



Behaviour Policy

Review cycle: Every 3 Years

Last Review Date: Nov 2017

Next Review Date: Nov 2020

Staff responsible: Mr K Brown, Pastoral Committee

Governor responsible: Lady Harding



BEHAVIOUR POLICY

Please note this policy applies to pupils in the EYFS to which there are specific references.

Introduction

Children at St John's are introduced to concepts of right and wrong from the moment they arrive at the School so that moral behaviour becomes an instinctive habit. As they get older, our pupils come to an understanding of why rules are important, and act upon them from conviction, rather than simply from fear of getting into trouble. Older pupils feel a commitment to abiding by the values of the school which are openly and explicitly discussed with them regularly.

Values are inherent in teaching. We expect our teachers to act as 'moral agents' who imply values by the way they address pupils and each other, the way they dress, the language they use and the effort they put into their work. Corporal punishment is never used or threatened to any boy in the School including in the EYFS.

Children at St John's behave well because they are given responsibility. There is a framework of clearly stated boundaries of acceptable behaviour and teachers respond firmly and promptly to those pupils who exceed those boundaries.

The Aims

- To develop a whole school behaviour policy supported and followed by the whole school community including children, teachers, non-teaching staff, other adult helpers and parents
- To apply positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour by providing systems of rewards for children of all ages and abilities
- To develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- To encourage the children to take increasing responsibility for themselves and their behaviour and for the well being and happiness of others



Principles

The academic, social and emotional development of each pupil is dependent upon the atmosphere created within the school. A behaviour policy helps to create an atmosphere where everyone knows the expectations of all involved in the school. It is important for teachers and other adults in school to be consistent and fair in their handling of pupils in order to provide a comfortable and secure environment. This is dependent upon mutual respect between teacher, pupils and parents. Teachers, non-teaching staff and other adult helpers are encouraged to approach the care of our children in a positive way, reinforcing the philosophy and ethos of the school and following the school's behaviour policy.

Positive behaviour will be discussed and reinforced during Assemblies, Class/Form Times, Personal and Social Education Lessons and as opportunities arise at other times in the school day. Children inside and outside of the classrooms will pick up implicit messages about behaviour when they see how adults and other children react to each other.

At St. John's all adults involved within the school should have high expectations of the children.

The following points are worthy of consideration:

- Good behaviour has to be worked for, it does not simply happen
- Standards of work, respect and behaviour depend upon the example set by all adults in the community
- All members of the community should expect to give and receive respect

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. The success of a behaviour policy is tested not by the absence of problems but by how they are dealt with when they occur.

Discipline and the development of self-discipline are achieved through a co-operative process involving pupils, staff and parents. The following Code of Conduct and School Rules give guidelines of the type of behaviour expected at St. John's.



St. John's Code of Conduct

At St John's both pupils and staff have agreed to the ten principles of how we wish to be.



We aim to create an environment in which everyone feels safe, secure and valued. In order to provide this environment it is important that every person follows these principles.

Being respectful is very important to everyone at St John's. Respect is shown in different ways, to ourselves, to others and to the school.

To ourselves we will:

- Be honest and truthful
- Take responsibility for our own actions
- Take care in the presentation of our work and always do our best
- Wear our uniform with pride

To others at school and at home we will:

- Treat everyone with kindness
- Act with consideration towards others, making sure that our words and actions do not cause offence
- Behave courteously, being polite and helpful to others
- Treat others how we would wish to be treated
- Value the differences in others

To our School we will:

- Represent our school with honour
- Care about our school's reputation
- Take care of our school's environment; buildings, grounds and equipment
- Keep our school clean and tidy

In order to help St. John's to be an appropriate environment for all children, parents should encourage their children to behave in a manner that is consistent with the above principles and should support steps taken by the school to deal with any incident, which may happen.



Note for Parents included in the Parents' Handbook

There are unfortunately some occasions when children become unhappy at school. This may be for many reasons, including problems with the work, difficulty with friendships and bullying. If your son appears to be unhappy at school you should:

- ask him to tell you what is causing the unhappiness
- listen seriously to what your child tells you
- encourage him to talk to his form teacher
- make an appointment to see your son's form teacher and explain the problems he is having
- above all, not ignore the problem

The School Rules

Please remember at all times that you are part of a large community. Make sure that you always behave with good manners and, in particular, are courteous to all visitors and adults and, of course, to one another.

To help you develop an appropriate and safe environment for everyone at St. John's please remember:

- To maintain a tidy appearance i.e. sensible haircut, blazers on, ties done up properly, top shirt button done up and shoes clean
- To respect the School's and other boys' property. Selling of property or clothing is not allowed
- Do not bring any dangerous items in to school
- Valuables must not be brought to school without permission from a teacher. Boys should not bring in large sums of money
- Do not enter rooms without permission from a teacher
- Do not touch electrical switches, plugs, radiators, windows or fire equipment without permission
- Going into the woods or near the ponds is not allowed without permission.
- Do not run, except in the playground
- No ball games are allowed in the playground before or after school
- Only airflow balls are allowed during break-time **with the exception of tennis balls for hand tennis only** in the Summer Term
- To bring in a snack: fruit cake, digestive biscuits, small sandwich or roll, cheese scone or malt bread are some suggestions (NB no nuts)
- If you bring in a mobile phone it must be left in the office (the mobile phone policy must be read and signed)
- **To name all your possessions, this helps the teachers and boys to identify and return them**

Pupil Reward and Discipline Procedure

Consistency and fairness are the vital elements in ensuring that boys know where they stand. The School sets great store by politeness and courtesy to others and all staff have a vital role to play in setting and maintaining these standards. Establishing a proper working atmosphere in class at the outset is infinitely better than coming down severely when matters are on the point of getting out of hand. In matters of punishment, be wary of doling out the



penalty points as a reflex action. Distinguish between punishment for poor or inadequate work, where probably doing the work properly is most appropriate and punishment for ill discipline where a penalty point (not two) or some form of 'fatigue' duty is relevant.

With some pupils it is all too easy to be negative, to be aware of their shortcomings and to forget their qualities. Giving encouragement and credit where it is due is an important element in motivating a pupil.

System and Sanctions

At St. John's our aim is to develop each boy's self-discipline and confidence. It is very important that each boy has respect and consideration for others. We look for kindness, tolerance, courtesy and good manners. Boys are encouraged to consider the feelings, beliefs and property of everyone in the community.

Nursery/EYFS

In the Nursery the Golden Rules are introduced. Good behaviour, helpfulness and effort are rewarded with stickers. The stickers are used as incentives and are given out generously during the first term to encourage the boys.

Boys who are unkind, rude or deliberately damage property talk about their actions with the teacher. They may also sit away from the group for a short time. At the Nursery teacher's discretion boys may be sent to the Head of Pre-Prep.

Parents are informed if their son continues to misbehave or causes injury to another child.

Head of Pre-Prep is responsible for the overall behaviour and discipline in EYFS. Head of EYFS and the Class Teachers are responsible for day to day behaviour.

Pre-Prep/EYFS

We aim to help boys to develop their confidence and self-discipline. We expect them to have respect and consideration for others. We look for kindness, tolerance, courtesy and good manners. Bullying and bad language are totally unacceptable. We use **circle time** once a week to encourage and develop the code of behaviour we expect.

Discipline

We have six golden rules for behaviour.

1. We are kind and helpful
2. We are gentle
3. We always work hard
4. We are honest
5. We listen to people
6. We look after property

When boys break the rules they receive a yellow card – 2 yellow cards result in a red card. At the end of each week we have Golden Time – boys who have red cards miss five minutes of Golden Time. We have an award system called 'Sweets in the Jar'. Each class teacher prepares a chart in the shape of a sweet jar. Good work, effort or behaviour is rewarded with



a coloured dot, representing a sweet. Five sweets awarded means a merit badge. The Head Master presents these on a Friday. They are kept for a week and returned.

If a boy consistently misbehaves the Head of Pre-Prep is informed and she will use her discretion to deal with each incident appropriately and parents will be communicated with.

- he may get a red card
- he may lose a sweet
- he may be sent to work in another class
- at the discretion of the Head of Pre-Prep, a boy may be sent to the Deputy Headmaster or Headmaster

The class teacher will keep parents informed of significant incidents and changes of behaviour.

There is a polite badge awarded every Friday. One boy from each class may be awarded the badge for his polite behaviour. It is kept for a week and returned.

Parents receive information about the ethos of the school and its expectations regarding discipline before their sons begin at St. John's, both during introductory meetings and in the Parents Handbooks.

A good relationship between parents and school is essential. Parents should feel welcome to the school, have access to the staff at the beginning or end of the day (by appointment if more than a brief word is needed) and are encouraged to communicate with staff through the homework diary. Parents are encouraged to share concerns about home circumstances or medical matters, which may affect their child's work or behaviour in school. Any discussions are held in confidence if desired or necessary.

In order to foster and promote good discipline staff:

- Actively look for the positive
- Reinforce the Golden Rules throughout the school day
- Praise with positive feedback and reward good behaviour
- Reinforce examples of correct behaviour wherever noted
- Provide clear consistent expectations of behaviour
- If necessary, an outside agency may be recommended: e.g. a child psychologist, behavioural therapist or family counsellor.

Years 3 to 8

In Years 3 to 8 Pupil Rewards are given in the form of **House Points**. They are awarded for a positive contribution to school life e.g. good work, effort and improvement, good behaviour, helpfulness and courtesy. These are divided into academic and non-academic house points.

Pupils have opportunities to show good work in Tuesday assemblies. Pupils can build up rewards over a number of weeks as follows:

Year 3: 5 x Smiley Faces = 1 House Point



In Year 4 House Points are to be given and received with the full appreciation of their value. To receive a House Point for a piece of work shows recognition of real commitment and a high individual standard. It is therefore the *exception* that a boy will receive more than one House Point for a piece of work. Smaller rewards can be given within each subject and can accrue to make a House Point.

House Point Certificates

Certificates are awarded throughout the year as house points are gained. The form tutor will record on iSams when a pupil has certificate total. All teachers are responsible for entering house points and penalty points on the database.

Penalty Points

Penalty Points are for the opposite approach to school life. They are for discourtesy, a negative approach to the community e.g. unsociable behaviour, tardiness, untidiness of self and property, unkind acts or a poor attitude to any aspect of school life. Unfinished or unsatisfactory work will not be punished with Penalty Points but the work should be repeated/completed.

In Year 3 and 4 Penalty Points are rarely given. However, they will be the result of:

- Repeated behavioural warnings
- Leaving class without permission
- Physical violence or verbal bullying towards others
- Throwing anything around the classroom
- Lying
- Poor behaviour in the changing rooms or at swimming
- Running in areas where you should be walking
- Rule breaking or dangerous behaviour

NB: Non form teachers should liaise with the form teacher and give behavioural warnings where appropriate

In Year 5 to 8 Penalty Points will be the result of all the above

With regards to homework:

- In Years 5 and 6 if homework is not handed in to the teacher on time an academic Penalty Point will be awarded instantly. The only exception will be with a valid parental note.
- In Year 7 & 8 if homework is not handed in to the teacher on time then he is put in detention on a Friday between 4.00pm to 5.00pm. The only exception will be with a valid parental note.
Twenty four hours' notice is given in writing.

With regard to classroom behaviour, each Penalty Point subtracts **two** points from the total House Points. If a pupil is rude to an adult or he repeatedly misbehaves in class then he will be sent to the Deputy Head or Senior Teacher at the time of the incident via the office. The procedure is as follows:

- Send the boy, accompanied, to the office, **not the library, where possible with appropriate work and resources**



- He will be re-directed to the Deputy Head Pastoral (year 7 and 8) or Senior Teacher (year 5 and 6), or Deputy Head(Academic), if Deputy Head and Senior Teacher are both unavailable
- The boy will miss the next break or lunch time as a minimum, and other punishments may be added if considered appropriate

Detentions:

Lunchtime:

Three Penalty Points in one week or five in one half term will result in a lunchtime detention. This will take place on Friday between 1.20pm and 2.00pm. All detentions are entered on the school database by either the teacher issuing the detention or through the Deputy Headmaster. Communication to parents is also done through the database in order to keep a record of communications.

After School:

For very poor behaviour or continual offending boys can be put in detention on Friday between 4pm and 5pm. Where a boy receives a third lunchtime detention within one term, the third will be after school. Form teachers should keep a record of detentions so that the correct sanction is given. All detentions are recorded on the school database, iSams. The member of staff liaises with the Deputy Head/Senior Teacher. Parents are then informed in writing with at least twenty four hours' notice.

NB: In Year 7 & 8 if a boy fails to complete homework with no reason given then he is put in detention on a Friday between 4.00pm to 5.00pm. Twenty four hours' notice is given in writing.

Weekly Support Records may be used to monitor a boy's academic or behavioural progress if it is felt necessary. **If a boy is to be put on a support record then his parents will be informed beforehand and targets for improvement will be discussed prior to the support record starting.**

The accumulation of House Points and Penalty Points builds over each term and the House with the most points at the end is awarded The Burton Page Cup at final assembly.

Liaison with parents

Parents receive information about the ethos of the school and its expectations regarding discipline before their sons begin at St. John's, both during introductory meetings and in the Parents Handbooks.

A good relationship between parents and school is essential. Parents should feel welcome to the school, have access to the staff at the beginning or end of the day (by appointment if more than a brief word is needed) and are encouraged to communicate with staff through the homework diary. Staff are advised to use the homework diary to contact parents when appropriate. Parents are encouraged to share concerns about home circumstances or medical matters, which may affect their child's work or behaviour in school. Any discussions are held in confidence if desired or necessary.



In order to foster and promote good discipline staff:

- actively look for the positive
- praise with positive feedback and reward good behaviour
- reinforce examples of correct behaviour wherever noted
- provide clear consistent expectations of behaviour

If necessary, an outside agency may be recommended: e.g. a child psychologist, behavioural therapist or family counsellor.

MAJOR BREACHES OF DISCIPLINE INCLUDING EXCLUSION POLICY

This type of behaviour is generally rare and it is the responsibility of the Headmaster or the Deputy Headmaster who will deal with it severely, particularly if the problem keeps recurring.

Major breaches of discipline include the following:

- Physical assault and intimidation
- Persistent bullying
- Verbal abuse e.g. of racist, religious or sexist nature
- Theft and blackmail
- Possession of inappropriate or illegal items e.g. banned substances, knives
- Deliberate damage to property
- Computer misuse
- Misconduct of a sexual nature e.g. supply and possession of pornography
- Serious misconduct towards a member of the school community or which brings the School into disrepute on or off school premises

The standard procedure for this sort of problem follows a set pattern. The school will endeavour to help the pupil change their behaviour but failure to improve leads automatically to the next stage. Each stage is recorded in the Serious Incident Folder (hard copy and electronically).

Procedures for Dealing with Major Breaches of Discipline

1. Withdrawal from the classroom for the rest of the day and a phone call to parents informing them of the problem.
2. A meeting with parents to explain the sanctions, and consequences if there is no improvement in behaviour (A letter will be sent to parents confirming the sanctions).
3. If the behaviour incident is deemed to be severe or recurring in the first instance a period of fixed inclusion will be the initial course of action. A meeting with parents will be held with the Headmaster or Deputy Headmaster.
4. Thereafter, if in the opinion of the Headmaster and Deputy Headmaster, the problem is severe or recurring then a fixed period of exclusion will take place.
5. If it is deemed more serious than stage four or occurs again then in consultation with the Governors, permanent exclusion will take place. Parents have the right of appeal to the Governors against any decision to permanently exclude.

N.B. If the Headmaster deems that the behaviour is of a very serious nature then it may result in the normal procedure outlined above being accelerated quickly through the stages or abandoned and a child may be excluded immediately.



Use of Physical Restraint

At St John's School our aim is to provide a welcoming, secure and safe environment. In the main our pupils are well behaved and very unlikely to give rise to occasions for physical restraint to be employed. However we need to recognise that there is always the potential for an event to trigger such behaviour; when the use of physical restraint is necessary it will be in accordance with St John's policy on the use of Physical Restraint.