

Non- Statutory Policy

Positive Behaviour Policy

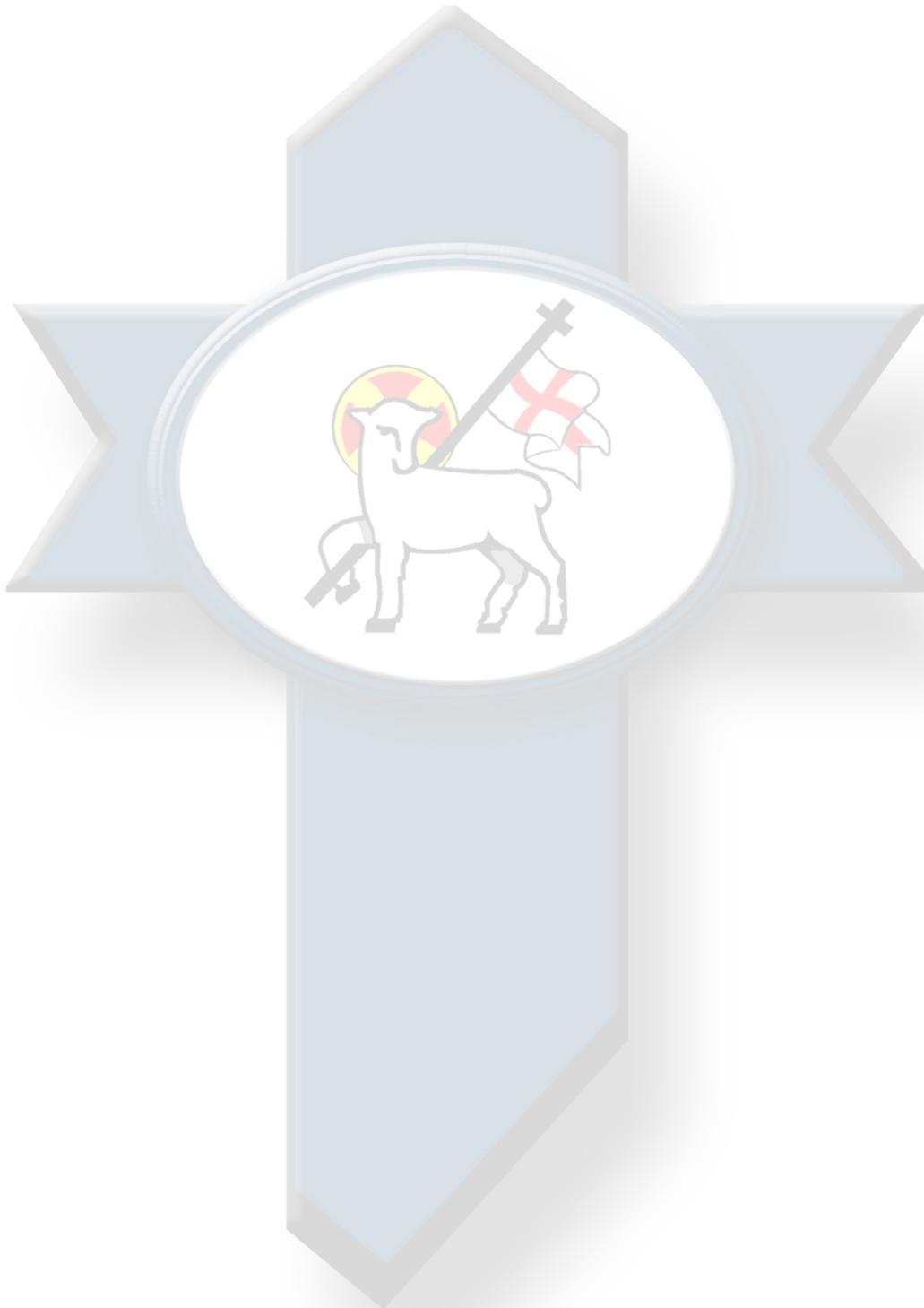
Polisi Ymddygiad cadarnhaol

Reviewed on	For academic year:	Amended	Signed	Next review:
July 2017	2017-2018	Yes	JT	July 2018
July 2018	2018-2019	Yes	JT	July 2019
July 2019	2019-2020	Yes	JT	July 2020

Signed by Chair of Governors on behalf of the Governing Body.....

Signed by Headteacher.....

Date: September 2019



RATIONALE

At St John Baptist High School we consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. The school is held in high regard in the community for its strong discipline and caring ethos. Parents are encouraged to discuss concerns with the school so that partnerships are strong and effective and where collaboration is encouraged in the best interests of the learner. Our aim as a school is “to provide for all pupils a full and balanced range of educational opportunities, which recognises their value as individuals. Furthermore, we aim to help pupils within the fellowship of the Church in Wales a faith by which to live and which is shown in their dealings with others”. This can only be achieved within a well-ordered community: one that enables effective learning and teaching to take place.

The system is very much designed to be **reward driven**, accentuating the positive aspects of hard work and good behaviour as a means to success and happiness. Our system is based upon a Discipline for learning model, our central aims are to celebrate achievements at all levels across the school community and to deal with all issues swiftly and effectively. We have a very proactive approach to all aspects of our work with regards discipline and rewards.

PURPOSE

The purpose of this policy is to ensure that pupils receive recognition every time they have earned it and receive a sanction every time they behave poorly, furthermore;

- to promote good behaviour and discipline throughout the school as a firm foundation for effective learning and teaching;
- to ensure that students experience a safe, stimulating learning environment free from disruption, bullying or any other hindrance to learning;
- to provide a framework within which there are clearly understood and consistently applied approaches to encouraging good behaviour and responding to poor behaviour;
- to ensure that achievement and good behaviour are recognised and celebrated;
- to encourage a calm, purposeful and happy atmosphere within school;
- to promote self-discipline so that each pupil learns to accept responsibility for their own behaviour.

AIMS

This policy statement sets out:

- clear guidelines for staff, pupils and parents on expected conduct
- how good behaviour is encouraged at St John's through positive reward
- how inappropriate behaviour is discouraged at St John's through sanctions

CODE OF CONDUCT:

Pupils

- must attend regularly
- be punctual to school and lessons
- have all the necessary books and equipment for the lessons that day
- work to the best of their ability at all times, including homework
- wear the correct uniform, including following school rules including jewellery and mobile phones
- be polite and courteous at all times and be mindful of other people's feelings and opinions, keeping unhelpful comments to themselves
- remain on the premises at all times unless they have a pass
- treat the school environment and all school property with care
- engage positively with all members of the school community
- to model the core Christian values of the school including compassion, co-operation and mutual respect for one another
- A general respect and awareness for the fabric of the school is expected along with an awareness and respect for pupils and staff. Some corridors and staircases are narrow so common sense needs to prevail when using them. Pupils will be expected to:
- keep to the left;
- line up against the wall when waiting to enter a classroom;
- be patient as the flow of moving people progresses along the corridor. Not to push others or do anything that will impede their progress. Respect peoples' space.
- not drop litter (or leave your plate/rubbish on the dining hall/Bistro table or floor) or disrespect the building in any way.

Teachers

- maintain a professional attitude towards pupils at all times
- be courteous, consistent and fair
- be non-confrontational
- prepare work effectively
- mark relevant pieces of work, (including homework) promptly
- be punctual
- recognise good work and behaviour
- ensure criticism is constructive and that affective statements are used regularly
- deal appropriately with bad behaviour, being familiar with the referral procedures and the use of Restorative Practice whenever possible

- deal sensitively with personal issues, referring to the Learning Manager as necessary
- ensure all staff-pupil meetings are in a public place with permanent visual access. They should involve another member of staff

(Staff must be aware of policy on use of force to restrain a pupil)

Parents

All parents of new pupils will be given an opportunity to discuss the discipline & rewards system (in addition to other issues) prior to their child joining the school. The school places great emphasis on the working relationship between home and school as a key area for success.

- parents should ensure their children attend regularly and on time, with all the required equipment
- be prepared to assist their children with their studies, in particular homework (using the material provided and the Show My Homework app)
- support the school over incidences of inappropriate behaviour
- attend parents' evenings and other meetings as appropriate
- contact the school immediately over issues of concern
- work in partnership with the school and its staff with the aim of maximising pupil potential

Encouraging Good Behaviour

Good behaviour will be encouraged by:

- ensuring criticism is constructive
- explaining and demonstrating the behaviour we wish to see
- encouraging children to take responsibility for their own behaviour
- taking every opportunity to recognise and reward good behaviour/work
- using affective statements to build, repair and maintain positive relationships with pupils
- considering the UN Convention for the Rights of the Child in accordance with the school's status as a Rights Respecting School and the RRSA

Recognition and reward through:

- verbal praise
- positive written comments in books
- awarding Achievement Points through SIMS and SMH
- informing the Tutor, Learning Manager or a member of the SLT
- awarding certificates and sending letters or postcards of commendation to parents and/or phone calls home
- rewards assemblies
- informing the Headteacher and other key staff
- Prizes linked to achievement points
- merit and reward trips
- website and Twitter coverage
- the awarding of a Brilliant Learner reward card

Reducing Inappropriate Behaviour

Inappropriate behaviour will be dealt with by the consistent application of the sanctions system

- Pupils will be continually reminded of expected standards and the school's aims during assemblies, during form time and in lessons, including PSE
- Publicly rewarding good behaviour across the school community
- All staff working together in partnership to support the pupils in all their endeavours
- All staff working in a consistent and uniform manner to ensure that the DFL system is used positively and consistently
- Pupils working with us as opposed to against us, realising that schools make a difference. This needs to be acknowledged and adhered to

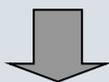
Application of the Check System

- **Check 1** - verbal warning given, recorded on SIMS, the number of the check will add the equivalent amount of behaviour points, e.g. Check 1 = 1 negative behaviour point
- **Check 2** - an appropriate punishment set, e.g. kept in at break, moved in class
Checks 1 and 2 to be issued and dealt with by the **CLASSROOM TEACHER**
- **Check 3** - lunchtime detention, pupil may also be moved to another room, parents informed via phone call or letter home.

Check 3 to be issued and dealt with by the Learning Manager or Curriculum Leader

- **Check 4** - after school detention, parents informed in writing. **Issued by LM/CL/SLT (Supervised by SLT)**
- **Check 5** - internal exclusion/Isolation, parents informed in writing with detailed description of nature and extent of behaviour. **Issued and Processed by SLT**

Description	Examples	STAFF RESPONSIBILITY	Possible sanctions
CHECK 1	Lateness to lesson Failure to bring correct equipment (including PE kit) or materials Eating in classroom Chewing gum Talking over teacher Inadequate work Non-compliance with uniform rules No homework Failing to follow simple instructions	Classroom Teacher	Classroom Teacher/Cover Support Firmly reprimanded Move pupil within classroom Isolate within lesson for short period of lesson Ask for written/verbal apology Class teacher detention If behaviour not modified referral to Curriculum Leader - Record on SIMS (behaviour report including actions taken and whether resolved or who message has been sent to)



Description	Examples	Staff involved	Possible sanctions
<p>CHECK 2</p> <p>Sanctions at Check 1 have not seen an improvement in behaviour</p>	<p>Verbal abuse towards another pupil</p> <p>No homework</p> <p>Failure to follow instructions or heed verbal warning at Check 1</p>	<p>Classroom Teacher, possible support from Curriculum Leader</p>	<p>Breaktime detention</p>



Description	Examples	Staff involved	Possible sanctions
<p>CHECK 3</p> <p>Sanctions at Check 2 have not seen an improvement in behaviour</p>	<p>Check 3 Behaviour includes:</p> <p>Persistent Check 1 & 2 behaviours</p> <p>Bullying</p> <p>Damage to property or equipment (may be dealt with in conjunction with SLT and Check 4/5 sanctions may apply)</p> <p>Persistent punctuality issues</p> <p>Theft, which may warrant a higher sanction dependent on context</p>	<p>Classroom Teacher to involve the Curriculum Leader or Learning Manager</p> <p>Learning Manager receives referral from Curriculum Leader - SIMs report on behaviour including actions taken</p> <p>Check 3 behaviour involves Learning Manager being responsible in supporting the Curriculum Leader</p> <p>Feedback to the Curriculum</p>	<p>Targets set for future behaviour via white report</p> <p>Communication to parents by letter or phone</p> <p>Lunchtime Detention</p>

		Leader and class teacher	
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Description	Examples	Staff involved	Possible sanctions
<p>Check 4 Misconduct is where:</p> <p>Sanctions at Check 3 have not seen an improvement in behaviour</p> <p>The class teacher, Curriculum Leader and Learning Manager deems behaviour serious enough to warrant involvement of SLT</p>	<p>Check 4 Behaviour includes:</p> <p>Persistent Check 1, 2 & 3 examples</p> <p>Verbal abuse towards member of staff (may be dealt with in conjunction with Headteacher and Check 5 sanction may apply)</p> <p>Truancy</p> <p>Smoking</p> <p>Fighting in school</p> <p>Repeatedly Not Following Instructions</p> <p>Repeatedly Not Completing Homework/Coursework</p> <p>Repeated Lateness</p> <p>Inappropriate piercings</p> <p>Discriminatory behaviours which would be reported to the LA</p>	<p>Classroom Teacher/ Curriculum Leader /Learning Manager/SLT</p> <p>SLT receives referral from Learning Manager- SIMs report on behaviour (report including actions taken).</p> <p>Check 4 behaviour involves SLT being responsible and accountable in supporting the Learning Manager/ Curriculum Leader /Class Teacher by taking action. Feedback to the Learning Manager/ Curriculum Leader /Class Teacher</p>	<p>SLT</p> <p>Parental communication- letter, phone, meeting.</p> <p>Working in isolation/internal exclusion.</p> <p>Attendance at SLT detention after-school as deemed appropriate)</p> <p>If behaviour not modified, SLT may seek a higher sanction. The Headteacher is informed and advised by SMT - SIMs report on behaviour (report including actions taken)</p>

Description	Examples	Staff involved	Possible sanctions
<p>Check 5 behaviours warrant an internal exclusion in the form of isolation. This sanction may also</p>	<p>Check 5 Behaviour includes:</p> <p>Verbal abuse towards a member of staff</p>	<p>Classroom Teacher/ Curriculum Leader /Learning Manager/SLT</p>	<p>Fixed term Exclusion</p> <p>Permanent Exclusion</p>

<p>warrant a fixed term or permanent exclusion, supported by the school governors where appropriate in circumstances that include illegal substances being brought in, or bought or sold in school, bringing a weapon into school, or physical assault against a member of staff</p>	<p>Verbal threat towards member of staff</p> <p>Continued defiance of school rules and staff authority at all levels</p> <p>Setting off fire alarm</p> <p>Staff intimidation</p> <p>Profiteering</p> <p>Serious and continued physical assault on a pupil</p> <p>Possession of and/or use of drugs in school. <i>The Governing Body have a zero tolerance attitude towards the supplying of drugs which would warrant a permanent exclusion</i></p> <p><i>Possession of an item judged to be an offensive weapon</i></p>	<p>SLT</p>	<p>Police or other agencies involved</p>
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Records are kept of all sanctions on the SIMS system under individual pupil conduct logs. In cases of serious misbehaviour the incident must be recorded in detail on SIMS so it is kept on record and that communication is clear and staff are working together to ensure consistency of application and approach.

The aim for ALL pupils is to remain CHECK FREE

If serious inappropriate behaviour persists then the following courses of action are available:

<p>A pupil may be placed on report to closely monitor conduct across the curriculum with the aim of improvement and progress. Reports will be in 3 stages:</p>		
<p>WHITE</p>	<p>20 behaviour points trigger a white report where a pupil will be monitored by the form tutor and Learning Manager, pupils to be placed on report by the Learning Manager, added or removed at the Learning Manager's discretion</p>	<p>There may sometimes be a class or part of a teaching group on a monitoring report based on poor attitude and behaviour</p>
<p>AMBER</p>	<p>Where pupils fail to improve and move to an amber report where other support referrals will also be triggered such as behaviour support or ELSA, to be monitored by Learning Managers</p>	
<p>RED</p>	<p>Where pupils still show no signs of improvement, and SLT become involved with further interventions which may include a Governor Disciplinary panel, a PSP or potential school transfer if all other solutions have been exhausted</p>	

Other interventions to modify behaviour may include:

- A behaviour contract drawn up, which may also take the form of an RP OR BEHAVIOUR contract for problems in individual lessons
- Referral to the Educational Psychologist/YEPS/Eye2Eye Counselling/RFS/Miskin/YOS/ Alternative provision via EOTAS or any other relevant agencies
- A Pastoral Support Plan will be put in place for the individual with reduced provision which could include removal from some lessons or in school for some of the time
- A fixed term exclusion. In certain circumstances, if the misdemeanour is deemed to be serious, an exclusion may be given without other sanctions having taken place
- A meeting between the Governors Disciplinary Committee and the pupil and parents
- Permanent exclusion (extreme cases)

The use of the DFL system is designed to be fair and consistent in both its principles and application and all staff are encouraged to use it.

Rewards

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour rather than take it for granted. We believe that everyone should have equal access to rewards in our school, not just those who are academically able. Everyone responds to the right kind of reward and our aim is to develop and use a breadth of strategies, which will enable each individual pupil to achieve self-esteem by feeling that their particular talents are valued. Staff are encouraged to use a range of rewards to promote good behaviour and achievements. The school operates a rewards system for pupils. Rewards may be in the form of:

- ✓ Positive verbal feedback to a pupil
- ✓ Written comments
- ✓ Telephone calls or letters home informing a parent of a pupil's achievements by Curriculum Leader, Learning Manager or SLT
- ✓ Achievement Points which are awarded for work of a high quality or exceptional pupil effort or service
- ✓ Something to Shout About Postcards sent home to pupils
- ✓ Presentations during assemblies of certificates
- ✓ Awards at Prize Giving Ceremony
- ✓ Pupil of the Term Awards across departments linked to subject excellence and/or Achievement Points
- ✓ Fast passes for excellent Attendance
- ✓ Headteacher's Commendations
- ✓ Brilliant Learner Reward Cards

Travel Behaviour Code

Pupils may be removed from school transport/ buses if their behaviour is deemed to be inappropriate.

Pupil's safety is very important. They must behave responsibly and safely when travelling to and from school, whether they travel by bus, train, taxi, bicycle, walking or any other way. If the pupil gets a bus to school, they must also follow the rules in the School Bus Travel Behaviour Code. If the pupil does not follow this code for their own safety, and other people's, Local Authority or the school can take action against them. This might involve taking away their right to school transport and even excluding them from school.

Pupils Responsibility

- Always respect others, including other pupils, drivers and the public
- Always respect vehicles and property
- Always be polite
- Never drop litter on the bus
- Always obey the law

Pupils Safety and Rights

- Always behave appropriately when travelling
- Always follow the driver's instructions when travelling
- You must not distract the driver
- Always cross the road safely and sensibly
- Always travel by a safe route
- To be safe when travelling.
- To be treated fairly and with respect.
- To tell someone if somebody or something is causing you problems.
- Not to be bullied or picked on.
- Tell a teacher, parent or the driver about any bad behaviour or bullying observed.

Behaviours to Avoid

- Being late to lines or lessons
- Disorderly entry into room
- Refusing to remove coat or other inappropriate items
- Wearing jewellery
- Arriving without the necessary equipment/kit
- Refusing to sit where told
- Interrupting the teacher or another pupil
- Interfering with the work of others
- Ignoring instructions
- Shouting across the room
- Verbally abusing others
- Wasting time
- Chewing gum
- Not completing homework
- Using a mobile phone in the corridors or in lessons

GOVERNORS' STATEMENT OF GENERAL PRINCIPLES FOR AN OVERALL BEHAVIOUR AND DISCIPLINE POLICY FOR THE SCHOOL

1. From its foundation, the School has sought to provide for its pupils a full and balanced range of educational opportunities which recognises their value as individuals and will help to provide a sound preparation for adult life. To that end, it encourages pupils to grow personally and socially, developing, in the process, a true sense of obligation to family, school, Church and community. High in the order of priorities has accordingly been the establishment, within the school, of a secure and stable atmosphere in which all concerned, Pupils, Parents, Guardians and Governors, can, under God, best achieve this purpose.

2. To ensure that the welfare of no pupil is overlooked, and pastoral organisation is maintained, which ensures that every child shall always have a staff member to whom he or she can turn, at any time, for help and advice, these arrangements are intended to accomplish personal relationships within which each is valued as an individual, with a contribution to make to the well being of the whole school.

3. It is for the promotion of this well-being that clear rules exist at the school; the aim is for these to be observed, out of the individual's consciousness of his or her own responsibilities to the school community and to society generally. Moreover, whilst any wilful or persistent neglect of these responsibilities may lead to a sanction, the positive qualities of hard work, self discipline and mutual respect, are equally recognised and consistently valued. There is a code of conduct for pupils to follow and possible sanctions. There are also rules for movement around the school.

4. The rules that are made with these purposes in mind are accordingly directed to such matters as school attendance and time keeping; performance and learning; school uniform and pupils' conduct and behaviour. Up-to-date copies of the School Rules are sent to all parents when they start at the school. Intermediate changes in the rules are notified to pupils at school assemblies, and any significant variations are confirmed to parents at the earliest convenient opportunity afterwards.

5. If necessary, sanctions will be imposed such as detention. When detentions are held and they are after school hours (or between school sessions), a day's written notice is given to the parents or guardian before the detention takes place. In cases of serious misconduct or indiscipline, parents/cares are contacted.

6. As an ultimate sanction, the Headteacher is, by statute, empowered to exclude a pupil from the school. This can within prescribed limits, be for a fixed period, or permanently. In every such case the parent/guardian of the pupils concerned are informed of the decision taken and of the reason for it. There are rights of representation against the Headteacher's decision, including, ultimately, at a statutory appeals committee, the arrangements and procedure for, and at which, are made known to those concerned at the time.

