



BEHAVIOUR POLICY

St John's Catholic Comprehensive School

**OUR MISSION
STATEMENT**

*Excellence for all
Service to others
Inspired by Christ*

This Policy was adopted by the Learning and Development Team

Date: April 2017

Next review date: April 2018

GOVERNORS' POLICY ON DISCIPLINE OF PUPILS

The Catholic nature of the school sets the context for our policy. This is to provide a base for the effective and efficient working of the school, against a background of good Christian relationships with the promotion of mutual respect and understanding throughout the school community.

The school aims to be fair for all, whatever their background, ability, sex, race, colour or creed. Also inherent in this aim, is the promotion of respect for the property of all persons and the environment of the school.

The Governors require a structure which ensures these aims are met. A starting point for this is the positive recognition of good practice and achievement. In recognition of the fact that this is a human community, the structure will require rules and sanctions which the Governors expect the Head of School and staff to set up, review on a regular basis and to operate consistently.

The Governors, in turn, will support the Head of School and staff in carrying out such functions, to include the statutory Governors' responsibilities with respect to the exclusion of pupils.

Our Mission Statement

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The school's values and beliefs are to:

- assist parents in the Catholic education of their children,
- give all students, no matter their ability, the opportunities and facilities to develop their talents and interests,
- encourage students to the highest academic standards of which they are capable, whether measured by external public examinations or by internal assessment throughout their time in school,
- provide a disciplined Christian environment in which students are encouraged to give of their best in every way, and in which firm guidance for the welfare of the whole community, is combined with genuine justice and care for each individual,
- operate as a community in which young people can develop towards the outcomes of being happy and confident, secure in the knowledge and practice of their faith, and aware of their responsibilities for themselves and towards others.

MANAGEMENT OF STUDENT BEHAVIOUR

Policy Statement

- We believe that the Management of Behaviour must be based on the Christian values of forgiveness, fairness and justice. We will strive to be consistent in this, taking into account the needs of each individual.
- We believe that the Management of Behaviour must be based on respect not only between pupils but also between pupils and staff.
- We believe that a structure of Behaviour Management must be based on rewards and praise as well as sanctions.
- We believe that consultation with parents is vital in maintaining good behaviour and discipline and this shared responsibility forms part of the partnership between parents and school.
- We understand that pupils will, at times, deviate from the accepted and expected standards of good behaviour and discipline. We will always give them the opportunity and encouragement to learn and improve from their mistakes. At the same time, we must always be aware of the welfare and development of the whole school community.

Rationale: It is the responsibility of all staff to model and promote positive behaviour. Collective responsibility is the key to maintaining high standards within our school community. A spirit of respect, helpfulness and good sense at all times is the best guide - for no set of rules can cover every situation. Respect other people and their property; always show care, courtesy and consideration.

See Appendix 1.

The School Contract

This is contained in the students' Diaries and displayed in every classroom, and gives a general outline of expectations at St John's.

See Appendix 2.

Classroom Management

In relation to Classroom Management, staff should ask the following questions of themselves, when considering relationships within their classroom:

- a. Are we providing the necessary disciplined, consistent atmosphere in our classrooms?
- b. Are our lessons well prepared and suitable for the ability range in the class?
- c. Have we thought about our own style in the classroom and how this affects students' attitudes and learning?
- d. Are we doing enough to reinforce good behaviour?
- e. Are we promoting the use of the Diary?

Teachers are expected to explain carefully to each student what their expectations are with regard to work and behaviour. It must be made clear to students in every lesson what they are expected to do and achieve. Teachers should seek primarily to reward good behaviour and achievement using the school's procedures for issuing good and bad points. They

should, above all, ensure that a variety of teaching and learning strategies are used in their lessons and that work is differentiated according to task and ability.

Detailed guidance can be found in Appendix 3.

Anti-Bullying

Bullying is an activity which is totally unacceptable at St. John's.

The Governors expect the Head teacher and staff to take every opportunity to make clear and certain, therefore, that:

- bullying has no part to play in the daily life of the school
- bullying is appropriately punished

We actively encourage pupil participation in everyday life of the school to fully integrate into the community way of life and so reduce bullying.

For full details see the Anti-Bullying Policy, Appendix 4.

SANCTIONS AND REWARDS

Student Behaviour is managed through the consistent and progressive use of Rewards and Sanctions.

Consistent, frequent and progressive positive reinforcements, namely, rewards, are the best and most effective means of building a sound and healthy student-teacher relationship.

Sanctions are used as a means to address misbehaviour or underperformance. These negative reinforcements should be used with discretion, always awarded consistently and progressively over time. For more serious misbehaviour, clear and precise warnings must be given to make it clear to students what will happen if specific misconduct happens.

Rewards include:

- Praise
- Good comments
- Displayed Work
- Certificate of Achievement
- Good comments
- Letter home

See Appendix 5.

Sanctions include:

- Quiet Reprimand
- Setting of Alternative Work
- Moving Students within the classroom
- Setting Additional Work

- Break and lunch-time detentions
- After-School Detentions
- Bad comments
- Removal from lesson to safety net
- Internal isolation

See Appendix 6.

EXCLUSIONS

These can be:

Internal

Excluded to attend St George's provision

Fixed Term

Permanent

See Appendix 7.

SIXTH FORM POLICY

The VI form students will be required to adhere to the schools' expectations in terms of their behaviour, conduct, attendance and punctuality. If any of these become a cause for concern they will follow the VI form disciplinary policy.

See Appendix 8.

SUPPORT FOR PARENTS/CARERS

The school believes in promoting a positive partnership with parents and carers.

Parents/Carers are invited to the school for a number of reasons. Below are some examples:

- Parents Information evenings
- Open evenings
- Presentation events
- Visual Arts exhibitions
- Shows
- Their child has received a fixed term exclusion
- Their child is not making sufficient progress
- A member of staff, Year Leader, Pastoral Manager, Form Tutor, deem it necessary

Parents/Carers are also encouraged to come into school if they have any concerns about their child.

A support plan for the student will then be identified and agreed between the Parent/Carer and the relevant member of staff. This plan can include support from the school's Learning

Support Unit or outside agencies such as Early Help. This plan is regularly reviewed according to the needs of the pupil, and, if necessary, further strategies are put in place and the support plan amended.

Parents are invited to be actively involved in parent teacher meetings and open evenings.

SUPPORT AND TRAINING

Newly Qualified and New Teachers are given training when they start in school. This will be led by the New Staff Induction Tutor with input from the Headship team. They are also supported by their Department Leader if they encounter unsatisfactory behaviour from any student. They are expected to attend behaviour seminars during their first term at St John's. These seminars are provided by an outside agency. Staff must follow guidelines on rewards and sanctions and disseminate good practice between departments to ensure continuous improvement.

Return to Learn and Integration & Withdrawal, are areas where vulnerable pupils can have time out of the normal school life for a period of time decided by the Year Leaders, is used as a tool in promoting positive behaviour. Students are recommended to Return to Learn and Withdrawal Co-ordinator following a meeting with their parents and Pastoral Manager and by referral from the SENCO/EAL Co-ordinator or Year group. They are supported through observations of lessons, withdrawal from lessons and given a full pupil learning support package.

POLICY MONITORING AND REVIEW

This policy will be reviewed annually by both the member of the SLT responsible for positive behaviour in the school. Staff will be given the opportunity to make recommendations, through induction programmes for new teachers. Pupils, through the Student Leadership Teams; of which there is one representing each Year group who will also feed down to the School Council, and Parents/Carers through collaboration with Year Leaders, Assistant Year Leaders of School, Pastoral Managers or Form Tutors can make recommendations for change. Student voice, through the school council, will have the opportunity to discuss current procedures and make recommendations. Input is also expected and encouraged from the Governing Body who will, ultimately, be responsible for the ratification of the Policy itself.

Appendix 1

Copies are placed in the student's planner as well as around the school including all classrooms.

CODE OF BEHAVIOUR – SAFETY

- Move around buildings quietly.
- Cycling on the school premises is not permitted.
- Soft footballs only to be used – not leather footballs.
- Silence to be observed at all times during emergency evacuations.
- Students must not behave in a manner that is likely to cause injury or damage to themselves, others, property, clothes or belongings.
- Single file queues must be formed when using facilities such as the canteen.
- Cans and glass bottles are not permitted on the premises.
- Paths must be used when entering or leaving the school, especially when using the front gate.
- Students must use the designated crossing points on the main drive.

CODE OF BEHAVIOUR – CLEANLINESS

- Eating is only permitted in designated areas.
- Food purchased from school must be eaten in the area where it was purchased.
- No food or drink on the school MUGA during break and lunchtime.
- Litter must be placed in litter bins provided.
- Chewing gum is not permitted anywhere on the school premises.

CODE OF BEHAVIOUR – RESTRICTED AREAS

Students are not allowed on:

- The Primary School section of the field and Primary School grounds.
- The field without a member of staff.

CODE OF BEHAVIOUR – GENERAL

- Treat others as you would expect to be treated.
- Full uniform must be worn correctly, unless otherwise indicated.
- Personal stereos, MP3 players etc. are not allowed in school.
- Mobile phones, if brought to school, must be switched off during the working day.
- Students may not leave the school during the working day, unless they have written permission from their Year Leader.
- Students should treat the school facilities in a respectful manner – especially private areas such as toilets.
- Students must have correct equipment for each lesson.
- Diaries, reading books and learning kits must be taken to every lesson.

Appendix 2

The School Contract

- The School Contract which is contained in the students' diaries and displayed in every classroom gives a general outline of expectations at St. John's. The code of conduct is as follows:

Students should:

Always treat each other with respect.
Move about the school quietly and sensibly.
Eat and drink only in the specified areas, putting all litter in the bins provided.
Always aim to produce their best work and respect the right of others to do the same.
Complete and hand in all work set by the deadlines given.
Arrive on time at lessons equipped with everything needed.
Always wear the correct school uniform.
Bring to school only those items of property which are needed for school work.

In return, students should expect their teachers:

To treat them with respect.
To set them manageable, yet challenging, work.
To return their work promptly and marked.
To arrive on time to their lessons.
Provide them with their help when needed and requested by the student.

Appendix 3

Notes for Staff on the Management of Behaviour

- Teachers should explain their expectations carefully to the students and also display these with regard to work and behaviour in their learning areas, ensuring consistency across the school in relation to set routines.
- Teachers should make clear to students, at the beginning of each lesson, what they should achieve.
- Teachers should try to encourage good behaviour by positive reinforcements – praise, encouragement, the issuing of good comments as well as the display of students' work.
- Teachers should reward good work or behaviour using good comments in students' dairies.
- Prior to applying appropriate sanctions, teachers should give pupils clear warnings, explaining precisely what sanction will be given, if a particular kind of misbehaviour continues.
- Sanctions must be applied consistently, fairly and progressively and after school detentions must be the last resort once other lesser sanctions have been applied.
- Praise for students working and behaving well, and a real interest in their achievements, are the best ways of controlling and guiding student behaviour.
- Tutors should try to see students' work, taking notice of their progress at the end of the Student Review Cycle, and recognise their achievements both outside and inside school.
- Notes should be entered in students' diaries for both positive and negative actions to ensure parents are kept informed. Also these should be notes in the behaviour log within SIMS.
- Department Leaders should ensure that action is taken by the staff in their Department in relation to students truanting subject lessons or, in relation to the Sixth Form, missing lessons. This should be done by informing the relevant Department Leaders/Assistant Year Leader and applying sanctions or giving warnings directly to the student.
- Department Leaders must support teachers who are experiencing difficulties with particular students in subject lessons by applying sanctions and monitoring the students' behaviour while on subject report. It is also possible to arrange withdrawal of such a student for a short period into another class.

Classroom Management

- If a teacher has a permanent classroom they should ensure that it is a good learning environment, with relevant displays, including displays of student work.
- A copy of the school rules and expectations should be displayed prominently.
- A copy of any special classroom rules established by the teacher should be displayed.
- Teachers with permanent classrooms should take responsibility for the state of repair of that classroom, recording any repairs or damage in an email to Keir and cc the school Operations Manager.
- Where possible, the teacher should be in the classroom before the students arrive and ensure the classroom is tidy and arranged appropriately for the lesson.
- Students should not pack away at the end of the lessons until directed by the teacher.
- Teachers must ensure that students are ready to leave the classroom at the end of the lesson and that by then the room is tidy, with no litter, and all tables and chairs are in place.

- At change of lessons teachers should, where practicable, stand at the entrance to the classroom and supervise the area outside.

During each lesson teachers should ensure:

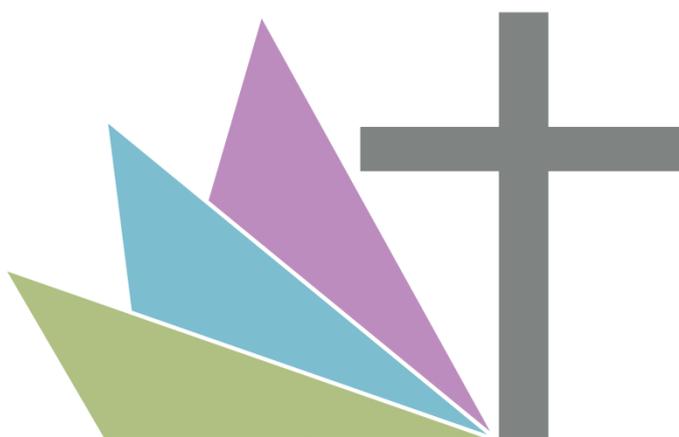
- They are in their classrooms to receive students.
- The pupils have their learning kits, diaries and a reading book on their desks.
- The students are silent while a register is taken and any suspicious absence is checked as soon as possible, emailing relevant staff.
- Year Leaders and Pastoral Managers should be informed of possible truants.

At the end of each lesson teachers should:

- Ensure rooms are tidy and litter is collected.
- Supervise students leaving the room and the corridor near their classrooms at the change of lessons.

Generally

- All staff is asked to be vigilant throughout the day in terms of behaviour, dress and comportment, questioning and correcting inappropriate behaviour.
- If students continue to appear in lessons without the correct full uniform or without proper equipment, then form tutors should be informed.



ANTI-BULLYING POLICY

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As a Catholic School, we would also wish to encourage the spiritual development of the pupils and students.

The aim of the Anti-Bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- physical (hitting, kicking, taking personal belongings, damaging personal property)
- verbal (name calling, insulting, making offensive or racist remarks, text messaging, emails, comments on social networking sites or writing offensive graffiti)
- indirect (spreading nasty rumours, excluding someone from social groups)
- Cyber bullying (inappropriate use of social media, texting, etc.)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

If bullying is suspected by a pupil, parent, or third party, this should be reported to pastoral or senior staff.

Statutory duty of schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

Schools

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the Pastoral Managers who has been approached
- A clear account of the incident will be recorded and given to the relevant member of SLT

- Senior or pastoral staff will interview all concerned and will record the incident
- Form Tutors will be kept informed and if it persists the Form Tutors advisor will advise the appropriate subject teachers
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a Form Tutor advisor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence
- Mentoring by outside agencies

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Restorative Justice
- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- Internal exclusion
- St George's
- fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PD, Form time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 5

REWARDS

Praise

- Written and verbal praise is a powerful motivator. This could involve comments written on pupils work or spoken privately; a visit to a more senior member of staff for a commendation; public praise in front of a group; public acknowledgement by presentation at an assembly or by giving some special responsibility.

Displayed Work

- This motivates students to produce better quality work and sets a standard of work helping students to aspire to higher levels of achievement.

Certificate of Merit

1. Students may achieve a certificate of Effort or attainment in a formal awards assembly.
 2. Recommended by the advisor for 100% attendance and punctuality.
- Presented by Year Leader/Assistant Year Leader in assembly at end of every term.
 - Recorded in student's progress file and taken home to show parents/carers.

Responsibility

This affords students the opportunity to undertake specific areas of responsibility

Appendix 6

Sanctions

Quiet Reprimand

- Often this is all that is required to bring about an improvement.

Setting of Alternative Work

- It may be appropriate to give a student different work from the rest of the class.

Moving Students within the classroom

- Students are moved within the classroom to an area where they will cause less disruption.

Setting Additional Work

- Students are set extra work to make up for work not done in class or for homework not completed.

Break and lunch-time detentions

- These are effective as they should follow on the same day and shortly after the misbehaviour or misconduct. Work should always be set for these and completed in silence. They should never be longer than ten or fifteen minutes, unless for cases when students need to be out of circulation for the whole break or lunch-time for very specific reasons. Arrangements must be made at lunch-time for students to have their lunch.

After- School Detentions

- These are the most serious sanction set by tutors and classroom teachers and must be treated as such.
- A note is written in the student's diary.

Department and Year Detentions

- Department detentions are given when students are referred by subject teachers to their Year Leaders because they have received a number of after-school detentions with no improvement or, when they have failed to turn up to an after-school detention, without giving prior notice.
- The pupils may also receive a detention if they have been 'Safety netted' from a lesson.
- Year detentions are set when students are referred to Assistant Year Heads by Form Tutors in similar situations to those imposed for Department detentions i.e. When students fail to turn up to detentions set by Form Tutors or they have received a number of detentions with no improvement. Pupils fail to have a parent signature in their diary on Monday morning. They will get a detention if there are three or more bad comments in their diary on Monday morning. They may also get a detention if the year leader deems their behaviour bad enough to warrant it.

Headmasters Detention

A headmasters' detention will take place on a Friday for 2 hours after school and Saturday detentions (2 hours) will be reserved for serious incidents of misconduct.

On Report

Subject Report

- Department Leaders issue a Subject Report for students who display persistent poor behaviour in class, lack of effort and regularly default on homework. A letter should be sent home from the Department Leader to the parents/carers and a copy should be sent to the relevant Line Manager.

Daily Report

- At level A, the Pastoral Manager issues the pupil with a Yellow daily report.
- At level B, the Year Leader, in consultation with the form tutor, places student 'On Daily Report' with a coloured report for an appropriate length of time.
- Level C report will be an orange report and the pupil will be supervised by a member of SLT. Manage move to another school will be discussed with the parent and pupil at this stage.
- Level D report is a red report and the pupil reports to the Deputy Head.
- Subject teachers comment on each lesson.
- Daily reports are filed by the Pastoral Manager and a letter is sent home to parents.
- A Positive Report; this report is optional for students. They can choose to go on this report and they set their own A2L report.
- An A2L report will be undertaken if the pupils' A2L scores are a cause for concern.

Exit Procedures – removal of Students from classroom

- This may be necessary when a student is so threatening/disruptive to other students that the lesson cannot continue, and the intervention of a member of is considered necessary.
- A message/note is sent to the office via a responsible student.
- Pupil will be placed in the Isolation Unit follow an exit and will be set a teacher detention. Repeat offenders will be set higher sanctions as set out in the exit procedures

Exclusions

- Internal Exclusions- students can be taken out of lessons to work in the inclusion room/St Paul's on the recommendation of their Year leader or member of SLT.
- Exclusion to St George's – in order to prevent a fixed term exclusion on a pupil's record, the pupil will be expected to attend St George's inclusion room for a set period of time. They will complete work that is set by their teachers.
- Fixed term –students can be excluded for a fixed term, usually one, two or three days, by the Head of School on the recommendation of a member of the SLT.
- Permanent – the student is expected to find a new school. Parents have the right of appeal to an independent panel.

Managed Moves/Respite:

If a pupil has accrued a number of exclusions or their behaviour is persistently disrupting the learning of others there will be a discussion as to whether they will move to another school.

Every 3 weeks the 6 local schools in Gravesham meet to find a way forward for pupils who are not succeeding in their present school.

If a pupil returns to St John's following an unsuccessful Managed Move, a meeting may be held with Governors to discuss future expectations.

A pupil may be sent to respite which is an off-site provision in order to improve their behaviour

Uniform Sanctions

- A student will be refused entry to school and sent home to change into the correct uniform. The pastoral manager will contact the pupil's home to inform the parents of the decision. If the pupils live too far away, or they cannot gain entry to their home, the pastoral manager will ring and inform the parents that the pupil will be taken out of circulation and put in the community office until they are wearing the correct uniform.

Appendix 7

Exclusions

In addition to the structure of normal sanctions, the Education Acts provide a statutory process for exclusions.

The following provides a short summary:

1. Only the Head teacher, or Associate Head teacher, Deputy Head teacher if he is not in school, is empowered to exclude a pupil from the school and this may be either for a fixed period only or permanently.
2. The role of the Governors' Pupil Discipline Committee is to hear representations from parents alongside those of the Head of School and a representative of the Local Authority to decide either to uphold an exclusion or to re-instate the excluded pupil. This process takes place in line with the guidance issued by the DoE.
3. On excluding a pupil for a fixed period, the Head teacher will inform the parents, the Clerk to the Governors and the Local Authority in writing of the exclusion, its timescale and the reason for it. He/she will also inform the parents of their right to make representation to the Governors' Pupil Discipline Committee.
4. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
 - the exclusion is permanent,
 - it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term, or
 - it would result in a pupil missing a public examination or national curriculum test.Parents and the Local Authority will be informed of the date of the meeting and reminded of their right to attend to put their case.
5. Where an exclusion is permanent, the meeting of the Governors Pupil Discipline Committee must meet within 15 school days. The dates of the meeting should, where possible, be arranged to take account of the availability of the parents and the LA representative.
6. In the case of a permanent exclusion being confirmed by the Governors' Pupil Discipline Committee, the Chairman will inform parents of their right to appeal against a decision made by the panel not to reinstate an excluded pupil and also the timescale applying to the appeal process.
7. Appeals are arranged and heard by an External Appeals Panel set up by the LA.
8. The decisions of Appeal Committees are binding on all parties concerned.