



ST. JOHN THE BAPTIST'S COLLEGE

Positive Behaviour

SCHOOL AIMS

- ◆ To develop the school as a sensitive and caring community in which the establishment of good relationships is of prime importance in developing each pupil as an individual in their own right.
- ◆ To ensure that improvements in literacy, numeracy and information technology are priority targets for all our pupils including those with Special Educational Needs.
- ◆ To develop effective links with the community, including business and industry, so as to extend the curriculum to enhance teaching and learning.
- ◆ To create stimulating learning environments which will encourage the highest possible educational standards and which challenge our pupils to higher achievement.
- ◆ To promote Catholic education and Christian values **inherent therein and thus highlight its relevance to life and contemporary culture.**
- ◆ To promote the development of mutual respect, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life.
- ◆ To promote and develop high expectations among parent/guardians so that parent/guardians fulfil their vital role in supporting the parent/school partnership.
- ◆ To promote the development in all our pupils of a sense of pride in themselves and in their school.

POSITIVE BEHAVIOURAL POLICY

Rationale

The Positive Behaviour Policy at St John the Baptist's College provides an agreed course of action amongst teachers, pupils and parents, which promotes effective teaching and learning, the worth and value of each person and respects the rights of all members of the school community. We believe a healthy balance between sanction and rewards is fundamental and encourage everyone to implement the school rules fairly and consistently.

Our aims are:

- ◆ To foster good behaviour in a positive way within an environment where our children feel secure and free from emotional and physical harm.
- ◆ To enable our children to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response.
- ◆ To create a calm and caring community where teachers teach and children learn.
- ◆ To recognise and respect the rights of each member of our school community.

Responsibilities

While promoting the rights of each individual it is important that everyone recognises their responsibility in the promotion of a Positive Behaviour Policy.

The agreed rights and responsibilities are summarised as follows:

RIGHTS, ROLES & RESPONSIBILITIES OF THE TEACHER

ROLES AND RESPONSIBILITIES

To be classroom manager.

To deliver the curriculum.

To impart knowledge.

To facilitate learning.

To listen and value pupils contributions.

To address individual needs.

To continually monitor and evaluate.

To prepare pupils for adult life.

To promote life long learning.

To be fair and consistent.

To act and behave in a professional way.

To help pupils achieve full potential.

To have pupils' welfare at heart.

To plan and prepare lessons/be organised.

To promote the Catholic ethos of the school.

To treat others with respect.

To be a positive role model.

To promote a safe and caring environment.

To report on area of concern.

To accept shortcomings and seek to improve.

To provide support for colleagues.

To keep abreast of legislation.

To set standards of acceptable behaviour.

To manage behaviour in the classroom/school.

To attend lessons punctually.

To assess pupils for improvement.

To report to parents annually.

RIGHTS OF THE TEACHER

To be treated with respect.

To teach in a safe, healthy and secure environment.

To have opportunities to develop professionally.

To have Equality.

To have adequate resourcing.

To be informed and consulted on whole school issues.

To be supported by colleagues.

To be valued and acknowledged.

To be kept well informed regarding social background etc. of pupils when necessary.

RIGHTS, ROLES & RESPONSIBILITIES OF THE CLASSROOM ASSISTANT

ROLES AND RESPONSIBILITIES

To assist the classroom manager.

To assist in the delivery the curriculum.

To facilitate learning.

To listen and value pupils contributions.

To address individual needs.

Continuous monitoring and evaluating.
(LSU Continuous monitoring and evaluating verbally along with class teacher.)

To prepare pupils for adult life.

To promote life long learning.

To be fair and consistent.

To help pupils achieve full potential.

To have pupils' welfare at heart.

To plan and prepare lessons/be organised. (Reading partnership etc)

To promote the Catholic ethos of the school.

To treat others with respect.

To be a positive role model.

To promote a safe and caring environment.

To report on area of concern.

To accept shortcomings and seek to improve.

To provide support for colleagues

To report harassment or bullying

To keep abreast of legislation.

To reinforce standards of acceptable behaviour.

To liaise with teacher to manage behaviour in the classroom/school.

To attend lessons punctually.

To model appropriate behaviour.

RIGHTS OF THE CLASSROOM ASSISTANT

To be treated with respect.

To work in a safe, healthy and secure environment.

Opportunities to develop professionally.

Equality

Adequate resourcing.

To be informed and consulted on whole school issues.

To be supported by colleagues.

To be valued and acknowledged.

To be kept well informed regarding social background etc of pupils when necessary.

RIGHTS & RESPONSIBILITIES OF THE PUPIL

RESPONSIBILITIES OF THE PUPIL

To attend punctually

To come prepared for work—books, equipment.

To listen and co-operate.

To participate to the best of their ability.

To seek appropriate support as necessary.

To focus on work and care for resources.

To complete homework on time and to the best of their ability.

To follow the school rules and to be aware of the consequences of their own actions.

To be polite, well mannered and treat others with respect.

To show respect for self, others and property.

To behave in an exemplary manner.

To report harassment/bullying (cyber)

To refrain from abuse—physical, emotional, verbal or cyber.

To catch up on work upon return to school e.g. illness; sporting activity; medical appointment

To adhere to the school dress code.

To record all homework and have a parent/guardian sign diary weekly.

To take responsibly for our own learning, organisation and discipline.

To comply with the internet access policy

These are not personal, they are the codes for everyone!

RIGHTS OF THE PUPIL

To enjoy these rights pupils must respect the rights of others.

To be treated with respect.

To be taught in a safe, healthy and secure environment.

To be provided with a positive learning and social experience.

Opportunities to develop spiritually, morally, culturally, physically and academically.

To be free from verbal, emotional and physical abuse.

To be valued, listened to and acknowledged.

RIGHTS & RESPONSIBILITIES OF THE PARENTS OR GUARDIANS

RESPONSIBILITIES OF THE PARENTS

To enjoy these rights parents ensure that:

Their child attends regularly and on time.

Their child obeys the school rules and shows respect for other pupils, school staff and property.

Their child wears the correct school uniform.

They treat school staff with respect.

They provide the necessary equipment for school.

They oversee and promote the value of homework.

To check and sign Homework Diary weekly.

They make an appointment when they wish to meet a member of staff.

They tell the school promptly of any concern about their child.

They respond quickly to concerns raised by the school.

They attend at least one parent/teacher meeting each year.

They inform school promptly of changes in (a) address, (b) telephone/mobile numbers.

To provide an explanation for their child's absence from school.

RIGHTS OF THE PARENTS

To receive a quality education for their child.

To have their child taught in a warm, welcoming and safe place.

To have their child treated fairly and with respect.

To seek support for their child if he/she has any problems.

To be responded to appropriately/sensitively when raising any concerns.

To be told promptly about any concerns.

To be informed about anything which affects their child's education/welfare.

SCHOOL RULES

Healthy Eating

We will show respect for ourselves, others and property (safe treatment rule)

- We look after school equipment
- We listen to others when they are speaking
- We leave other peoples belongings alone
- We are always polite and well mannered
- We will be respectful and kind to others
- We play/interact safely and allow others to join in

We will be present, punctual and prepared to work to the best of our ability (learning rule)

- We will be in registration at 9.05am
- We will be on time for every lesson
- We will bring the right equipment, including homework, for every lesson
- We will attempt all activities and tasks given.
- We will follow the school policy on mobile phones
- We will bring our homework diary to school each day
- We will correctly record and complete all homework on time

We listen carefully and follow directions from all staff and speak respectfully to others (talking & listening rule)

- We will listen attentively to the teacher so that we will know what to do
- We will make positive contributions to learning
- We will listen to others
- We will raise our hand before we speak in whole class activities

We move quietly and carefully around the school (safe movement)

- We will give way to adults
- We will stay in our own designated areas at break and lunch times
- When we arrive at a classroom we line up quietly outside the room and only enter a room when instructed to do so by a member of staff.
- We will walk at all times indoors
- We will move without pushing or shoving
- We will not eat or drink in the classroom or on the corridor
- When we enter a classroom to deliver a message we will do so politely and always address the teacher first

We will wear our full uniform and remain in uniform for the duration of the day (uniform)

- We will ensure our appearance is appropriate for school
- We will project a positive image of St John the Baptist's College
- We will follow the school's policy for appearance
- We will wear our blazers to and from school, on the corridors and on school trips

DRESS CODE– FEMALE STUDENT

- We will only drink water in school. Fizzy drinks and chewing gum are not permitted.

‘We want our students to wear their school uniform with pride and to project a positive image of themselves and of our school to members of the wider community’

Uniform

Complete school uniform must be worn to school each day as outlined in our ‘Guidance to parents.’ School skirts must be ‘knee length’ and must not be altered in any way.

Blazers

It is **compulsory** for each student to have a school blazer. Each student **must** bring a blazer to school each day. A blazer should be worn on the journey to and from school and on the corridor. It is **compulsory** for all students to wear a school blazer when they are attending events outside of school (unless otherwise directed). Jumpers may be removed if preferred.

Jewellery

Each student may wear **only** the following as items of jewellery: One pair of **small** stud Ear-rings - to be worn in lobe of ear. Healthy & Safety considerations dictate that **no visible piercing is permitted to be worn at any time.**

Hairstyle

Hairstyles should be simple and of a natural colour.

Make Up

Students may wear **only discreet (light) foundation to match their natural skin tone.** No other makeup is permitted to be worn at any time during the school day.

Shoes

School shoes must be **COMPLETELY BLACK** in colour. Heels must not be higher than 5cm (2”). **No** canvas or trainer type shoes are permitted. Parents should ensure that footwear is appropriate for all weather conditions.

DRESS CODE– MALE STUDENT

‘We want our students to wear their school uniform with pride and to project a positive image of themselves and of our school to members of the wider community’

Uniform

Complete school uniform must be worn to school each day as outlined in our ‘Guidance to parents.’ Shirts must be tucked in and appropriate tie worn.

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MOBILE PHONES

Mobile phones must remain switched off and kept in a pupil's blazer / bag during school hours. If a pupil uses a mobile phone to send or receive calls or text messages during school hours, the phone will be confiscated and placed in the general office. It will be returned to the pupil, with parent, the next day or when a parent is available. Pupils are forbidden to use mobile phones to sound record or to produce still or moving digital images during any school activity.

If a pupil needs to contact home in an emergency, he / she may obtain permission from a member of staff to use the telephone in the school office.

Technological advances mean that it is now possible to photograph or pass on photographs of a pupil, or staff member. It is also possible to post images on the internet of a pupil or staff member.

Although we do not wish to ban pupils from having a mobile phone, we do wish to protect all our pupils and staff from the misuse of technology.

Any attempt to make or pass on any image of a pupil, or staff member, will be considered a serious infringement of school rules and can also be deemed a child protection or legal matter.

School rules will be strictly adhered to. It is important that everyone appreciates that these rules exist to protect all our pupils and staff.

We wish to protect the dignity and right to privacy of every pupil and member of staff.

The Principal and staff would like parents to particularly support the rule on confiscation - this will ensure a safer environment for all.

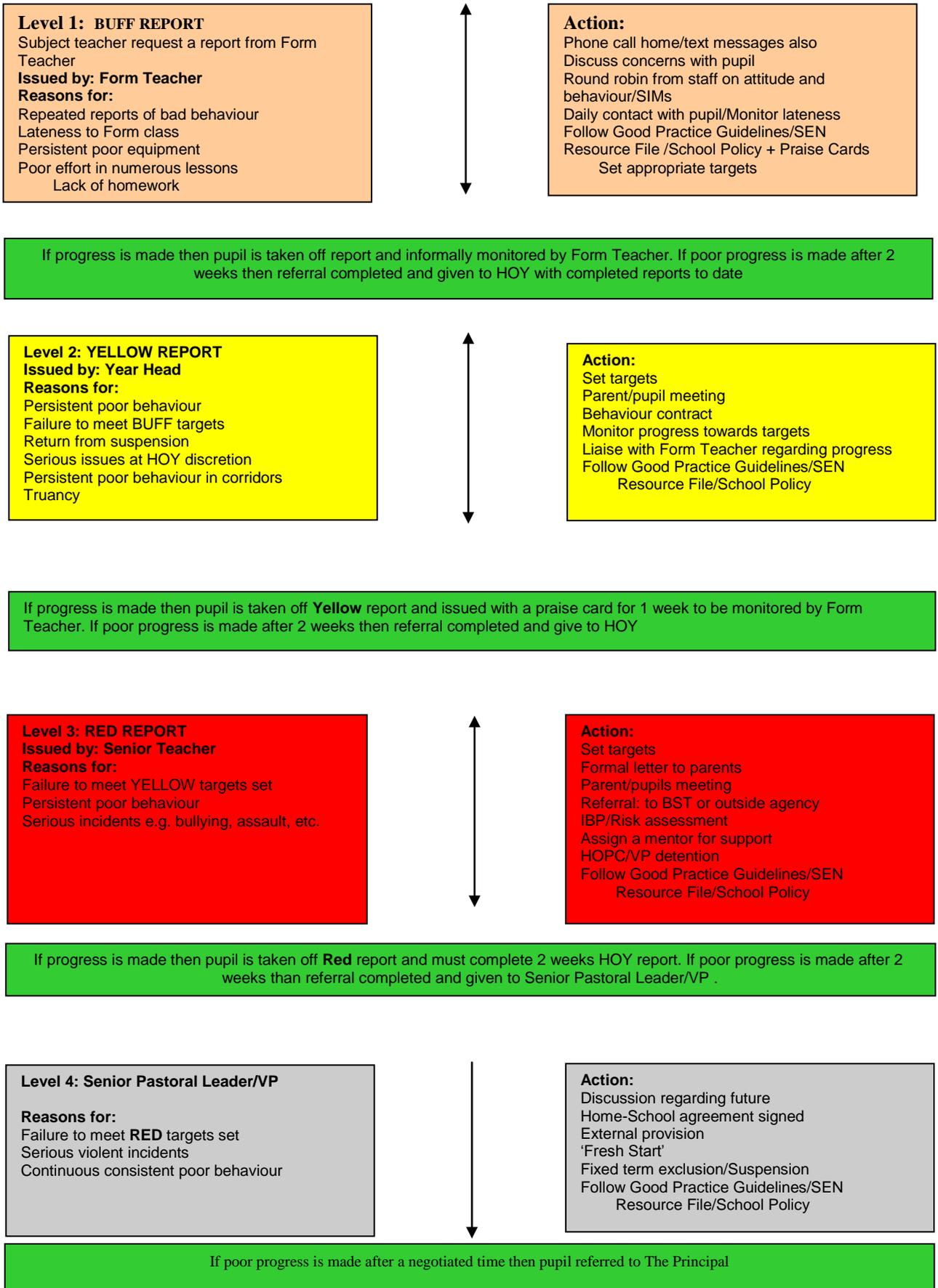
In St John the Baptist's College we prefer to use preventative rather than reactive strategies

Some of the strategies staff may use to prevent or de-escalate potential behaviour incidents are listed below

- Creating/maintaining relationships
- Tactical ignoring
- Praise/ proximity praise
- 5W reflection form
- Target reporting/ BP
- Active learning activities
- Class layout
- TELL
- Good news cards/ emails home
- Circle time
- Distraction/ action breaks
- Time out cards
- Time out timetable
- Parent interviews
- Counselling
- Community service
- Take up time
- Target setting
- Mentor
- Given responsibility role
- Sharing strategies
- Clean slate daily
- Disguising frustration
- Task analysis
- Earned free time
- Formalised referral system

A STAGED REFERRAL PROCESS

1. Discuss with pupil rather than a written report.
2. Behaviour target sheet should present achievable targets that allow child to see their progress.



BEHAVIOURS

Behaviours to be corrected by relevant members of staff

Staff are to deal with student behaviour at the different levels outlined below by using a range of strategies from Good Practice Guidelines/ SEN Resource File and by support from colleagues.

Class Teacher

Late to lesson
Lack of equipment
Eating, chewing, drinking in class
Failure to remove coat/hoodie
Being noisy / talking
Failure to follow instructions
Being un-cooperative
Interrupting a teacher / shouting out
Throwing objects in the classroom
Time wasting / avoiding work
Truancing class—identified from SIMS
Using inappropriate language
Getting out of seat and walking around
Failure to complete class work, homework, coursework, etc.
Writing graffiti in exercise books or on the desks
Expectation of work – quality and quantity
Relocate to another classroom with less distractions
Persistent lack of equipment and schoolbag

Form Teacher

No Homework Diary
Lateness/Attendance
Follow up absence notes
Continued truancing of class (Refer to year head)
General appearance: Uniform, footwear, jewellery, hair colour, make-up.
Poor behaviour of pupils throughout the school day.
Consistent poor behaviour of pupils in numerous curriculum areas -report to year head and place on **buff** report.
Refusal to follow instructions of staff on lunch/break duty and of lunchtime assistants
Refusal to follow the instructions of the Form Teacher
Disrupting Form time
Referring pupils who are persistently displaying poor behaviour to HOY following sanction policy
Importance of personal hygiene.

Head of Year

Personal issues leading to poor behaviour
Verbal abuse of class teacher
Failure to comply with sanctions / strategies laid down by FT
Follow up **yellow** report and feedback to FT
Persistent refusal to hand over jewellery / non-uniform
Persistent inappropriate language
Persistent bullying
Persistent defiance of the uniform code
Disruption of learning in several subject areas
Persistent lateness
Poor attendance between 85-92%
Persistent poor behaviour in corridors.
Persistent refusal to hand over mobile phone
Persistent truancy
Disrupting the education of other students
Use of withdrawal

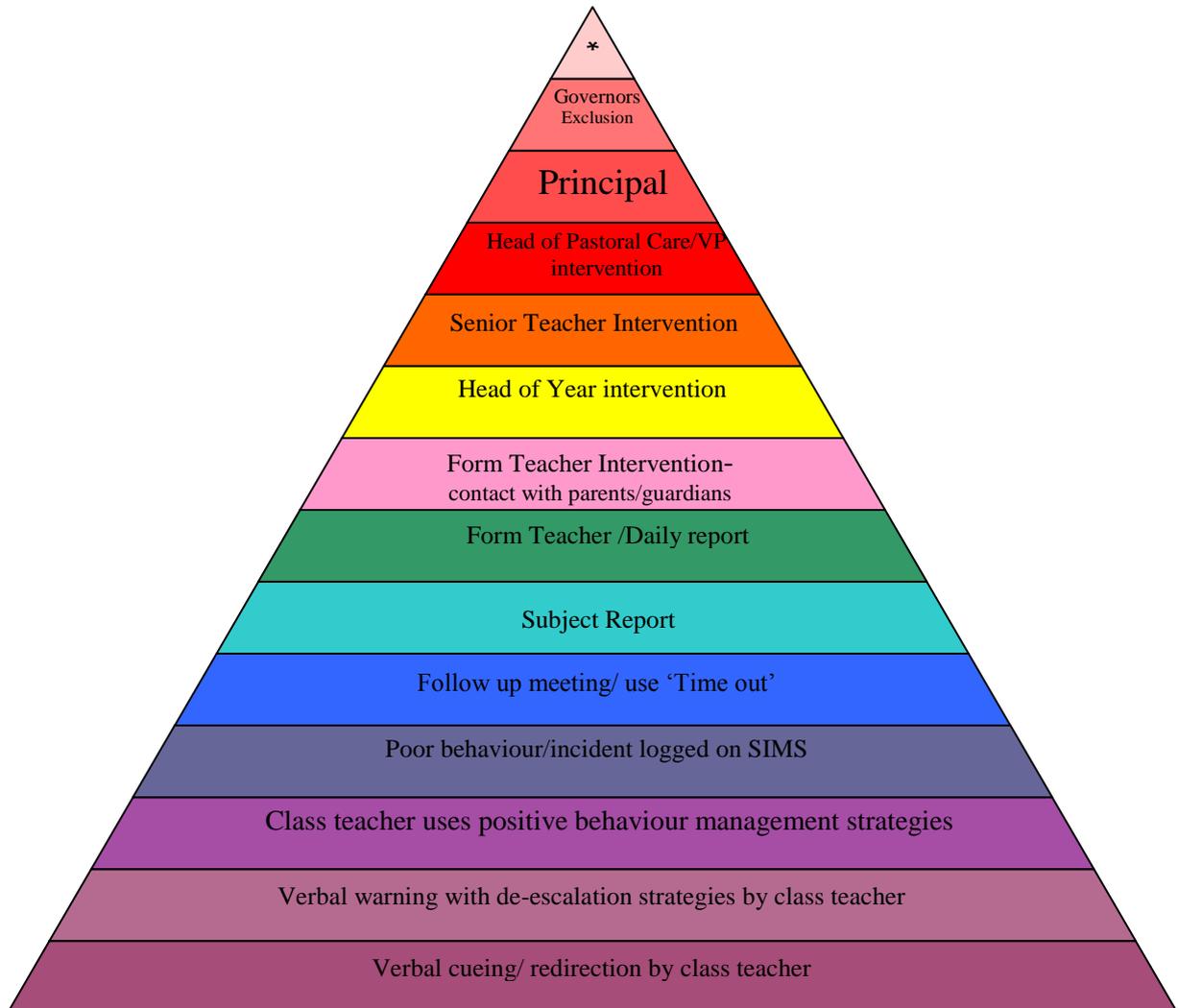
Senior Teacher/Head of Pastoral

Serious verbal abuse of staff and pupils
Fights between pupils in and out of lessons
Liaising with HOY's regarding attendance and punctuality
Ongoing refusal to follow the instructions of the class teacher/subject leader
Unacceptable behaviour to/from school
Ongoing disagreements/behaviour issues between pupils
Ongoing truancy/disruption of learning in several subject areas or school – truancing pupils may be referred to the EWO
Failure to comply with sanctions/ strategies laid down by the HOY
Follow up **Red** report and feedback to HOY
Persistent absenteeism – Below 85%- Refer to EWO
Bullying/Cyber

Vice Principal/ Principal

Drug possession / dealing
Assault on a member of staff
Serious verbal abuse of staff
Serious aggressive fight / assault on another pupil
Failure to follow strategies and sanctions laid down by HOY.
Parental confrontation of staff
Recommendation to Principal re. Governors Discipline Committee
In the event of long suspension – recommendations for final warnings to be issued

BEHAVIOUR PYRAMID



LINKS WITH OTHER SCHOOL POLICIES

Other Forms of Support

Additional support will be available from various outside agencies including;

- Behaviour Support Team.
- Our Assistant Advisory Teacher is Ms M Coogan
- The Education Psychology Service –Mrs. C McVeigh
- The Educational Welfare Service– Mrs J McCann

Counselling

Mrs Elizabeth Berry

Mentoring

Mrs L Swain

Training Needs

Staff have attended SIMs training and behaviour management training to support the Positive Behaviour Policy. Staff have received Positive Behaviour Management training from the Behaviour Support Team.

Evaluation

The effectiveness of the policy will be measured by;

- A reduction in the number of pupils being sent to senior staff
- A reduction in suspensions
- A reduction in detentions
- Increase in rewards and merits being awarded.
- Increase in attendance percentage.

Review

This policy has been written and agreed with the EA Behaviour Support Team. It will be reviewed regularly in response to on-going advice and training. It will form part of the school's overall Pastoral Care Policy.