



St John's
School Billericay

Positive Behaviour and Sanctions Policy

Date: July 2020
Those Responsible: Mr A Angeli - Headteacher
Mrs A Fleming - Deputy Headteacher
Mrs S Zoller
Miss B Hobbs
Senior Management Team
To be reviewed: 2021

ST JOHN'S SCHOOL

POSITIVE BEHAVIOUR AND SANCTIONS POLICY

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. This policy has due regard to the duties outlined under the Equality Act 2010. The school will take all reasonable steps to support and safeguard pupils with special educational needs, learning difficulties or disabilities. 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, which is managed by Mrs. S. Revill.

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, Drama 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 form teacher or Department head.
- To inform the form teacher of any incident/concern they have via the electronic 'Engage' portal.
- Follow guidelines for the removal of a pupil for a serious incident.

Form 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, email, phone or meetings if necessary.
- To keep an overall record of pupil's behaviour in their class using Round Robins and the electronic 'Engage' portal 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 Head of Pastoral Care and Discipline where necessary.

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 students, particularly those with SEND, 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 pupil's 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 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 form 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 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, (Seniors only) 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 behaviour 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 behaviour. These count toward a House Shield. Pupils are also able to achieve milestone certificates recognising the individual's credits.
2. The younger pupils including Early Years also receive stars, stickers, stamps and magic sweets.
3. House Certificates, (instead of credits), are awarded to senior school pupils, Years L5 and U5.
4. Certificates of Excellence are also awarded across the school.
5. Prize giving every year rewards excellence in many areas of school life.
6. Good attendance is rewarded by certificates and vouchers.
7. 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 behaviour and not used solely to punish.

-

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:

- In line with section 548 of the 1996 Education Act, as amended by section 131, School Standards a Framework Act 1998, the school prohibits the use, or threat of the use, of corporal punishment.
- 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
- Payment – property damage/lost book
- After school detention – with parental permission required.
- Isolation – working in another classroom under supervision.
- Fixed Term Exclusion to be used in extreme circumstances. Head Teacher 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.
- Sanctions for malicious accusations against school staff are outlined in the Child Safeguarding policy. All allegations will be dealt with fairly, quickly and by investigation.
- Parents are informed of lunchtime detentions via the homework diary. Other sanctions are often discussed with parents by email or telephone and from time to time parents are invited to attend face to face meetings to discuss behavioural issues. The school aims to work with parents to modify behaviour where necessary.

•

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 Behavioural difficulties will be identified through the school's SEN procedures, often via class teachers or Key Stage Co-ordinators or Heads of Department and also from parent concerns.

Managing Pupil Transition

It is important to recognize that the transition from Kindergarten to Juniors, from Juniors to Seniors and the move of a single pupil to a new school can be described as a 'predictable crisis', therefore, staff should be alert to the experiences of pupils in this situation. Form groups are small and allow for a small number of pupils to be known well by one member of staff and this allows for close monitoring of pupils at this stage. The House system allows for senior pupils to be known by junior and KG pupils and vice versa. Pupils in the Kindergarten and Junior department spend most of their time with their class teacher, who knows each child well and is aware of many aspects of life which could render a child vulnerable. There is close dialogue between all teachers, teacher assistants and the Headteacher regarding any pupils who give cause for concern.

Liaison with Other Agencies

At times, pupils are supported by experts from other agencies to develop positive social and emotional behaviour. St. John's School staff work closely with outside agencies such as the area SENCO, Social Services, Educational Psychologists and a school nurse, to enhance the learning and behaviour of these pupils.