Have faith...believe you can!

St John the Baptist School

Behaviour Policy Staff Implementation Guide

Status & Review Cycle: Annual Review

Next Review Date: September 2023

"The mission of SJB is to be a Catholic School where every individual is highly valued and where care and concern for others is central to our work. All our students are expected to achieve their full potential and leave us ready to make a positive contribution to society."

To be a Christian means to live our life in Christ and live by Gospel values. To be a Christian means to love and serve others and to show understanding, compassion and kindness towards others. It also means acting for the greater good.

The aim of this guide is support staff in implementing our Behaviour & Exclusion Policy so that our Vision for Learning can be achieved.

We want our students to:
- Deepen their relationship with God
- Love learning
- Achieve their academic potential
- Have a wide range of experiences both in and out of the classroom
- Grow into happy, confident, resilient and articulate young people
- Leave SJB equipped to lead fulfilling lives and make a positive contribution to society

Equity vs Equality
The image below is very clear in its message. If we treat all the students the same, then there will always be some who don't get to "watch the game" ie. achieve their potential. The middle image, where each child is provided with the support that they need, depicts equitable treatment – we must ensure this for all our children as without it they cannot achieve their potential. In the right hand image the systemic barrier has been removed, this depicts equality; something that we are continually striving for.

Same Treatment   **Equitable Treatment**   **The systemic barrier has been removed. This is Equality.**
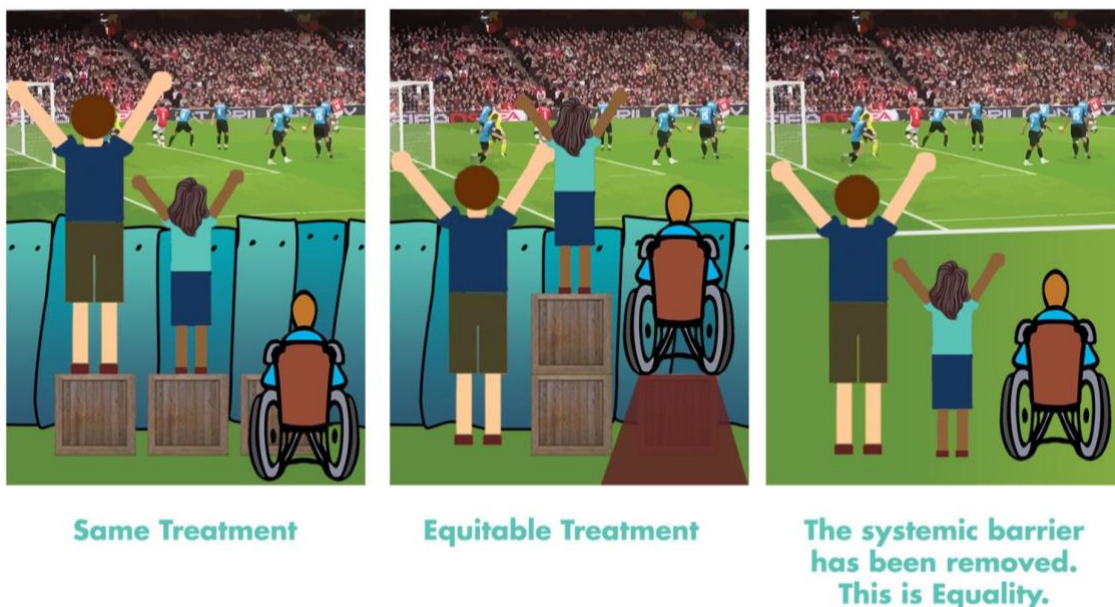
At SJB we expect staff to *"Ensure equity whilst striving for equality"*. We do this in many ways, including having high expectations of staff and our students; and knowing them really well so that we can provide the support that individuals need to flourish.

High Expectations

Our vison for learning can only be achieved if have the highest expectations of both staff and students. A happy and successful school is one in which: good order prevails; where all feel valued; and where the school works in partnership with parents and students.

Students

The Student Code of Conduct is available to all students on their iPads so that they can fully understand the expectations placed on them (it can also be found in our Behaviour & Exclusion Policy)

When we say 'we have high expectations of all our students' we broadly mean the following:
- Prepared
- Punctual
- Polite
- Presented smartly (person and work)
- Participate actively
- Positive role model

These "6Ps" should be referred to when discussing expectations with the students; when the students fall short of these expectations they should be sanctioned appropriately (details below). Equally when they exceed expectations they should be praised and rewarded.

Staff

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. We expect our staff to demonstrate what it means to be a Christian by visibly living the Gospel values every day so that our students can learn from their example and are confident to ask for help when needed. Love, Forgiveness, Reconciliation, Justice, Faith, Integrity, Humility, Service, Peace, Hope, and Prayer unpin all that we do and strive for. The "6Ps" are as important for staff as they are for students.

In addition, we expect staff to:

- Embrace the school Vision for Learning and be able to articulate how it is exemplified within their department and classroom.
- Build positive relationships with the students by getting to know their needs and how to get the best out of them.
- Practice Quality First Teaching - a style of teaching that focuses on high quality and *inclusive* teaching for *every child* in a classroom. It is underpinned by:
    1. High expectations for every student
    2. Being language aware
    3. Knowing the needs of the students
    4. Makin reasonable adjustments
- Plan and deliver engaging lessons that facilitate progress; every lesson, every day (see SJB7 as a guide)
- Support the students in understanding and meeting the requirements of the Student Code of Conduct.
- Follow the school's simple rewards & sanctions system (detailed below)
- Fully embrace collaborative working practices.

- Take ownership of their own professional development and engage with the coaching processes established in school.
- Challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.

Knowing the students

Our students need:
- To feel safe and secure in school.
- To feel loved and have a sense of self-worth.
- To receive attention and be understood in your classroom.
- To have a sense of control and predictability from you.
- To recognise and be able to handle strong feelings.
- To have a sense of power and feel independent and competent.
- To be engaged in stimulating activities in your class.
- To enjoy relationships and have a sense of belonging.

How can you get to know the students?

There are a number of resources available to you that we expect you utilise in order to better understand the needs of the students you teach. These are:

Arbor
Arbor is our management information system. It can be accessed from any computer with an internet connection by using the [following link](#).

It provides a wealth of information on all the students in the school including a list of the disadvantaged learners, SEND learners and EAL learners. This information can be found quickly and easily in the class profile.

You are expected to use it to:
- Complete your register promptly and accurately for each class so that we know where all the students are at any given time.
- Set up seating plans for each class and use the detail within them to help inform your interactions with the students.
- Find out key information on all the students you teach including: academic data such as target grades, baselines, reading ages; basic student characteristics such as SEND, EAL, PP, SPP, LAC, FSM; parent contact details
- Award House Points and Nominations in line with our rewards policy
- Log behaviour incidents in line with our sanctions system
- Issue Negative Comments and Detentions inline with our sanctions system
- Set homework assignments
- Set cover work

You can access training videos via the [knowledge base](#).

Provision Map (Edukey)
Provision Map is a piece of software that does exactly what its name suggests! It maps the various provisions (interventions and other key aspects of support) that our students are engaged with and

helps us to monitor their impact and record progress. The information contained within Provision Map is constantly being updated so it is important to check it regularly. It can be accessed [here](#).

You are expected to use it to:

- Access the 'Student Passports' for every student that you teach who has a SEND so that you can better understand their needs and the support they require to flourish in your classroom.
- Access the 'Plans' for all the students who have one. There are several types of 'Plans*:
  - *Individual Learning Plan* – Every EHCP student will have one. It highlights the specific annual targets that they are working towards. Teachers will be expected to comment on progress towards these targets prior to the students annual review.
  - *SLCN Targets & Outcomes* – Every student with SLCN (those working with Helen Bowerman our Speech and Language Therapist) will have one. It highlights the specific annual SLCN targets they are working towards. Teachers will be expected to comment on progress towards these targets prior to the students annual review.
  - *Medical plan* – Ad hoc plan where a student has a medical need that requires specific intervention or action.
  - *Safety plan* – Ad hoc plan where a student requires specific intervention or action in order to keep them safe.

*We are in the process of building this library; more plans may be added in time!

You can access training videos via the [knowledge base](#).

<u>Pastoral Support Teams</u>
All the staff who work within our pastoral support teams have a huge wealth of knowledge about the students and their families. They are the ones who can truly put the data into context; regular conversations with them are an important part of understanding the students. Keeping them informed is vital.

The following people / roles form part of the pastoral support team:

- Deputy Head i/c Pastoral Care – Damien Kelly
- Assistant Head i/c KS4 – Lee Evans
- Assistant Head i/c KS3 – Mike McKenna
- Assistnat Head i/c KS5 – Simon Petri
- Head of Inclusion – Mandy Hughes
- Assistant Head & SENCO – Lisa Kenny
- School Counsellor – Nicole Swann
- Heads of Year
- Assistant Heads of Year
- Form Tutors
- Learning Support Assistants

Reasonable Adjustments

A reasonable adjustment is a measure or action taken to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers. Examples of reasonable adjustments include:

- Reinforcing keywords

- Use timers
- Simplify language
- Modify homework expectations
- Use of warnings – Behaviour? Changes?
- Meta-cognition – help them understand
- Check understanding by questioning
- Cream background & dyslexic font
- Modify assessments – Time allowed? Length? Scribe? Reader?
- Seating plan
- Limit the amount of text they have to read at one time
- Praise little achievements
- Movement breaks
- Ensue sensory needs are met
- One-to-one support
- Modify teaching style
- Modify how you deal with an incident

What is paramount is that you **never** lower your expectations of the student. SEND/disadvantaged students have got to conform to the same behaviour rules as all our non-SEND/non-disadvantaged students, they may just need you to deal with the incident slightly differently to achieve the desired outcome. <u>The desired outcome is always a positive change in the student's behaviour, their inclusion in lessons and their progress (academic, socially and emotionally).</u>

Principles of Positive Behaviour Management

The basis of excellent behaviour management is to have care and concern for others at the centre of what we do and why we do it. For students to achieve their full potential there is the need for excellent Learning and Teaching to take place in lessons and as a school we work hard to ensure that this is the case. We believe that:

- Excellent behaviour by students and exceptional behavioural management is the cornerstone of excellent learning and teaching
- At the core of positive behaviour is effective, imaginative and engaging teaching
- The staff in the school should always look to operate as a team, with a strong team ethic in teaching/learning and behaviour management. You need to work clearly with and in communication with the pastoral teams utilising their perspective and expertise and make effective use of parents.
- Excellent behaviour management will be progressive, consistent and fair in its use of rewards and sanctions. We can mould or shape behaviour but not control it!
- To be effective in your behaviour management of students you must ensure that you know and have discussed the department and school expectations of behaviour. You must communicate these to students and consistently work towards these patiently.
- Behaviour management is central to a student's development – it develops the individual and how they relate to others in the world around them. It is not simply about getting them to let you do your job. Behaving appropriately is part of their learning
- As the teacher, always remain the calmest, coolest head in the room
- Avoid confrontation where possible and be careful about the where and when you chose to take issue with students.

The SJB Teacher Approach

It is important that we have a model as to the type of teacher we aspire to be in our management of behaviour in the classroom. Broadly speaking there are three types of teachers; aggressive, passive and assertive. Their characteristics are outlined below:

Aggressive	Passive	Assertive
Threatening	Pleading	Firmly states
Shouting	Whining voice	Calm voice
Over-reacting	Only responds to extremes	Wide range of responses
Unpredictable	Becomes embroiled in debate	Consistent
Cynical	Apologetic	Praises
Overbearing	Over-reliance on others	Gives students take up time
Humiliates students	Doesn't circulate	Highlights positive behaviour
Generic sanctions	Threatens but fails to implement	Gives choices
Targets the person	Ignores situations	Targets behaviour

At SJB we aspire to be the assertive teacher. This is the approach that SJB students respond to and the one in which learning will be most effectively enhanced.

Rewards & Sanctions

Full details of the rewards and sanctions can be found within the Behaviour & Exclusion Policy. Within this document we will focus on the systems in place to rewards and sanction students, as well as the escalation of rewards and sanctions. It is important that the students experience broadly consistent levels of reward and sanction in every classroom, from every member of staff.

Praise & Reward

Praise can be given in many ways and as often as possible. Students who work and behave well should be rewarded for their efforts and achievements. This can be done in a number of ways including:

- A word of praise from any member of staff
- A House Point recorded on Arbor
- A Nomination for exceptional work/behaviour awarded on Arbor
- Recognition during year, key stage or whole school assemblies
- A letter/telephone call/email home to parents
- A postcard home through the letter box
- An invitation to breakfast/tea with the Headteacher (also recorded on Arbor)
- Certificates for effort, achievement, improvement, attendance and punctuality
- A Nominations STAR badge
- A written comment on the work that clearly picks out specific points or ideas where praise is due
- A department accolade such as 'Mathematician of the Moment'
- A visit to another member of staff where praise is given
- Their work displayed in the classroom, corridor or on one of the school's social media channels
- Awards evening

Sanctions

Wherever possible, we want class teachers to take responsibility for ensuring that the students are meeting the expectations they insist on in their classroom. Quality first teaching is the best way of ensuring that the students meet these expectations.

When a student falls short of our behaviour expectations it is important that they receive an appropriate sanction. Sanctions are given to remind students that negative actions have consequences. The aim of any sanctions should always be to change the behaviour of the student for the better; we always aim to do this with the minimum sanction required. When students respond positively to sanctions (ie. the negative behaviour reduces or disappears), they deserve praise and reward.

There are five main forms of sanction that are used at SJB:
1. Warning / Reprimand
2. Negative Comment
3. Detentions
4. Internal suspension (isolation)
5. External suspension

Any sanctions given should be appropriate for the severity of the incident. It is important to make reasonable adjustments where relevant.

Permanent exclusion will only be considered in the most extreme of cases when every other option has been exhausted.

Negative Comments

These are issued for minor offences that can be dealt with swiftly. Two or more Negative Comments in a week will result in the student being placed in a Year Detention.

Detentions

Detentions provide an opportunity to build positive relationships and help staff gain a better understanding of the students needs. Therefore, as a rule, we expect staff to spend some time talking with the student during a detention. There are four main 'types' of detention:
- Subject Teacher Detention
- Department Detention
- Year Detention
- SLT Detention

Detentions should only be given where an incident/offence has been logged on Arbor. Not all detentions will be logged and managed on Arbor – it will only be used to log and manage Year and some SLT Detentions.

Student will usually require 24 hours' notice of an after-school detention. Parents and students should be informed either in person or via in-app message, email or telephone call home.

Escalation of sanctions

It is important that sanctions are proportionate to the incident and that the escalation procedures outlined below are followed.

There are several non-negotiables with regards to student behaviour in the classroom:

1. All students must follow staff instructions at all times (If, for whatever reason, a student does not, please ask clearly *"are you refusing to follow my instructions?"*)
2. It is not acceptable for a student to swear at a teacher.
3. It is not acceptable for a student to be racist, homophobic or to sexually harass another student (or member of staff).
4. Physical or verbal aggression.

If a student displays any of the above behaviours in the classroom please send for a member of SLT, who will remove the student and issue a suspension.

Sanction Systems

All behaviour incidents and detentions must be recorded on Arbor. The behaviour types listed below correlate with what is on Arbor and are a guide as to how the incident should be dealt with. Arbor uses a severity index from -5 (most sever) to 0 (neutral).

The table below shows the different sanctions available and the types of incidents that they can be linked to. It is important that all staff follow these processes.

	Warning / Reprimand		
Minor Incidents	Step 1	Remind students of behaviour expectations *Use positive language to ensure you are not reinforcing the negative behaviour.*	All staff
	Step 2	Second verbal warning *With this escalation comes the warning of a Negative Comment if they repeat the offence.* *Students' names may be added to a 'list' but this should not be on display to the students.* Associated behaviour types (-1 points): - Inappropriate iPad use - Low level disruption - Poor attitude - Poor effort	All staff

	Negative Comment	
Minor Incidents	Negative Comments are issued by class teachers for the minor incidents/offences listed below (Arbor severity -1). They may be issued following two verbal warnings for the offences above, or straight away for the other offences listed. Associated behaviour types (-1 points): - Inappropriate iPad use - Low level disruption - Poor attitude - Poor effort - Incorrect equipment - iPad not in school* - iPad not charged* - Incorrect uniform - Phone confiscated - Appointment missed - Forgot ID - Chewing gum * A student should not be penalised for this more than once in a day. Any student who receives 2 or more Negative Comments in a week will automatically be placed in a Year Detention. Incidents will automatically appear on parent and student portal. Note - If two verbal warnings and the subsequent issuing of a Negative Comment doesn't change the student's behaviour within the lesson then the teacher should issue a Subject Detention at a time that is convenient to the member of staff (see below)	All staff
	Detentions	
Repeat offences & Mid Level Incidents	**Subject Teacher**	These are lunch time or after school detentions issued by subject teachers for a specified length of time because: - a student hasn't completed their homework - their behaviour/attitude/effort in class didn't change immediately following two verbal warnings and the issuing of a Negative Comment Associated behaviour types: - Homework (0 points) - Subject Detention (0 points) Incidents will automatically appear on parent and student portal. Detention is set at a time convenient to the member of staff awarding the detention once the incident has been logged on Arbor (Note – the detention cannot be set on Arbor.) Parents are NOT automatically informed – a short email will need to be sent	Class teachers CLs

		notifying them of the detention (use Arbor email templates)	
		Students will need to be informed of the detention in person or via email and are expected to remember (cc them into the email to their parent). Please encourage them to add it to the calendar on their iPad.	
		If a student fails to attend a Subject Detention then this should be recorded on Arbor as "Missed detention – subject". This will automatically escalate to the CL who will speak to them and issue them with a Department Detention.	
		If a student misses two Subject Teacher Detentions in a half term they will automatically be issued with a SLT Detention.	
	Department	These are lunch time or before/after school detentions issued by the CL usually because a student has failed to attend a class teachers' detention.	CLs SLT
		Associated behaviour types: - Department Detention (0 points)	
		Incidents will automatically appear on parent and student portal.	
		Detention is set at a time convenient to the member of staff awarding the detention once the incident has been logged on Arbor (Note – the detention cannot be set on Arbor.) Parents are NOT automatically informed – an email will need to be sent notifying them of the detention (use Arbor email templates)	
		Students will need to be informed of the detention in person or via email and are expected to remember (cc them into the email to their parent). Please encourage them to add it to the calendar on their iPad.	
		If a student fails to attend a Department Detention then this should be recorded on Arbor as "Missed detention – CL". This will automatically issue a SLT Detention.	
	Year	Year detentions will automatically be issued to students who: - Receive 2 or more Negative Comments in a week - Are late to school or a lesson 2 or more times in a week* - Other offence deemed necessary by the HOY/SLT A HOY or member of SLT can issue a Year Detention for any other reason deemed necessary by assigning it in Arbor. This can be done on Arbor by recording the incident under "Year Detention – Adhoc (HOY/SLT only)" behaviour incident.	HOY SLT (and auto based on repeat offence)

| | | These will take place on a Monday after school starting promptly at 3.30pm in the canteen. Timings as follows:

  - 2 Negative Comments = 45 minutes
  - Every additional Negative Comment = 15 minutes extra

The week begins afresh every week on a Monday morning.

* Admin support to bulk issue late detentions by assigning behaviour type "Persistent Lateness"

Incidents will automatically appear on parent and student portal.

Detention notification email sent to parents automatically – times will not be specified and will need to be 'worked out' by the supervising teacher. Students and parents are assumed to know it is 45 minutes + 15 minutes extra for any additional offences.

Detention is scheduled on the student portal calendar.

Students will need to be informed of the detention when it is added to their Arbor calendar and are expected to remember. Please encourage them to add it to the calendar on their iPad.

If a student fails to attend a Year Detention then this should be recorded on Arbor as "Missed detention – Year". They will be rescheduled into a Year Detention and automatically be issued with a SLT Detention (ie. they will be required in two detentions).

Two Year Detentions in a half term will automatically result in an SLT Detention. | |
| **SLT** | **SLT** | SLT Detentions are reserved for persistent offenders and/or the most serious offences.

If a student is issued 2 Year Detentions in a half term they will issued with a SLT Detention automatically.

If a student misses a Year or Department Detention they will be issued with a SLT Detention automatically.

These will take place on a Thursday after school from 3.30-5.30pm.

A member of SLT can issue a SLT Detention for any reason deemed necessary by assigning it in Arbor – this should be reserved for the most serious incidents. This can be done on Arbor by recording the incident under "SLT Detention – Adhoc (SLT only)" behaviour incident.

SLT Detentions are reserved for serious incidents. They will either be recorded on Arbor as "SLT Detention – Adhoc (SLT only)" or | **SLT** |

Persistent offences & Serious Incidents

<table>
<tr><td colspan="2">issued as the result of 2 missed Year or Department Detentions). The detention will be automatically issued on Arbor. Parents will receive a telephone call or may be invited in for a meeting to discuss the incident.

Students will be automatically issued the detention and are expected to remember although it a conversation with the issuing member of SLT will also happen. Please encourage them to add it to the calendar on their iPad.

If a student fails to attend a SLT Detention then they will be given a 1 day internal suspension (isolation). If they receive 2 SLT Detentions in a half term it will be escalated and further sanctions employed.</td><td></td></tr>
<tr><td colspan="3">Internal Suspension (called Internal Exclusion on Arbor or isolation)</td></tr>
<tr><td colspan="2">Issued if a student fails to attend a SLT Detention or for any other incident/offence deemed necessary by a member of SLT.</td><td>SLT or HOY</td></tr>
<tr><td colspan="3">External Suspension (called External Exclusion on Arbor)</td></tr>
<tr><td colspan="2">Issued by a member of SLT for the most serious offences.</td><td>SLT</td></tr>
</table>

Who can help when it goes wrong?

If you encounter behaviour situations within your lessons that you would like support with or that you feel requires further intervention there are the following people available to help:

- Curriculum Leader – they should always be your first port of call for any issue within your classroom.
- Head of Year – You should refer issues to the HOY only when you have first discussed them with your CL or if you are involved in an incident in the playground/corridor.
- Age Phase Coordinators (Learning Support) – It may be that the root cause of behaviour problems with students in lesson may be down to their frustrations and difficulties in learning. This is often particularly acute with students with learning difficulties.
- SENCO (Lisa Kenny)
- SLT – The SLT mainly get involved in behaviour matters when they are referred on to them from the Head of Year. However, if there is a serious incident within your lesson that requires the student to be removed then send another student to the school office to get a member of the SLT to support you.

Table of Behaviour Types

This table can be used as a quick reference guide for staff.

Behaviour Type	Severity	Comments	Recorded by	Escalated to
Missed Detention – Department	-4	Automatically issues SLT Detention	CL	SLT Detention
Missed Detention - Year	-4	Automatically issues SLT detention	HOY AHOY	SLT Detention

SLT Detention – Adhoc (SLT only)	-4	Only to be issued by SLT for a significant incident. State reason in incident log.	SLT	SLT Detention
Missed Detention – Subject Teacher	-3	Automatically flags to CL who will need to issue a Department detention	All	CL
Persistent Lateness	-2		Admin	Year Detention
Appointment missed	-1		All	Year Detention for 2+ incidents in 1 week
Chewing gum	-1		All	
Forgot ID	-1		All	
Inappropriate iPads use	-1		All	
Incorrect equipment	-1		All	
iPad not charged	-1		All	
iPad not in school	-1		All	
Incorrect uniform	-1		All	
Low level disruption	-1		All	
Phone confiscated	-1		All	
Poor attitude	-1		All	
Poor effort	-1		All	
Homework	0		All	Dealt with by teacher in the first instance
Subject Detention	0		All	Dealt with by teacher in the first instance
Department Detention	0		CL	