

St. John's
SCHOOL



POLICY ON POSITIVE BEHAVIOUR

DATE: June 2009

Those responsible:

Mrs F S Armour - Headteacher

Mr M Butler - Deputy Head

Management Team

To be reviewed regularly

ST JOHN'S SCHOOL POLICY ON POSITIVE BEHAVIOUR

Philosophy

Effective behaviour management is essential if a climate for learning is to be achieved where teachers can teach and children can learn to the best of their ability. Positive behaviour management is based on respect for the individual, a balance of rights and responsibilities together with a fostering of a sense of community for all those involved. The philosophy of St John's School is based on inclusive principles which both recognizes and respects diversity, strives to promote equality and give both rights and responsibilities equal weight. The school aims to be a caring community which encourages pupils to consider others and their property as they would wish to be considered themselves. This policy applies to all pupils including those in the Early Years Foundation Stage.

All staff recognise that good order does not simply happen but is a consequence of high expectations, mutual respect and rewards and sanctions being firmly and fairly applied. The school recognizes that problems are normal where children are learning and that success is not measured by the absence of problems but by how they are dealt with. As an inclusive school it is important that barriers to learning are overcome and for some children this will involve teaching both social behaviour and behaviour for learning explicitly through the curriculum and implicitly through example.

Roles and Responsibilities

Teaching and Learning

It is understood by all staff that teaching behaviour by example and that courtesy, politeness, punctuality, respect, conflict resolution and avoidance are implicitly taught on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas for example PSHE, citizenship and Religious Education. Within general classroom practice there are clear and understood expectations and preferred approaches which are designed to teach positive behaviour. All staff should use rewards, sanctions and systems appropriately to avoid confrontation between pupils and themselves and to promote the ethos of mutual respect within the school.

Subject Teachers responsibilities are:

- To provide opportunities for pupils to learn to the best of their ability setting suitable learning challenges, removing barriers to learning and recognising diversity.
- To provide an environment in which students can learn.
- To teach positive behaviour through the language of choice.
- To plan and prepare lessons appropriately.
- To teach respect by treating pupils with fairness and consistency.
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups.
- To deal with any incidents that happen in their lesson initially, gaining support from the class teacher or Department head.
- To inform the class teacher of any incident/concern they have via a duplicate slip.
- Follow guidelines for the removal of a pupil for a serious incident.

Class Teacher responsibilities are:

- To act as first point of contact for subject teachers, dinner supervisors and parents.
- To teach interpersonal skills by promoting positive supportive relationships within their class.
- To monitor and address lateness and attendance.
- To check uniform and that students have the correct equipment.
- To maintain positive communications between home and school using the diary, phone or meetings if necessary.
- To keep an overall record of pupil's behaviour in their class using Round Robins to collect information when appropriate.
- To provide guidance and assistance to individuals as necessary, using report forms and involving the Key Stage Co-ordinators or Senior Teacher where necessary.

Key Stage Co-ordinators and Heads of Department responsibilities are:

- To ensure that departmental schemes of work suggest activities designed to suit different learning styles and abilities.
- To provide a positive learning environment within the department for both staff and pupils.

Teaching Assistants responsibilities are:

- To support SEN students in/out of the classroom.
- To work in collaboration with the teachers to remove barriers to learning.
- To help the teacher to create and sustain a positive culture for learning where praise and encouragement outweigh sanctions.

Lunchtime Duties:

- To help maintain a calm, safe and orderly environment throughout lunchtime.
- To build positive relationships with all children treating them in a fair and consistent way.
- To liaise with teachers to keep up to date with individual children's needs.
- To inform the teachers immediately of potential major incidents that may be developing.

Leadership responsibilities are:

- To support staff in managing pupils behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist are consistently implemented.
- To ensure that good practice is both developed and shared.
- To ensure that CPD is provided for staff that develops the individual and supports school priorities.
- To ensure that the school has systems in place to work with outside agencies.
- To ensure that the school regularly communicates with parents and carers.
- To uphold the systems for dealing with severe behaviour.
- To provide clear leadership and support for the school's behaviour policy.

Parental responsibilities are:

- To ensure children come to school regularly, on time, in correct uniform and properly equipped.
- To support our guidelines and policies for behaviour and conduct.
- To make class teacher aware of any concerns or problems that might affect children's work or behaviour.
- To support children in homework and other opportunities for home learning.
- To attend parent's evenings and discussions on children's progress.
- To share in the life of the school through the wide range of opportunities on offer.
- To try to take annual holiday outside term time.

Pupil's responsibilities are:

- To behave in a sensible manner appropriate to the lesson, ensuring they are not disturbing anyone else.
- To behave in a safe and co-operative manner, supportive of each others learning.
- To be polite and courteous to all staff and pupils present.
- To be properly prepared for the lesson by being on time, wearing correct uniform and bringing the correct books, equipment/kit and completed homework when required.

Routines:

- Lessons should start punctually.
- Pupils should always come to lessons quietly, with their diary and correct equipment ready to work.
- Classes should leave the room tidy and ready for the next lesson.
- Pupils should always leave the room sensibly and quietly.

Rewards

It is recognized that praise is more effective than punishment and that positive behavior and good attendance is more likely to be fostered in a climate of rewards and encouragement. There is a reward system in place for all pupils including Early Years.

1. Credits are awarded for good work and behavior. These count toward a House Shield.
2. The younger pupils including Early Years also receive stars, stickers, stamps and magic sweets.
3. Certificates are awarded to senior school pupils, Years L5 and U5.
4. Certificates of Excellence at the end of the year are also awarded across the school.
5. Prize giving every year rewards excellence in many areas of school life.
6. Success in sport is rewarded regularly in school assembly and by the awarding of Sport Colours by Head of Games.

Sanctions

It is recognized that sanctions are necessary as a deterrent and that they are most effective when they are closely linked to the offence, administered as soon as possible afterwards, consistently applied by all staff and are designed to teach positive behavior and not used solely to punish. The majority of behaviours dealt with by teachers are low level, high frequency disruption.

An important element in classroom management therefore is that:

- Students be made aware of personal choices and that they are responsible for their actions
- Staff use positive strategies to avoid a further incident before giving another consequence
- Consequences should be certain, consistent and fair
- In giving any sanction staff should always look for the least intrusive strategy in which the aim is quickly to refocus the student on the task without escalating the situation

As a guide the following sanctions could be used:

- The school prohibits the use of corporal punishment. (see St John's School Physical Intervention Policy)
- Reprimand and reminder of rule (quietly to the child rather than in front of the whole class if possible)
- Positive questioning and explanation that there will be a consequence, 'Are you choosing to break the rule about.....'; 'If you continue to do this you will be....'
- Change of seat
- Work to catch up with in own time
- Lunchtime detentions
- Picking up litter/helping dinner supervisors
- Payment – property damage/lost book
- After school detention – with parental permission required
- Isolation – working in another classroom
- Fixed Term Exclusion to be used in extreme circumstances. Headteacher and Deputies would be involved if exclusion was under consideration. St John's School Exclusion Policy (available from the School Office) gives more detail about the nature of exclusions.
- Sanctions for bullying are outlined in the St John's School Bullying Policy.

Support Systems for Pupils

In addition to lessons which are well paced and delivered, where barriers to learning have been removed and work is appropriately challenging some pupils will still need additional support.

Some of the children experiencing Social, Emotional and Behavioral difficulties will be identified through the school's SEN procedures, often via class teachers or Key Stage Co-ordinators or Heads of Department.