ethos. Year 8 prefects and monitors are occasionally asked to help staff supervise children. These moments would include lining up to go into the dining room at mealtimes, at lunch tables and in the changing rooms. When off duty it is the expectation that Year 8 prefects continue to be positive role models for the rest of the school. The Head and pastoral staff discuss with prefects the nature and responsibilities of their roles. We also appoint monitors in Year 8 and these pupils have specific responsibilities such as running the Sound Booth, playground duties and being assigned to the Innovation Centre. (See **Appendix 5** – The Role of S. Anselm's Prefects)

Rewards

Pre-School & Pre-Prep

Nursery Sticker Chart

Children in Nursery have their own sticker charts which they aim to fill.

Daily Rewards

Each class will receive stickers for both work and behaviour whenever an adult feels it appropriate. Some children will also receive a reward in other ways appropriate to their age such as 'Star of the Day' and Golden Time.

Characteristics of Learning

These are rewarded constantly within all classes and always referred to. Children are rewarded for these by a short description being written on a post it note and displayed in class. Stickers will be given to reward this too.

House Points

From the Lent term in Year 2 the pupils will be able to collect House points for positive behaviour or work. These are collected weekly and contribute to the weekly total for their house.

Celebration Assembly

Each week a child from each class will receive a certificate during our Celebration Assembly. This will reward demonstration of one of our Characteristics of Learning. A second child from each class will receive a 'Wonderful Work of the Week' certificate.

End of Term Prizes

At the end of every term a child from each class will receive an Effort Prize and another will receive the Progress Prize. These are presented in our own Pre-Prep Prize assembly.

In Year 2, the children will also be able to receive a cup for demonstrating a certain quality; for example Determination or Achievement.

Prep School

For good work, a house point may be awarded to a child and is recorded on the child's individual house point chart by the member of staff. House points may be awarded for academic attainment (perhaps for written work, art pieces or test scores) or for excellent effort (perhaps a child has produced a full page of writing or worked independently when this is usually a struggle) or they may also be awarded for initiative resulting in helpfulness or excellence outside the classroom. The children hand house points into their Form Teachers. Each week the house points in the Prep School are added up to give a winning house for the week. The flag of the winning house is then hoisted in the car park for all to see, this is also communicated in the school's weekly bulletin and announced at the prep school assembly. At the end of each term the Prep School house with the greatest quantity of house points is presented with a trophy in Prize Giving or at the end of the academic year on Speech Day.

As a reward for exceptional work or effort, the teacher may award a 'show-up' which is worth three house points. 'Show-ups' take place in the library twice a week where certificates and rewards are given and this is an opportunity for the pupils to show their work to Senior staff, who will look at this, ask questions and award a certificate and small treat. This information is recorded and a total number of Show Ups per term is displayed on the child's report. When a pupil receives three show-ups, a Commendation is awarded for which a letter and certificate are sent home. School reports clearly indicate the number of show-ups and commendations that a pupil has received since the previous report.

A Prize Giving assembly takes place for pupils from years 3-8 at the end of each term. Prizes are awarded to pupils for academic excellence, for effort and for being a good citizen in each form. Sports' colours and other achievements are also awarded at termly Prize Giving. At the end of the summer term books, cups and other awards are presented at the annual Speech Day. This is additional to Summer Term Prize Giving.

Sanctions

Pre-School & Pre-Prep

A child who is unable to sustain good behaviour may be given a report card which will track behaviour week by week. This will be introduced only after consultation with their parents and the class teacher.

The Pre-Prep Department disciplinary sanctions are listed below:

1. If the misdemeanour continues, the child will sit down with their class teacher and the Head of EYFS (the teacher witnessing the incident will also be present) and a discussion will ensue. A short-term positive reward system may be introduced and realistic identified goals set for the child.
2. The class teacher will discuss the matter with the child's parents and work in partnership with them to rectify the situation via home and school guidance, including a positive reward system. e.g. a sticker chart
3. In cases of continued misdemeanours, a meeting will be held between the parents and the class teacher. Regular reports will continue.
4. If stages 1-3 have not resolved the issue, the Head will meet with the parents, and the class teacher.
5. In extreme, continuing cases, there will be suspension. This will usually be 1-2 days but may be altered if appropriate.

6. Where all previous stages fail to succeed, the Head will review the pupil's future place in the school.

If deemed appropriate, in order to help pupils improve, a member of the Senior Leadership Team may speak to the pupil(s) involved at any stage in the process

The Head will be made aware of any situations reaching stage 2 of the above process and will be kept fully informed. All incidents regarded as major incidents will be recorded by class teachers.

Transition from Pre-Prep to Prep

When a child moves from Pre-Prep to Prep, explanations will be given about the standards of behaviour expected. The children will have spent time in the Prep School with the form teacher and so will understand these expectations. These are also summarised in the Prep School planner for all children in Years 3-8.

New children to the school will have the standards of behaviour expected explained to them by their form teachers and other staff when joining the Prep School and will be helped and guided by the staff, their senior and junior guides and their peers to achieve these standards. The information in the pupil planner is helpful here.

Prep School (See Appendix 2)

There are certain forms of behaviour that are unacceptable at S. Anselm's School, which we regard as very serious breaches of our school ethos.

The following are examples of unacceptable behaviour:

- Any form of bullying.
- Offensive and inappropriate language.
- Disrespectful behaviour shown towards any member of the school community.
- Deliberate use of any dangerous implement or inappropriate physical behaviour.
- Bringing into school any harmful substance or inappropriate adult material or sharing or participating with these substances or materials.
- Deliberate misuse of school facilities or vandalism.
- Bringing into school any unauthorised electronic equipment.
- Inappropriate use of the schools ICT facilities.
- If a child repeatedly misbehaves in the classroom in the same way – and has not responded to praise / being placed on a report card.
- Setting a poor example for younger year groups.
- Inappropriate contact between pupils including sexual contact, which may result in a safeguarding concern.
- Using discrimination against any one with protected characteristics.

The working party (Summer Term 2021) addressed the intelligibility of the sanctions at S. Anselm's by considering the level of concern, which sanctions themselves are fitting, the concern is recorded and communicated at the correct level and who should take responsibility for awarding the sanction. This information is summarised in **Appendix 2** and simplified below.

Severity Level	Sanction
1: Not reaching a basic school expectation/ minor infringement	WARNING
2: Repeated Level 1 concerns/ intentional breaking of school expectations.	10 MINUTE DEBT

3: Repeated Level 2 concerns (three 10-minute DEBTS in a 7 day period) OR serious incident/serious disruptive behaviour.	SLIP/ 20 MINUTE DEBT
4: Repeated Level 3 concerns OR Three Slips per term OR very serious disruptive behaviour or incident.	DETENTION
5: No improvement post Level 4 action. OR extremely serious disruptive behaviour or incident.	SERIOUS SANCTION

The work on sanctions has helped to improve consistency of behaviour across the school and this continues to be monitored.

The school runs a system of disciplinary slips for when a concern has reached a certain level. Slips relate to general behaviour around school (level 3 severity- see above as well as **Appendix 2**) and for issues related to academic work. Any inappropriate behaviour or unacceptable work which is not severe enough to merit a slip, could result in a minor sanction. Any behaviour resulting in damage to the site or incurring costs to the school may require parents to reimburse the value.

Slips

Staff indicate on the slip the reasons for its allocation, so patterns of behaviour can be monitored. Both behaviour and academic concerns can be highlighted. The slip has been designed to be both informative and easier to use. There are two parts to the slip: the larger left-hand section is glued in the pupil’s planner so parents and tutors are aware and the smaller right-hand section is retained for the school records.

Slips were reviewed and updated during the 2021-22 academic year and look like this:

These relate to general behaviour (right-hand column on the slip) and academic issues (left-hand column on the slip) include, but are not restricted to:

- Three ten-minute debts accumulated in a seven-day period
- Very poor classwork
- Very poor or no prep
- Tardy punctuality
- Poor attitude
- Inappropriate use of technology
- Lack of equipment or kit
- Uniform/ appearance
- Unkindness/ teasing
- Poor behaviour in class
- Poor behaviour at break
- Discrimination
- Inappropriate language

- Out of bounds
- Vandalism
- Other

There is also a space for the teacher/ staff member to add extra detail if needed. The Deputy Head records slips and a log is kept in the school office, so a record is kept and patterns can be identified, to ensure children understand what is right and wrong, especially if offences are repeated.

Within one term, if a child reaches two slips, they are spoken to by the form tutor and Head of Phase and warned of their conduct. Accruing three slips in a term will result in a detention. In the first instance, the detention will last one hour and take place outside of lesson time. The duration will increase by 30 minutes per additional detention (within reason). A senior member of staff will inform parents when a detention is due, outlining the reasons for the slips. Pupils should wear school uniform for the detention, and the time may be spent catching up with incomplete or unsatisfactory work.

Parents will receive the total number of slips and detentions on the school report at the end of each term. Slips do not carry over to the following term although if a detention is due, this may take place at the start of the following term.

Incidents are reported on the ISAMS Well-Being Manager by the teacher who witnessed the incident. This helps patterns be identified and a chronology established, if appropriate.

Incidents involving:

- students with protected characteristics
- major sanctions
- bullying incidents
- physical restraint

should be recorded within the designated log and these are housed in the school office.

Report Cards – Appendix 3

It may be appropriate for some pupils to be put 'on report' to help them to focus on a specific area of school life. The pupil will be provided with a card to be signed by the teacher at the end of each lesson and, when necessary, a comment may be given. A number is awarded depending on success of the pupil focus within the lesson.

We have developed three report cards, with one focusing on behaviour, a second report concentrating on learning and academic progress and a third which focusses on supporting a pupil. This change was implemented to help pupil's pinpoint how they can modify and develop more desirable or successful learning/behaviour outcomes.

Before a child starts their report period, a tutor or senior member of staff will discuss their report targets with them, so that they understand what elements of the lesson will contribute towards their report grading. As a student progress through the school, they are encouraged to play an active part in setting their own report a targets and evaluating their success.

The form teacher and parents/house parents will look at the report card each evening and a member of the SLT will discuss the report card with the pupil at the end of the week. A pupil will stay 'on report' until there is sufficient success.

Disability & Special Needs

The school has a duty to make reasonable adjustments in addressing behaviour issues if a child has a disability or special needs. Some pupils with Special Educational Needs may have a visual warning system, such as a traffic light coding card, that allows the teacher to clearly indicate the different stages of the warnings. 'Time out' cards may also be used for certain pupils.

Where the behaviour of SEN pupil is such that sanctions need to be implemented, it will be carried out in a sensitive and appropriate manner by the teacher in consultation with the Head of Learning Support and the Head teacher. (Equality Act, 2010)

Boarding

Guidelines for rewards, sanctions and discipline during boarding hours are outlined in the Boarding policy. These are different to those in the daytime, and we felt it was important to have a clear distinction for the pupils. However, recording (Wellbeing manager on iSAMS) and pastoral meetings do join matters together when necessary.

Appendix 1: S. Anselm’s Expectations Overview

Esse Quam Videri
To be, rather than to seem to be

At S. Anselm’s our combination of tradition and informality engender a sense of partnership between teacher and pupil. We share the excitement of education and discovery, encouraging method and perseverance so that children experience the satisfaction of taking responsibility for their learning and for their achievements.

S. Anselm’s School aims:

- to encourage individuality, creativity, perseverance and tolerance
- to develop inquisitive thinking, with a love of learning where independent thought is celebrated
- to foster in every child, a clear understanding of themselves and what they can contribute to society
- to help pupils recognise strengths in others and to understand how they are different.
- Anselmians will be encouraged to discover more for themselves
- to instil in Anselmians the value, moral courage and inner strength to connect effectively with the modern world, not merely to succeed but to make things better for those around them
- to help foster in pupils, former pupils, parents and staff, pride in the S. Anselm’s community and for them to feel valued and nourished by the community.

To achieve these aims, S. Anselm’s has the highest expectations for its pupils.

S. Anselm’s Pupil Expectations

In a nutshell...
<p>S. Anselm’s pupils Always Need to Strive for Excellence, Listen carefully, Make the most of opportunities and Support each other.</p>

	<u>Attitude and Behaviour</u>	<u>Academic</u>	<u>Social</u>
Being ready to learn.	<ul style="list-style-type: none"> • Maintain a high level of attendance and attend punctually every day. • Arrive at school with a positive attitude and willingness to learn. 	<ul style="list-style-type: none"> • Anticipate learning and have a can-do attitude, be prepared to try and be willing to have a go. • Expect to learn something new in every lesson. • Know that I will reach further every day. 	<ul style="list-style-type: none"> • Find out what opportunities are available to me and participate where possible. • Talk to parents and teachers about any concerns in school.

	<ul style="list-style-type: none"> • Arrive promptly to school and school events • Adhere to the uniform policy in its entirety. • Bring the correct equipment each day. 	<ul style="list-style-type: none"> • Reflect on what I have learnt to consolidate memory and deepen wisdom. 	
During lessons and throughout school day.	<ul style="list-style-type: none"> • Arrive punctually for all lessons. • Stand up when an adult enters the room. • Keep my Pupil Planner open, on today's date, on my desk, always during lessons. • To only talk during lessons when it is appropriate to do so. • Follow all reasonable instructions from teachers without question. • Inform my teacher in advance if I will knowingly be missing a lesson for any reason. • Behave well whilst between lessons, when travelling to and from school and on school trips. • Look after my own belongings and school property. • Follow the school's behaviour expectations. • Abide by the school's mobile phone policy. • Be kind and include others positively in lessons and break times. • Always use appropriate language. • Do not chew gum or create litter. • Have good table manners. 	<ul style="list-style-type: none"> • Work hard to achieve my targets. • Strive to fulfil my academic potential. • Listen carefully to instructions. • Pay attention and stay on task. • Strive to work answers out for myself or with peers to promote independence. • Help other pupils by allowing every teacher to teach and every learner to learn. • Engage positively with technology and use it appropriately for my own learning. • Catch up on any learning and work missed during music, Lamda lessons or other absences. 	<ul style="list-style-type: none"> • Take responsibility for my own wellbeing and seek support when needed. • Be thoughtful in my approach to self and others. • Always communicate in a polite and appropriate manner. • Engage and communicate with all staff in a respectful and courteous manner. • Build positive friendships and be kind to all, including myself. • Treat all equally and with kindness. • Become fully immersed in the pupil experience and the rich extra-curricular life of the school. • Ask if I can help others. • Get involved in my House and charity events. • Let a trusted adult know if I need help or feel a friend or another pupil needs guidance or support. • Stay within the school play areas.
At Home	<ul style="list-style-type: none"> • Let your parents know what you have been learning about, what you found interesting and what achievements you have made and if you have any concerns. • Show my Pupil Planner to my parents each evening. • Use technology as a tool to support learning and to do so responsibly and with a high code of online etiquette. 	<ul style="list-style-type: none"> • Complete all homework and home assignments to the best of my ability. • If I am unsure of some work, read my textbook, try and find out or make a note to ask friends or a teacher the next day. • Develop good independent study habits and seek support if struggling to do so. • Read every day! • Stay up to date with the news. 	<ul style="list-style-type: none"> • Use technology responsibly and in an age-appropriate manner. • Not use technology to engage in cyberbullying or unkindness. • Take time to spend time with my family. • Rest and relax so I am ready for the next school day. • Follow a healthy lifestyle by eating a balanced diet and exercising regularly.

Appendix 2

S. Anselm's Sanctions Overview

Positions within document

1. **Head** – Mr Peter Cook
 2. **Senior Leadership Team** – SLT
 3. **Head of Phase:**
 - Head of EYFS** - Katie Baldwin
 - Years 1 and 2** –Liaise with KBa and Pre-Prep Team.
 - Years 3-5** – Louise Flack
 - Years 6-8** – Alison Whawell
- **Form Tutor**
 - **Class Teacher**

Pupil Expectations

Good behaviour is inextricably linked to the happiness and wellbeing of children in school and their ability to access and enjoy an education that brings out the best in them. For the wellbeing of all pupils and adults in the school community, every pupil is expected to meet the standards set out in the “School Expectations” whilst in the care of the school.

The “School Expectations” will be placed in the Pupil Planner on the first day of term. Pupil Planners should be placed open on the child’s desk at the beginning of every registration and every lesson so that it is readily available to staff and pupils to make relevant notes in.

Whilst meeting the high standards of good behaviour at S. Anselm’s is considered normal, staff will recognise and praise children meeting these standards to encourage appropriate formation and personal growth.

If, on occasion, a pupil does not meet the School Expectations, a consistent set of responses will be used by staff to encourage a return to the usual high standards.

S. Anselm's Behaviour Policy Sanctions

Severity Level	1 = WARNING	2 = 10 MIN DEBT	3 = BLUE SLIP/20 MIN DEBT	4 = DETENTION	5 = SERIOUS SANCTION
Concern	Not reaching a basic school expectation. Minor infringement. Low level disruption.	Repeated Level 1 concerns. Intentional breaking of school expectations.	Repeated Level 2 concerns. (Three 10 minute DEBTS in a 7 day period) OR Serious incident/serious disruptive behaviour.	Repeated Level 3 concerns = Three Blue Slips per term. OR Very serious disruptive behaviour or incident.	No improvement post Level 4 action. OR Extremely serious disruptive behaviour or incident. Criminal, dangerous or other incident that brings risk to members of the school community and/or disrepute to the school.
Sanction options	Verbal warning for Pupil. Teacher makes 'WARNING' clear to pupil. Teacher may discuss the concern with pupil after the lesson.	2 nd WARNING - Written in planner by Class Teacher. Pupil given 10 min DEBT at break time. Teacher supervises pupil in agreed location at an agreed time. This should be logged in the pupil planner.	Blue Slip issued by Form Tutor (during afternoon registration) for three 10 minute DEBTS in one week. OR Blue Slip issued by teacher for serious incident. 20 min DEBT – pupil joins a different lunch and misses 20 minutes of their lunch break <i>Punishing teacher/Form Tutor to sign Pupil Planner at the end of the 20 minute DEBT in Dining Hall area.</i>	Head of Phase/Form Teacher addresses concern with pupil. This will include what needs to improve moving forward, and the consequences if it does not. One hour afterschool Detention with Head of Phase/SLT. <i>Time to be pre-arranged with parent as it may change pick up time.</i>	Referral to SLT/Head Teacher for more serious sanction such as:- Pupil misses free time throughout the day(s) located outside Head Teacher's Office Internal Suspension (does not attend lessons but completes work outside Head teacher's Office) Fixed Term Exclusion Permanent Exclusion
Recording and Communication	No shared written record needed. Teacher may keep their own record though.	Concern written in Pupil Planner by teacher. Teacher signs concern written in planner when 10min DEBT complete.	Blue Slip recorded on School Database and given to AWh. Parents sign Pupil Planner to acknowledge Blue Slip (Form Tutor checks this) Concern may be written on Wellbeing. Form Tutor/SLT aware that Blue Slip has been given.	Email or Phone call to parents by the Head of Phase. Detention written on School Database by Head of Phase/AJW. Concern will be written on Wellbeing depending on nature.	Parental Interview with SLT Record on School Database and Wellbeing Manager and Serious Incidents Log in Office
Responsibility	Class Teacher	Class Teacher Form Tutor aware when they see the note in Pupil Planner and they should initial this to show this infringement has been noted and discussed with the tutee.	Form Tutor SLT	Form Tutor/Head of Phase/SLT	SLT/Head Teacher

Behaviour Concern Level 1

Severity Level	1	Action
Behaviour Concern	Minor infringement. Low level disruption.	Typical examples of concerns are: Late for class without acceptable reason. Inappropriate talking in class, such as interrupting or being too loud. Low level or minor disruption in class or around school. Inappropriate wearing of uniform. Occasionally bringing incorrect equipment to class. Low level teasing of another child. (Not yet bullying STOP = Several Times On Purpose)
Sanction options	Verbal warning for pupil. Teacher to indicate clearly that this is their 1st WARNING . Another WARNING will result in a 10 minute DEBT at breaktime. Teacher may discuss the concern with pupil after the lesson.	It should be clear to the pupil that this is their warning. Pupils are aware that continuing will result in a 10 min DEBT.
Recording and Communication	No central written recording needed. Teacher may keep their own record.	
Responsibility	Class Teacher	Class Teacher

Behaviour Concern Level 2

Severity Level	2	Action
Behaviour Concern	Repeated Level 1 Concerns after 1st WARNING has been given OR Intentional breaking of school expectations.	Typical examples of concerns are: Chewing gum anywhere on school site. Drinking or eating in class without permission. The exception is water, which should be encouraged as part of a healthy lifestyle. Littering. Inappropriate talking in class, such as repeated interrupting or inappropriate language towards others. Inappropriate boisterous behaviour anywhere on school site Possession of mobile electronic device which should have been handed in. Repeated teasing of a child at a level which would cause the average child to be upset. Minor misuse of ICT and/or internet (e.g. gaming in class).
Sanction options	Written warning in Pupil Planner by class teacher. 10 min DEBT during break with class teacher. Tutor has supportive conversation with pupil.	10 minute DEBT at break time Sanction should be appropriate to the age of the child and to the severity of the poor behaviour.
Recording and Communication.	Written in Pupil Planner. Recorded on Well Being Manager if the teacher feels it needs to be shared more widely.	The recording of the incident should be entered into the Pupil Planner. Pupil encouraged to spend their time writing an apology letter, or explanation to the teacher or finishing work from the lesson.
Responsibility	Class Teacher	Class Teacher to sign Pupil Planner when 10 min debt has been completed.

Behaviour Concern Level 3

Severity Level	3	Action
Behaviour Concern	Repeated Level 2 concerns. (Three 10 min DEBTS in one week) OR Serious incident or disruptive behaviour.	Typical examples of concerns are: Repetition or more serious incidents of Level 2. Petty theft. Truancy. Failure to attend a previous 10 min DEBT. Failure to attend school sport fixture or music event without informing Lead Teacher/Organiser. Use of mobile electronic devices without permission from teacher. Inappropriate boisterous behaviour anywhere on school site, which is disruptive or upsetting to others. Deception and/or lying. Misuse of ICT and/or internet (e.g.: accessing inappropriate sites). Behaviour which is more severe than level 2
Sanction options	Blue Slip issued by Form Tutor for repeated Level 2 concerns indicated in Pupil Planner. Blue Slip issued by teacher for serious incident.	Blue Slip put into School Planner. This should be signed by parents to confirm receipt. Pupil may be placed on a Behaviour Monitoring Report Card which will be taken to every session and signed by the relevant teachers.
Recording and Communication	Blue Slip put into Pupil Planner. Parents sign to acknowledge receipt. Blue Slip recorded on School Database. Noted on Well Being Manager under perpetrator and linked to victim(s) and any co-perpetrators Head of Phase made aware that a Blue Slip has been issued through record on School Database.	The incident must be recorded in the Pupil Planner with a blue slip and must be recorded in Blue Slip Record document (AWh). 20 minute DEBT at lunch time. Pupil attends a different lunch and completes 20 minute DEBT after lunch is over. Pupil Planner to be signed after DEBT. Form tutor to engage in constructive conversation with pupil. Head of Phase involved if deemed necessary.
Responsibility	Form Tutor or Class Teacher (if serious incident) to ensure pupil attends lunchtime DEBT.	Form Teacher/Class teacher/Head of Phase monitors concern Pupil Planner to be signed by Lunch Duty Team after 20 Minute DEBT completed.

Behaviour Concern Level 4

Severity Level	4	Action
Behaviour Concern	Repeated Level 3 concerns. – Three Blue Slips per term OR Very serious disruptive behaviour or incident	Typical examples of concerns are: Repetition or more serious incidents of Level 3 concerns. Confrontation with any member of staff. Indirect discrimination when someone is treated unfairly because of a protected characteristic such as racist language or behaviour. Homophobic or sexist language or behaviour. Assault of student: defensive action. Recording and /or publishing of lessons or any school activity without permission. Serious theft. Bullying that results directly or indirectly to the harm or distress of others. Harmful or serious misuse of ICT and/or internet (e.g.: hacking). Vandalism of school site or property. Deliberate tampering of others' property so as to cause harm or distress. Inappropriate flirtatious or sexual contact whilst in the care of the school. Possession of cigarette/cigars/tobacco and/or smoking on site. Smoking off site wearing school uniform or on school trip/external activity.
Sanction options	Head of Phase to address concern with pupil. This will include what needs to improve moving forward, and the consequences if it does not. One hour afterschool detention with Head teacher. The manner of detention to be decided by Head of Phase in relation to the pupil concern. Detention may include: <ul style="list-style-type: none"> • Writing a written reflection/apology • School community service, e.g. litter picking 	Formal conversation with Head of Phase. This conversation will be recorded in the Pupil Planner. Conversation feedback provided to tutor. Tutor has supportive conversation with pupil.
Recording and Communication to Parents.	Record of conversation in planner. Email or Phone call to parents by Head of Phase. Form Teacher/Head of Phase to record on Well Being Manager. Extra information may be written in student file stored in school office.	Conversation actions communicated to parents through email or phone call. Actions recorded School Database and WellBeing Manager. Extra information may be added to the student file. Time frame outlined for improvement. This should be discussed and agreed by pupil. Reviewed after timeframe with pupil to measure improvement.
Responsibility	Head of Phase	Head of Phase to discuss actions and timeframe for improvement. Reviewed after timeframe to measure improvement.

Behaviour Concern Level 5

Severity Level	5	Action
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Behaviour Concern	<p>No improvement post Level 4 Action OR Extremely serious disruptive behaviour or incident Criminal, dangerous or other incident that brings risk to members of the school community and disrepute to the school.</p>	<p>Typical examples of concerns are: Repetition or more serious incidents of Level 4. Possession or drinking/ taking of alcohol/ drugs on school site. Direct discrimination when someone is treated unfairly/ unkindly because of a protected characteristic Deliberate disruption to school by setting off fire alarm. Assault of student or teacher: aggressive action. Unprovoked assault on any student or member of staff Serious incitement of religious, cultural and/or sexual hatred. Persistent bullying, including cyber-bullying. Refer to Anti-Bullying Policy. Intimate sexual activity on school site. Posting of distressing or derogatory information and/images of members of student body/ staff on the internet. Verbal abuse towards any member of student body/ staff. Arson. Explicit or illegal sexual activity or indecent exposure on school site or during any school trip/external activity. Possession of knife, firearm, fireworks or similar potentially dangerous weapon on school site or on any school activity/trip. Possession of and/or use of illegal substances whilst in the care of the school. Continued bullying.</p>
Sanction	<p>Referral to SLT / Head Teacher for more serious sanction Serious Sanctions include:- Pupil misses free time throughout the day(s) located outside Head Teacher's Office Internal Suspension (does not attend lessons but completes work outside Head teacher's Office) Fixed term exclusion Permanent Exclusion</p>	<p>SLT/Head teacher to decide consequence for pupil. Possible consequences may include but not limited to: Formal Meeting with Pupil Formal Meeting with Parents Detention / School Community Service. Fixed term exclusion Permanent exclusion If required, inform outside agencies such as Call Derbyshire, LADO, police as appropriate.</p>
Recording and Communication to Parents.	<p>Parental Interview with SLT Record on Wellbeing Manager by SLT. Extra notes may be added to the student file. Update Wellbeing Manager to inform staff.</p>	<p>Time frame outlined for improvement. This should be discussed and agreed by pupil, parent and SLT. Reviewed after timeframe with pupil to measure improvement. Outcome communicated to Head of Phase for continuous monitoring and recording. A formal letter from the Head Teacher will be sent to parents in the event of permanent exclusion. (See Exclusion Policy)</p>
Responsibility	SLT / Head Teacher	SLT / Head Teacher

Appendix 3: S. ANSELM'S RULES AND GUIDELINES FOR PUPILS

These guidelines and rules are for S. Anselm's pupils. The predominant rules are that common sense should be always used. Where a pupil is unclear if something is allowed, they are taught to seek advice beforehand. The Form Tutor/Assistant will reinforce the guidelines listed below at the beginning of the school year. Teachers will regularly reinforce these guidelines daily. A copy will be displayed on the Pastoral Care Notice Board.

Punctuality

No child should be late for any school activity, examples of which are:

- Lessons
- Meals
- Games
- Extras
- Meetings

Tidiness

A child needs to have pride in his/her appearance:

- Tidy hair
- Clean shoes/shoelaces tied up
- Shirt tucked in/sleeves down; socks pulled up
- Maintain a good posture, stand up/ sit up straight
- Sit on a chair properly.

General Manners

- Greet an adult/visitor/peer in a polite and friendly way. Address a member of staff with respect and preferably by name
- Stand up in class for an adult/visitor
- Look person in the eye when talking to anyone
- Open doors/hold a door back/stand back to let an adult pass
- Stop and talk when spoken to/not carry on walking, playing, etc.
- 'Thank You' after activities/lessons, look in the eye/mean it
- Apologise if late.
- Always excuse oneself in advance if missing any activities
- Offer to help carry things/do things
- No questioning an instruction, decision, sanction
- When asked to do something, act immediately and willingly

Table Manners

- Be aware of noise level
- No shouting across table
- Correct use of utensils
- Talk and converse to adults and neighbours
- Make sure head of table has everything he/she needs
- Do not start eating until instructed to do so by head of table
- No stretching – ask politely
- No elbows on the table
- Elbows in when eating

- Eat with mouth closed
- Don't talk with food in the mouth
- No clearing until everyone finished/or instructed to do so by head of the table
- Wait to be asked if you would like a second helping
- Awareness of others

Respect for Adults/ Prefects and Monitors/Peers

- General awareness of others' needs
- Help whenever you can
- Show compassion/care
- No name-calling
- Realise and appreciate what is done for you
- Not to take things for granted
- To help/assist younger members of the school
- Respect authority at all times

INDOORS

- No running
- No ball-games indoors, except in the Sports Hall.
- Both the boys' and girls' changing and boot-rooms are for the purposes of changing, shoe cleaning and match kit preparation only.
- No child may write on the writing boards in the clubrooms or classrooms, or interfere with a teacher's property in these rooms.
- No child may enter the Staff Room, except in a serious emergency.
- Hargreaves Hall: The stage and lighting gallery are at all times out of bounds, except under supervision or with the permission of the Duty Teacher.
- Sports Hall: No children may play on the gym apparatus except under supervision. P.E. shoes must be worn when playing in the gym in free time.

OUT OF BOUNDS

There is an inbounds poster on the pupil notice board and in the Boarders Common Room. Areas out of bounds include:

- Kitchen and stores
- Groundsmen's sheds
- Over Endcliffe Wall
- Boiler Rooms
- Stanedge Road
- Top field

Out of bounds except under supervision:

- Pottery Room
- Car Park
- Swimming Pool
- Pre-Prep and Nursery
- Science Laboratories
- Stage
- Sports Hall and Astro-turf pitch

SILENCE

- Assemblies and Concerts
- Prep
- During fire evacuation

THE MUSIC DEPARTMENT

- The Music Department should only be used for the purpose of sensible music-making
- Pupils should not touch, nor move, any other pupil's instrument or belongings.
- Pupils should use school equipment with respect and return it neatly after use.

THE SPORTS HALL/ASTRO-TURF PITCH

- Pupils are **not** allowed to use the Sports Hall or Astro-turf without supervision.
- Non-marking trainers or Astro-turf boots are to be worn for all sporting activities.
- Pupils may not take/use any equipment, including water bottles, without permission.

DRESS CODE

Pupils are expected to wear uniform in line with school uniform list throughout the school day. All clothing must be labelled.

- *Break* : Outdoor trainers for all, tracksuits if playing on grass during winter months
- *Games & PE*: Appropriate school games and PE kit must be worn during these lessons.
- *Swimming*: Swimming lessons require the school swim trunks/suit. Pupils with long hair must wear a swimming cap.

Appendix 4:

Behavioural Progress Name:

Form:

Date:

Present this form to your teacher at the start of each lesson and to your tutor every day. The Head will also be checking on your progress.

Target/s:

1.

2.

Form Tutor's Comment:

Pupil Reflections:

Head Teacher's Comment:

Parental Comment:

To the Staff: Please rate (1=very successful 3=satisfactory 5=very unsuccessful) and then sign (comments welcome)

Day	Period 1	Period 2	Period 3	Assembly / Form	Break	Period 4	Period 5	Lunch	Reading period	Period 6	Period 7	Break	Period 8	Period 9	Form
	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:40	13:40 – 14:00	14:00 – 14:40	14:40 – 15:20	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
Mon				Hymn Practice	Break			Lunch				Break			
Tues	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				House Meeting	Break			Lunch				Break			
Wed	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00 Year 3&4 only	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	Possible matches with variable finish times	
				Form Time	Break			Lunch				Break 3-4			
Thurs	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				Form Time	Break			Lunch				Break			
Fri	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				Assembly	Break			Lunch				Break			
Sat Year 6-8 only	8.40-9.20	09:20 – 10:00	10:00 – 10:40		10:40 – 11:10	11:10 – 11:50	11:50 – 12:30	12:30							
					Break			Tick Off							

Academic Progress

Name:

Form:

Date:

Present this form to your teacher at the start of each lesson and to your tutor every day. The Head will also be checking on your progress.

Target/s:

1.

2.

Form Tutor's Comment:

Pupil Reflections:

Head Teacher's Comment:

Parental Comment:

Examples include:

Improve effort, focus and independence to help prepare for Common Entrance.

Make more oral contributions.

Work harder by starting activities promptly when asked

Trying to make at least one verbal contribution to discussions

To the Staff: Please rate (1=very successful 3= satisfactory 5=very unsuccessful) and then sign (comments welcome)

Hand in prep.

Ask the teacher when you do not understand

Work harder by focusing 100% on a set task

Consistently complete 75% of work set in a lesson

Day	Period 1	Period 2	Period 3	Assembly / Form	Break	Period 4	Period 5	Lunch	Reading period	Period 6	Period 7	Break	Period 8	Period 9	Form
	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:40	13:40 – 14:00	14:00 – 14:40	14:40 – 15:20	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
Mon				Hymn Practice	Break			Lunch				Break			
Tues	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				House Meeting	Break			Lunch				Break			
Wed	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00 Year 3&4 only	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	Possible matches with variable finish times	
				Form Time	Break			Lunch				Break 3-4			
Thurs	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				Form Time	Break			Lunch				Break			
Fri	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				Assembly	Break			Lunch				Break			
Sat	8.40-9.20	09:20 – 10:00	10:00 – 10:40		10:40 – 11:10	11:10 – 11:50	11:50 – 12:30	12:30							
Year 6-8 only															

Pupil Support Card

Name:

Form:

Date:

Present this form to your teacher at the start of each lesson and to your tutor every day. The Head will also be checking on your progress.

Target/s:

1.

2.

Form Tutor's Comment:

Pupil Reflections:

Head Teacher's Comment:

Parental Comment:

Examples include:

Improve effort, focus and independence.

Work harder in lessons by chatting less to friends.

Ask the teacher when I do not understand.

Check my prep diary every morning

Check I have my pencil case ready at the start of the day

Complete my prep and hand it in on time.

Make more oral contributions.

Accurately write prep & extras in my prep diary

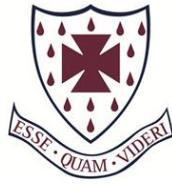
Tick off when I have completed things

Have my pencil case for every lesson.

To the Staff: Please rate (1=very successful 3= satisfactory 5=very unsuccessful) and then sign (comments welcome)

Day	Period 1	Period 2	Period 3	Assembly / Form	Break	Period 4	Period 5	Lunch	Reading period	Period 6	Period 7	Break	Period 8	Period 9	Form
	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:40	13:40 – 14:00	14:00 – 14:40	14:40 – 15:20	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
Mon				Hymn Practice	Break			Lunch				Break			
Tues	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				House Meeting	Break			Lunch				Break			
Wed	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00 Year 3&4 only	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	Possible matches with variable finish times	
				Form Time	Break			Lunch				Break 3-4			
Thurs	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				Form Time	Break			Lunch				Break			
Fri	08.30 – 09:10	09:10 – 9:50	9:50 – 10.30	10.30-10.50	10:50 – 11:20	11:20 – 12:00	12:00 – 12:40	12:40 – 13:50	13:40 – 14:00	14:00 – 14:40	14:50 – 15:30	15:20-15:30	15:30 – 16:10	16.10-16.50	16.50-17.00
				Assembly	Break			Lunch				Break			
Sat	8.40-9.20	09:20 – 10:00	10:00 – 10:40		10:40 – 11:10	11:10 – 11:50	11:50 – 12:30	12:30							
Year 6-8 only															

Appendix 5:



1888

The Role of S. Anselm's Prefects

Introduction

S. Anselm's is proud of its prefect tradition. Any member of Year 8 is eligible to become a prefect (selection processes are outlined below) and once a prefect, the pupil is expected to take on extra responsibilities and duties to help the school. In turn, the pupil receives a prefect tie, blazer badge and acknowledgement on school references/records that they have been appointed as such.

Selection Process for Prefects

In the past, the selection process only involved the Head and teaching staff, however, during PSHE it became clear that the Year 8 pupils would like their voice heard. Therefore the Year 8 pupils now take part in an anonymous vote; voting for four girl prefects, four boy prefects, as well as Deputy Head Girl and Boy and Head Girl and Head Boy. These votes are then presented to the Head/Deputy Head which were used, alongside staff feedback/votes, to make the final selection. New prefects can be appointed at any point during the school year. However, if a prefect is involved in a serious case of misconduct, they may temporarily or permanently lose their position.

Qualities

In PSHE, the Year 8 pupils agree a list of qualities that they feel are important when selecting prefects. These qualities included being kind, helpful, supportive, friendly, a good listener, able to set a good example, hard-working and cooperative.

Responsibilities

- Set an example with their own good behaviour and manners for the rest of school

Prefect Duties

- Guide prospective parents, pupils and visitors to the school.
- Guide younger pupils and new pupils
- Help Duty Teacher get school out at Break (lists of duty teachers and duty prefects is displayed on the white notice board near Hargreaves Hall)
- Lead senior lunch tables every Saturday
- Help to control the lunch queue before and after lunch
- Help with the assembly queue, hold doors for the school and give out Hymn books.

- Responsibility for designated areas of the school (Hargreaves Hall, Changing Rooms, Music Block, Dining Room, Innovation Centre, top court, bottom court, sports hall and astro-turf.

Deputy Head Prefect Duties

- Organise snack rota for mornings and afternoon breaks
- Organise salad rota for Year 8 pupils
- Deliver a speech at the Year 8 leavers dinner
- Assist Head Boy and Head Girl in administering prefect duties

Head Prefects Duties

- Organise a rota for monitoring areas of the school
- Organise tuck rota for boarders
- Deliver a speech at Speech Day
- Administering prefect duties

Privileges

- Prefects tie and badge
- Name in the school diary
- Break time privilege (Presently Saturday morning break)
- Monitors receive a badge.

New from 2022

- To help senior pupils have opportunities and take on leadership roles. The system of monitors has been developed. Roles include Sound Booth Monitors, Playground Monitors and Innovation Monitors.