



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S
SCHOOL

St John's School Policy

Rewards & Behaviour

SJS Aug 24

Date Created:	July 2023		
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Related Policy/ Linked Policies	Pol.010921.SJS.Attendance <u>DCYP Direct 3.2.12 Restrictive Physical Intervention</u> <u>DCYP Directive 3.2.9 Pupil Exclusion</u> Pol.010921.SJS.Academic Interventions		

1.1 Rationale

Recognising that the vast majority of students are impeccably behaved, we seek to acknowledge this through praise and reward. In setting the highest standards for behaviour, positive relationships between students and staff are promoted. Students are increasingly equipped with the skills to make positive **choices**, respond appropriately to others and demonstrate our values of **Integrity, Commitment and Respect** at all times.

2.1 Expectations

Our core values of **Integrity, Commitment and Respect** frames teacher-student conversations around both positive and unwanted behaviours. Students should be able to recognise how their behaviour aligns or digresses from the most appropriate value.

2.2 Student Expectations

Students at St John's School are responsible for demonstrating the behaviours and qualities that are in line with our values of **Integrity, Commitment and Respect**.

2.3 Staff Expectations

Staff at St John's School are responsible for:

- Implementing the behaviour, relationships and rewards policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents and contacting parents to close the 'communication loop' and develop positive relationships
- The senior leadership team will support staff in responding to behaviour incidents.
- Reporting low level concerns about adults in the school community

2.4 Parent Expectations

St John's School embraces a collaborative approach with parents and carers to ensure the best outcomes possible for students. Parents and carers are expected to ensure their children:

- Attend every day on time unless they are genuinely ill or have a medical appointment
- Arrive at St Johns School dressed in the full correct school uniform
- Bring a pen, Pencil and Ruler (as a minimum)

In addition to this, parents and carers are expected to:

- Support their child in adhering to the School's behaviour, relationships and rewards policy
- Inform the School of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor / Head of Key Stage
- Not contact their child during the school day on their mobile phones – all contact should be made via the main school reception.
- Keep the school up to date on contact detail changes and ensure there is a minimum of two contacts who are available to support their child and school at all times
- Attend all meetings on time and complete paperwork to support their child in a timely matter
- Support St John's School with a zero-tolerance approach to serious behaviour breaches

3. Rewards

At St John's School our primary vehicle for recognising positive student conduct is through positive points and reward trips. Reward points are awarded online and through the issuance of our Quick Notes that celebrate the demonstration of our core whole school values of **Integrity, Commitment and Respect**.

Rewards particular to attendance are outlined in the Attendance Policy (Pol.010921.SJS.Attendance)

4. Behaviour in Lessons

Disruption of any kind is not permitted in our school. All students have the right to access their learning in a disruption free environment.

Disruptive behaviour in lessons will be addressed by staff using positive behaviour strategies to remind students of the expectations, if students still fail to correct their behaviour, then a more formal approach will be taken using our consequence system. This system allows staff to be consistent in their practice and is explicit for all students in the lesson.

The consequence system works as follows:

- C1: Connect before Correct: a discreet conversation is had between teacher and student to try and understand and address potential barriers and/or issues that are resulting in a student being unable to meet our expectations.
- C2: Change: The teacher will utilise a range of classroom-based strategies to support the offending student to change their behaviour.
- C3: Consequence: This means that the offending student will be required to sit a 20-minute detention with the Pastoral Team or Senior Leadership Team at 2nd Break the following day to discuss the behaviours. Any C3 issued will be followed up with a phone call on the day of the C3.
- C4: This means that the student's behaviour has become so disruptive that they must be removed from the learning environment and sent to Mr Guyton or Mr Dixon. This is an absolute last resort for teaching staff and as a result will result in an intervention from the Senior Leadership Team. Teaching staff will email SJS.C4Behaviour@modschoools.org as soon as the student is issued with the C4.

Any consequences issued will need to be recorded on Bromcom by 1430hrs each day. Each consequence will attract a negative behaviour point, for example a C1 will equal one negative behaviour point, whilst a C3 will attract 3 negative behaviour points.

Any student who receives a C4 removal from learning will receive a sanction deemed appropriate by the Senior Leadership Team. We aim to show students that there are consequences to their actions and not punishments. This means that, where practicable, we will address each incident on a situational basis and apply reasonable adjustments if appropriate. The application of reasonable adjustments take into account a student's context with regards to SEN need, LAC status, emotional capacity and any other extenuating circumstances.

If a student receives a C4 removal from learning, they will be sent to the Head Teachers' Office.

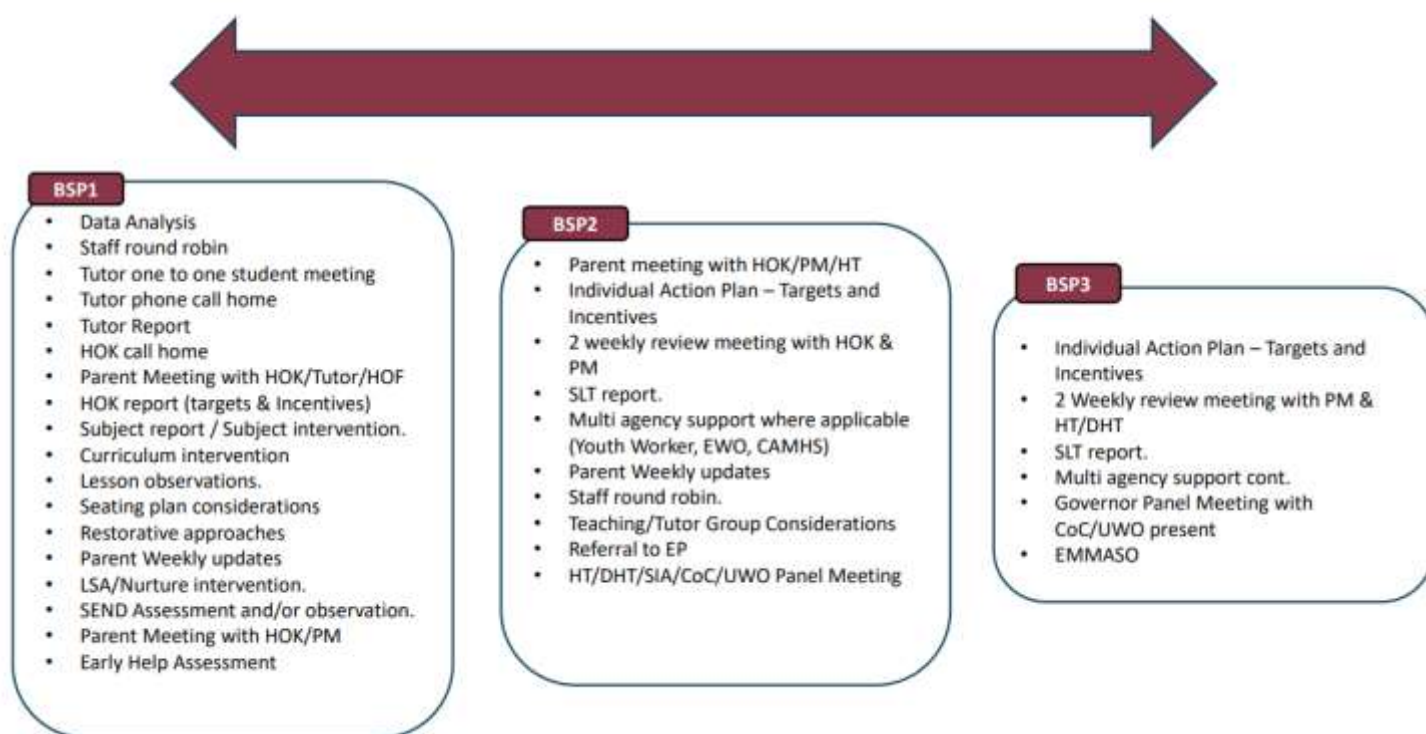
Teaching staff reserve the right to escalate straight to a C3 or C4 if they feel the student's behaviour warrants this. The reason for the escalation will be discussed with the student during their detention or restorative conversation.

4.1 Behaviour Pathways

Persistent unwanted behaviour

Where persistent unwanted behaviour continues the school will aim to support a child and those around them using graduated behaviour support plans as outlined below.

Behaviour Support Plans at St John's School



5. Monitoring and Intervention

5.1 Safeguarding Meeting

A pastoral meeting chaired by the DSL takes place each week, where events recorded on MyConcern are reviewed to ensure effective sharing of information, the determination of appropriate actions, strategies and interventions.

5.2 Tutor Meetings

Tutors will be empowered to take a lead role in the mentoring of their tutees: they will be the first point of contact for students and parents at St John's School. A weekly tutor meeting will take place on Tuesday morning led by the Head of Key Stage to ensure intervention strategies recorded as tasks set through MyConcern are undertaken with impact. The tutor will meet once a week with each tutee to discuss their behaviour and attendance.

5.3 Pastoral Leaders

Pastoral Leaders will monitor behaviour daily and empower teachers and tutors to effectively address unwanted behaviour without the need to escalate. Pastoral Leaders will develop and share appropriate interventions and strategies to address unwanted behaviour, with particular emphasis upon effective Curriculum Implementation. These are likely to be informed by their knowledge of the student and their family, but also through SEND and emotional screening that may subsequently inform Additional Needs Plans (ANPs) and Early Help provision as required. A review of behaviour, attendance and progress data will be the focus of the weekly Safeguarding Meetings where the implementation and impact of interventions are shared.

5.4 Head of Faculties

Head of Faculties will be provided with weekly behaviour reports and use this data to monitor behaviour across their faculty. They will empower and support teachers to address unwanted behaviour in lessons through the consistent use of policy, intervention that includes contact with parents and ongoing training where necessary. Training is anticipated to be centred upon meeting the student needs, with particular emphasis upon effective Curriculum Implementation. A review of safeguarding (behaviour and attendance focused) data across each faculty will be a standing item in every Curriculum Meeting where the implementation and impact of interventions are shared.

5.5 Senior Leadership Team

The Senior Leadership Team led by the Pastoral Manager will lead and coordinate this policy, meeting weekly with the Pastoral Team to keep updated with regards to behaviours of students, oversee interventions, implement higher level sanctions and make recommendations to the Headteacher.