

**St John's College**

**BEHAVIOUR POLICY**

This policy applies to the Senior School.

*Version: September 2020*

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## **1) Rationale**

We aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential.

## **2) Introduction**

St John's College's Behaviour Policy has been formulated through the influence of the school's Catholic vision of an inclusive education and the belief in the fundamental dignity of every human being. We aim to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. The school, therefore, promotes good behaviour wherever possible through networks of positive relationships within the structure of the school environment.

The establishment of a good teacher/pupil relationship is central to working effectively with all pupils. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils.

It is essential that within the community of St John's pupils are encouraged at all times to persevere in the behaviour that is necessary to help them develop pastorally and academically; we strive to help them develop as rounded human beings. As part of this, "good works" are recognized and rewarded within the School, not only effort and achievement in the classroom, but also good behaviour and also service to others, whether it be in charitable endeavour or within a team of pupils working towards a particular goal, cultural or sporting. Rewards are a very powerful tool for teachers to use and every opportunity is therefore taken to reward both students' achievement and their good behaviour. This may be through direct praise from a subject teacher or more formal recognition in a Year Group or School assembly.

Students' work is celebrated through displays within subject areas and also around the School. Students, who achieve good Studies Grades or whose grades show significant improvement, receive a congratulatory card from the Assistant Head Academic. Students who have made significant improvement, attained highly within their cohort or who have demonstrated consistently high levels of effort are also invited to a special celebratory lunch with the Headmaster. The Headmaster also hosts an afternoon tea for 'Good Eggs', pupils that have gone out of their way to do good for others. A house point system is used for all students in the Senior School.

### 3) What We Expect from All Students in the Classroom

#### *A Code of Practice*

- Arrive punctually, properly equipped and ready to enjoy the lessons. Depending on the location and Year group students may be asked to line-up outside the classroom;
- Start the lesson positively, enter the classroom in a sensible manner and sit where the teacher indicates;
- Temperature is important for creating a productive teaching and learning environment. Therefore, remove outdoor coats and place appropriate books/equipment on the table;
- Classroom order facilitates learning so stay in your seat unless the teacher gives you permission to leave it;
- Part of the learning process is to mould students into thoughtful members of society. Therefore, it is important to show respect for others (students and staff) by listening carefully and courteously when they are speaking and raising your hand if you wish to ask, or answer, a question;
- Do your best to make constructive contributions and always complete work to the best of your ability;
- School property is there to help students make progress, so please respect your surroundings and equipment;
- Students are encouraged to drink water as this aids the learning process. Under no circumstances is chewing gum allowed in School;
- Mobile phones, laptops and I-pads are effective communication and learning tools. However, they can distract others so must not be used in the classroom, unless permission is given by the teacher or a student has a specific need;
- At the end of the lesson leave the classroom as you would expect to find it, neat and tidy. This will enable the next class to experience a positive learning environment too;
- An important role of teachers is to look after the safety of the students in their care, therefore permission from the teacher should be sought before leaving the classroom during, or at the end of, a lesson;
- Report cards/observation sheets (where applicable) are an important part of our monitoring progress. Students should be proactive and present them to the teacher at the beginning of the lesson.

### 4) Sanctions

#### *Rationale*

The School's discipline is firm and caring with a strong emphasis on trust, courtesy and consideration. Incidents of poor behaviour do not occur often. Usually, any problems are checked by a word quietly administered and every effort is made to maintain the generally excellent relationships between staff and students, and between the students themselves.

Students are expected always to show good manners, be courteous, well turned out, punctual and reliable in fulfilling their obligations. Students are asked to pursue their own goals with enthusiasm but with respect for others. They are asked to treat others with sympathy,

understanding and tolerance. They are asked to respond positively to the demands that community life places upon them.

There is a clear policy and strategy for dealing with discipline problems. In the first instance a problem is dealt with by the subject teacher. He or she may wish to ask for help and support from the student's Form Tutor and, if necessary, the appropriate Head of Department. If the situation is regarded as more serious it will be referred to the Head of Year who may then involve the Assistant Head Pastoral. When necessary, parents will be informed and appropriate action will be taken.

**This action may involve the student:**

- being given a School lunchtime or after school detention if the pupil has already received two lunchtime detentions during that term, by the subject teacher, Form Tutor or Head of Year;
- being placed on an Observation Report, which identifies clear academic targets for a student and which is signed by teaching staff and monitored by the Form Tutor and/or Head of Year;

**For more serious offences:**

- a student may be suspended from School by the Headmaster for a fixed duration, either internally or externally. During an internal suspension the student carries out additional academic work in isolation under the School's supervision. During an external suspension the student carries out additional academic work at home under the supervision of parents.
- a student may be required by the Headmaster to leave the School.

Corporal punishment is not used at St John's College. Physical restraint would only ever be used under the specific guidelines set out in the 'Use of Reasonable Force Policy.'

## **5) Problems with Academic Work and/or Misbehaviour in Class**

This area is largely the responsibility of the individual subject teacher, for whom various sanctions are available. It is important that Form Tutors are kept informed of problems with students. Teachers should not hesitate to inform Form Tutors.

If a Form Tutor receives a significant number of concerns (it is difficult to give an exact figure because this will depend on the nature of the incidents, but 3 might be a helpful guide), then he/she should decide when a detention becomes appropriate because he/she will have a broader picture of the progress of students in his/her Tutor Group.

It is important to note that if the detention system (described below) is to work effectively then it must be seen as a serious sanction by both staff and students. As far as possible, teaching staff must take responsibility for ensuring that work is completed properly. Warnings should be given in the first instance and School detentions should not be issued until other strategies have been exhausted. For example, a student may be asked to rewrite work of inadequate quality at a departmental detention. Alternatively, extra work may be set and organised by the subject teacher.

Therefore, for **serious and/or persistent incidents in class**, for example a repeated failure to complete preps properly, to bring the correct equipment to lessons or to arrive on time for lessons, a student may be given a School lunchtime detention. These School detentions take place once per week, on Tuesdays. Detentions last for 25 minutes, from 12.35pm to 1.00pm and are supervised by Mrs Emma Jones, Assistant Head Pastoral. Work for the pupil must be organised and presented to Mrs Emma Jones prior to the date of detention.

It is neither practical nor possible to provide a definitive list of disciplinary misdemeanours, which might result in a detention being awarded. For example, minor infrequent misdemeanours, such as not listening, talking when a student should be listening or silly and immature behaviour, should be discouraged through a firm, meaningful and helpful reprimand. However, if poor behaviour occurs on a persistent basis then it may become appropriate to give a School detention.

## **6) Misbehaviour out of Class**

The detention system can also be used for students whose standards of self-discipline outside the classroom fall below those expected at St John's. However, as with academic matters, it needs to be emphasised that a detention is a serious sanction which is the result of **serious and/or persistent poor behaviour**.

Again, it is not possible to provide a specific list of actions which might result in a detention. Examples might include the repeated misuse of mobile phones, repeated failure to respect the School's uniform code, the use of inappropriate language, or anti-social behaviour, such as writing graffiti or the wilful dropping of litter. If the circumstances allow it then the Head of Year should make other arrangements beyond the detention, for example by arranging for graffiti to be cleaned off (under direct supervision), to reinforce the point that anti-social behaviour is not acceptable.

If the student is issued with a third detention during one half term, it will become an after school detention. This will take place on Wednesdays after school, 4.00 pm to 4.45 pm with Mrs Jones, Assistant head, Pastoral. The Head of Year will also contact the parents to notify them about the after school detention, allowing 24 hours' notice.

## **7) Procedure for Giving a Detention**

- A detention is awarded by a member of staff via ISAMS, using the Discipline option.
- The teacher will need to choose the date when the student is expected to do the detention, not necessarily the date of the offence, this will be the next following Tuesday. Staff can issue a lunchtime detention for the same day, up until 12.20pm on that Tuesday. Staff who give detentions must ensure that the student is fully aware that a detention has been issued.
- It is the responsibility of the subject teacher to ensure that a student attends detention at the correct time. This may also involve the Form Tutor in communicating the information and following up if necessary.

- If a student misses a lunchtime detention repeatedly without a reasonable explanation or if poor behaviour persists, then an after school detention may be issued. This will take place on a Wednesday, after school 4.00pm to 4.45pm, and will be supervised by Mrs Emma Jones. The Head of Year will notify the parents at least 24 hours in advance of the detention taking place.
- Detentions should largely be seen as sanctions for individuals rather than groups. If several students have behaved in such a way as to require the imposition of a detention, then the subject teacher should normally take the responsibility for arranging his/her own detention at lunchtime. The Form Tutor must still be notified in the appropriate way in order to help with on-going student monitoring.
- **Detentions must not be opportunities for a student to do his/her prep.** Class teachers must ensure that clear guidelines are given if specific work needs to be done. For behavioural matters, a student should be given an appropriately reflective written assignment.

The Assistant Head, Pastoral will continuously monitor the detentions given to students to ensure consistency across departments, and will inform the Head of Year where appropriate. If a pupil continues to disobey school rules, and further sanctions are required beyond the after school detention, a meeting will be organised with the Headmaster or Deputy Head to discuss the situation further.

## 8) Detention Duty

Pupils will have to report to Mrs E Jones, on the designated Tuesday lunchtime at 12.35 pm, and the detention will last for 25 minutes. After school detention will also be with Mrs. E Jones, on a Wednesday 4.00pm to 4.45pm.

Detention starts on time and the students are to be silent and doing appropriate written work, but not prep.

If a student arrives unreasonably late, then he/she must stay until the 25 minutes is up but the detention will not be counted. Persistent late arrival must be reported to the Head of Year. Lunchtime detention must finish in time for students to have lunch. If, for any reason, a student is to arrive later than this then a message must be sent to the kitchens to reserve a lunch for the individual concerned.

## 9) Suspensions and Exclusions

Major disciplinary matters may result in a student being suspended from School for a **fixed** duration or being asked to leave the School **permanently** by the Headmaster.

Suspensions from School can be either internal or external. During an internal suspension the student works in School in isolation. The student is supervised at break and at lunchtime and is isolated from his/her peer group.

In all cases of suspension, the Head of Year will arrange, via subject teachers, for additional work to be set for the suspended student. This work will be checked by the Headmaster when the suspension is completed.

External suspensions will be issued when the Head teacher deems a serious incident of poor behaviour has taken place. This may include physical harm to another pupil or serious cases of bullying. The Head teacher will arrange a meeting with parents and send a formal letter explaining why the external suspension has been issued.

A pupil who has been involved in two external suspensions will receive a warning that if there is a third and serious incident involving poor behaviour, permanent exclusion to the school is likely to be enforced. Behaviour contracts will be issued by the school if there have been a series of incidents involving poor behaviour and external suspensions.

## **10) Link to other Policies**

- Safeguarding & Child Protection Policy

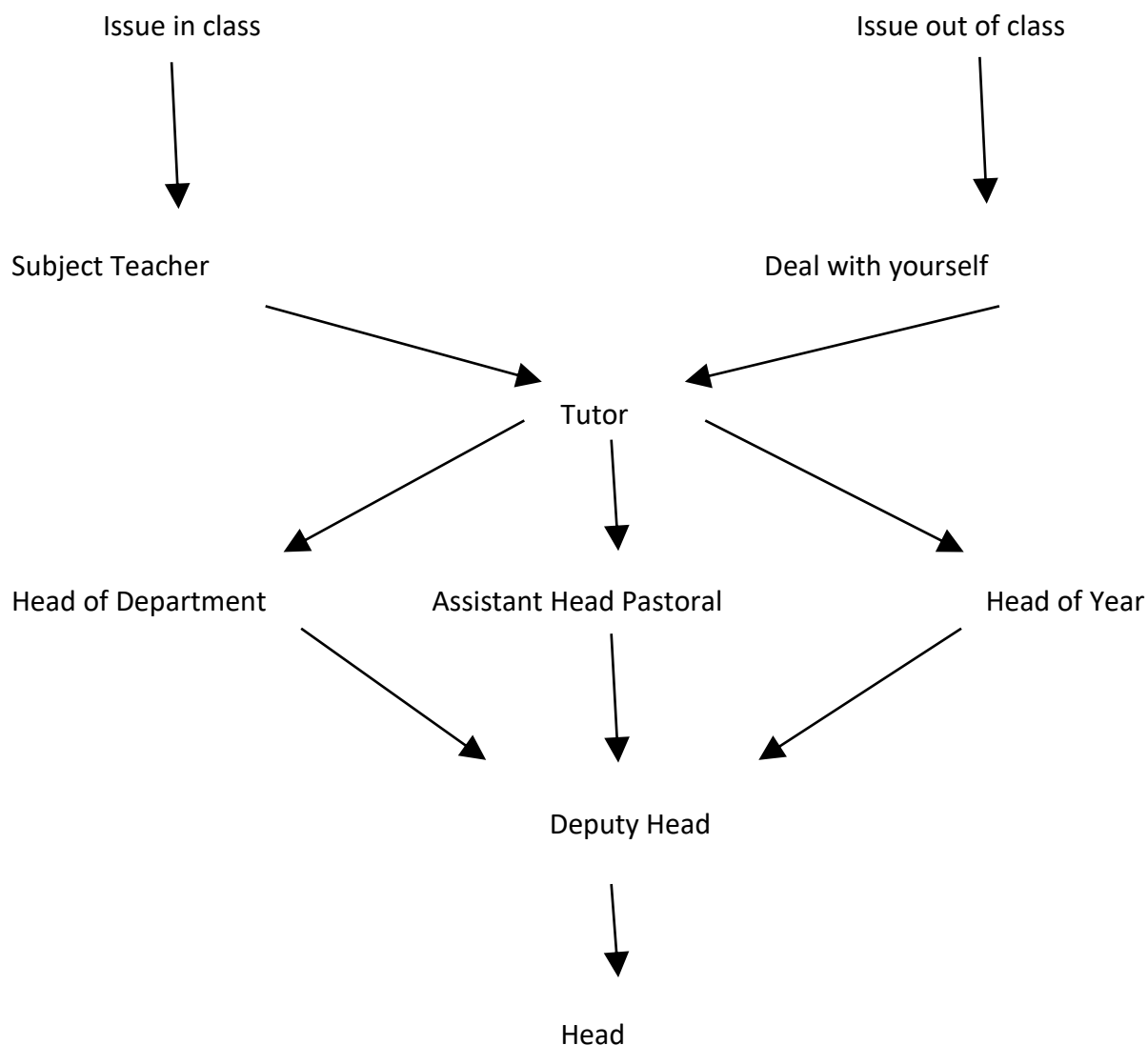
## **11) Code of Practice for Pupils**

### ***What we Expect of you in the Classroom***

- Arrive punctually and properly equipped for lessons. Line up outside the classroom in a quiet, orderly fashion.
- Enter the classroom in a sensible manner and sit where the teacher indicates.
- Remove outdoor coats and place appropriate books/equipment on the table. Store bags safely on the floor, or in designated areas.
- Stay in your seat unless the teacher gives you permission to leave.
- Show respect for other students and staff by listening carefully and courteously when they are speaking and raising your hand if you wish to ask, or answer, a question.
- Do your best to make positive contributions and always complete work to the best of your ability.
- Respect all School property and equipment.
- Eating, drinking and chewing gum is not allowed during lessons.
- Mobile phones, I-pods, CD players should not be used in the classroom, unless permission is given by the teacher.
- At the end of the lesson leave the classroom, as you would expect to find it, neat and tidy.
- Permission from the teacher must always be sought before leaving the classroom during, or at the end of, a lesson.
- Report cards must be given to the teacher at the beginning of the lesson.



## 12) Senior School Referral Procedure for Academic and General Disciplinary Misdemeanours



**It must be emphasised that each member of staff is responsible for the management and discipline of his/her own classes. It is expected that all staff ensure that good order and discipline are maintained throughout the School in accordance with our aims and policies.**