

Policies and Information

CODE of CONDUCT and School Uniform

Consistency, compliance, rewards, sanctions

CONDUCT & BEHAVIOUR POLICY

ETHOS

The Behaviour Policy at St John's College is a statement of good practice that covers all aspects of our school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

AIMS

1. To encourage adherence to an agreed set of principles of conduct and behaviour by pupils.
2. To support effective teaching and learning.
3. To contribute to mutual respect.
4. To gain the agreement and support of teachers, non teaching staff and parents.

IMPLEMENTATION

- * requires consultation with teaching staff, ancillary staff (including midday supervisors), pupils and parents.
- * a copy of the code may be sent home to parents who may be asked to sign as an indication of support.
- * the Code of Conduct will be displayed in classrooms and other parts of the school as appropriate.
- * the basic code is designed to be brief and easy to learn.
- * it will include only those rules, which our school will enforce. The reason for each rule will be obvious.
- * the basic code will be capable of application to an infinite variety of situations
- * it is designed to encourage pupils to develop responsibility for their own behaviour.
- * all rules and their examples will be expressed in constructive terms.
- * an elaborated version of The Code of Conduct may be made available and similarly displayed.

The Basic Code of Conduct

Attend every day unless genuinely ill

Be Punctual

Work Hard

Act Sensibly

Treat Everyone and Everything with the utmost Respect

IN CLASS, MAKE IT EASY FOR EVERYONE TO LEARN AND FOR THE TEACHER TO TEACH

You must:

- * Arrive on time to every lesson
- * Bring all the equipment you need in a suitable bag
- * Put bags and coats away
- * Begin and end the lesson in a polite and orderly way
- * Listen carefully
- * Follow instructions
- * Work hard

- * Ask for help when you need it.
- * Help each other when it is appropriate but do not distract or annoy anyone.
- * Put your hand up to answer a question.
- * Be sensible at all times
- * Do your homework as well as you can and hand it in on time.
- * Do not eat in the classroom unless supervised.
- * Do not eat in the corridors

ALWAYS SPEAK POLITELY TO EVERYONE

- * Use a low voice - as shouting is always rude
- * Use language which is neither abusive or offensive, but which brings credit to you and to your family
- * Be polite to visitors

LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO

This can include:

- * Trying to understand other people's points of view
- * Not interrupting anyone nor being interrupted by others
- * Being silent when required
- * Not answering back.

KEEP THE SCHOOL CLEAN AND TIDY SO THAT IS ALWAYS A WELCOMING PLACE, of which we can all be proud

This includes:

- * Taking great care of our displays
- * Keeping the walls and furniture clean and unmarked
- * Putting all litter in bins (even if this means carrying it until you find a bin)
- * Wearing the correct uniform to a high standard, and maintaining other aspects of appearance at all times
- * Reporting any damage you see to a teacher, the Bursar or Administration staff.
- * Using our excellent toilet facilities and showers in an acceptable way, leaving them as you would wish to find them.
- * Not eating in the corridors

OUT OF CLASS, MOVE QUIETLY AND GENTLY ABOUT SCHOOL

This includes:

- * Lining up sensibly outside classrooms
- * Walking to lessons rather than running, pushing or barging past others
- * Being ready to help by opening doors
- * Being ready to help by offering to carry things
- * For safety, please keep to the left along crowded corridors and on stairways
- * This pattern of behaviour should also apply outside school
- * Do not eat in the corridors

REWARDS

Statement

We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system.

Aims

To develop a consistent pattern of rewards, which are known, understood and agreed to by all.

To support the code of conduct.

Implementation

This may be achieved in the following ways:

1. To distinguish between informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards such as the giving of merits, for further agreed aspects of school life.
2. Examples of situations and circumstances in which formal rewards (such as merits, certificates, good conduct slips) may be awarded will be reviewed, drawn up and agreed upon in consultation with staff. Departments may wish to consider whether or not rewards need to be differentiated for different age groups. (We may also wish to consult and gain the agreement of pupils)
3. A list of rewards, both formal and informal, may be drawn up for pupils, in order to support the development of consistency.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- * General praise and encouragement in lessons, which should be used as much as possible
- * The Headteacher or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- * Recognition to be given to success of differing kinds in assemblies or in form time. (Current practice to be reviewed and any modifications to be agreed upon and incorporated into this document).
- * Pupils' work to be displayed as much as possible in glazed CASES in order to give recognition to it.
- * A letter home to parents to be used more frequently covering a wide variety of academic and non academic achievements.

SANCTIONS

Statement

Pupils have a right to expect that sanctions will be applied fairly and consistently if behaviour falls below expected norms, and that a clear distinction will be made between serious and minor infringements of the code of conduct.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil; by contrast a light-hearted humorous non-offending remark should be treated with a sense of proportion by all concerned.

There is a relationship between the principles of the Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equal Opportunities Policy would also be incorporated here. In addition, consistency in the application of sanctions has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

Aims

To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the school community.

To support the code of conduct.

Current practice

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to Heads of Departments. The third line of referral is to the form tutor/ Senior staff.

The present policy has the following types and levels of sanctions currently available to:

A. Individual members of staff

1. Detentions (either 15 minutes without notice or 1 hour with 24 hours notice)
2. Punishments 'to fit the crime' e.g. clearing up litter and removing graffiti.
3. Referral, either to the HoD or to the form tutor via conduct slips.
4. Referral letter to the HoD for a letter to be sent home.
5. Sending students to the head of year by prior arrangement
6. In an emergency situation, a pupil may be sent to the deputy Headteacher or the Headteacher.

B. Assistant Heads (pastoral leadership)

1. Putting pupils on report
2. Sending letters home
3. Arranging meetings with parents
4. Temporary exclusion (confirmed by the Head / Assistant Head)

C. Headteacher

1. Permanent exclusion by Head (further confirmed by the Governors).

Head & Senior Leadership Team