



Behaviour, Rewards and Sanctions

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Date of next review: August 2024
Responsible person: Deputy Head (Pastoral)
References: Permanent Exclusion Policy and Procedure (9b)
Searching and Confiscation Policy and Procedure (9d)
[Behaviour in Schools, Advice for headteachers and school staff \(DfE February 2024\)](#)
The Education (Independent School Standards) Regulations 2014

Annex A: [School Rules](#)
Annex B: [Behaviour in Boarding](#)
Annex C: [Academic Prizes, Colours, Service Awards](#)

Policy number: **9a**

St John's School expects high standards of behaviour and discipline at all times. Pupils are expected to behave in such a way as to bring credit to the School and respect the School's Aims and Ethos. All pupils are issued annually with a copy of the School Rules in their Pupil Handbook. The Principles of Kindness are at the heart of the School's culture and pupils are expected to abide by these principles in all aspect of School life. The School is cognisant of its additional duties in relation to pupils with special educational needs and disabilities; we will take into account specific circumstances and requirements of the pupil(s) concerned when applying this policy and consider these factors when monitoring behaviour patterns and trends.

The School Rules are set out in the Pupil Handbook, the Parent Handbook and annexed to this policy. Parents and pupils have an opportunity on request to see the School Rules before they accept the offer of a place. When parents accept the place for their child, they confirm that they accept the authority of the Head, and of other members of staff on the Head's behalf, to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School community as a whole and to maintain high standards of behaviour and discipline.

This policy, and the School Rules current at the time, applies at all times when the pupil is in or at school, representing the School or wearing school uniform, travelling to or from school, on school-organised trips, or associated with the School at any time.

This policy shall also apply in circumstances where failing to apply this policy may affect the health, safety or wellbeing of a member of the School community or a member of the public, have repercussions for the orderly running of the School, have an adverse impact on school discipline or bring the School into disrepute.

Discipline is not an end in itself, but rather a means to ensure that all pupils are able to benefit fully from the opportunities the School provides. This policy therefore needs to be read in conjunction with other policies, for example Anti-Bullying Policy and Procedure, Permanent Exclusion Policy and Procedure, the Pupil and Parent Handbooks. St John's School staff can rely on full support from senior colleagues in applying this behaviour policy.

Particular attention is drawn to the following points:

- All pupils are expected to display kindness at all times. Staff will make clear their expectations in this respect. Pupils are expected to abide by the 'Principles of Kindness' in all aspects of school life.
- All conduct which falls short of the high expectations of St John's will be deemed a breach of the School Rules and treated seriously.
- Pupils are reminded the use of offensive, derogatory, discriminatory, racist and homophobic language, and general name-calling, is totally unacceptable.

- All pupils should be aware that the School expects high standards of appearance at all times. Pupils must travel to and from school in uniform unless they have permission to wear alternative clothing.
- Pupils need to be aware of and adhere to the timings of their commitments. Pupils needing to miss lessons or other school commitments must explain the circumstances to the appropriate teachers **in advance** and have obtained the permission of their Senior House Staff (SHS).
- Sports fixtures are compulsory for pupils selected to represent the School, and the majority of the fixtures take place on Saturdays. All pupils must understand this expectation before they arrive and will be reminded of it when appropriate.

The Principles of Kindness

Kindness is the most cherished value of our St John's community.

The Principles of Kindness underpin how we think, interact and behave on a daily basis.

- **Respect** - We will demonstrate respect for each other, the school community and property.
- **Inclusion** - We will actively try to include everyone in our activities and lessons. We will never deliberately marginalise someone.
- **Support** - We will encourage and help members of our school community.
- **Empathy** - We will actively try to consider and understand how someone else may be feeling and respond with kindness.
- **Service** - We will actively seek out ways to serve the School and wider community and will be generous to all members of the School community.

Pupils helped determine the Principles of Kindness and they are regularly discussed in assemblies, house and tutor time. They also form a key part of our rewards and sanctions process.

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Part 1: Rewards

Rewarding pupils for positive achievements and behaviour is considered to be extremely important in developing a positive ethos within the School. The School believes in the importance of a culture of praise. Staff are encouraged at all times to offer pupils positive feedback on their efforts and achievements and to share positive information about the success of pupils in any aspect of school

life. Likewise, tutors are encouraged to let parents know when their child has done something worthy of praise. St John's uses the following specific rewards:

CREDITS

These are for incidents which warrant verbal praise.

The purpose of a credit is to note when a pupil is meeting or exceeding St John's expectations and to note and monitor pupil progress.

Credits will be visible to parents/carers on My School Portal ("MSP") and reports.

Credits can be issued by all staff.

Credits can be awarded for any work or behaviour that warrants verbal praise. Examples of this would include but are not limited to the following:

- Demonstrating kindness to members of the School community
- Positive, ambitious attitude
- Work, effort, or engagement in any domain that goes beyond what was expected
- Showing persistence, overcoming difficulties and setbacks with their work
- Good outcomes for class or homework
- Proactively seeking and acting upon advice.

Credits are awarded through iSAMS and can be awarded under the following options which correspond to the Pupil Culture and Principles of Kindness.

Overcoming obstacles:

- Embracing challenge
- Demonstrating perseverance
- Overcoming setbacks or problem

Learning from success and failure:

- Showing pride in their work leading to excellent outcomes
- Learning from previous errors and demonstrating progress

Accountable for themselves:

- Excellent organisation and/or planning
- Going beyond what was expected in their lesson/activity
- Excellent independent work or engagement

Kindness:

- Respect – demonstrating the highest level of respectfulness to a member(s) of the School community
- Inclusion – demonstrating the highest level of inclusivity toward member(s) of the School community
- Support – demonstrating the highest level of support to a member(s) of the School community
- Empathy – demonstrating the highest level of empathy toward a member(s) of the School community
- Service - demonstrating the highest level of service to the School community

DEPUTY HEAD'S COMMENDATION

- To recognise excellence in consistently fulfilling St John's School expectations – individuals can be nominated by SHS or HoDs at any time.

Standard letter or postcard home to the pupil.

HEAD'S COMMENDATION

- To recognise excellence in either a single act or outcome
- To recognise excellence in reports: top 10% in a year group for attitude to learning and/or grades.

Standard letter or postcard home to the pupil.

The School uses further awards and prizes for the recognition of academic effort and attainment, co-curricular contribution and achievement, see Annex C.

In addition, details on the role, selection and training of School Prefects and Mentors can also be found in the document 'Prefects at St John's'.

Part 2: Attendance and Punctuality

Lateness

These are to be recorded in the register:

- Any pupil who is late to a lesson or activity, must be marked as late on the register.
- Lates are monitored by the SHS. Three Lates in a two-week period leads to a lunchtime detention.
- If further action needs to be taken, this will be escalated to a member of SMT/SLT and involve a meeting with parents/carers.

Attendance

Attendance should be monitored bi-weekly by heads of year/SHS. They will act consistently for all pupils who drop to 90% attendance or below.

- **Stage 1:** When attendance reaches 90% (equivalent to three weeks' absence in a school year) a formal, written expression of concern will be sent to parents. This will emphasise the link between lesson attendance and academic attainment. This letter will be sent by SHS and will form part of a dialogue with parents.
- **Stage 2:** When attendance falls below 90% a clear, a tiered action plan for improving attendance will be put in place in discussion between SHS, head of section and parents.
- **Stage 3:** Where attendance fails to improve after stage one and stage two the Deputy Heads will escalate the concern with parents and with external agencies when necessary.

See the School's Attendance Policy for fuller detail.

Part 3: Sanctions

We understand that pupils will make mistakes. Our sanction policy is tiered and allows pupils to learn from errors and mistake while also maintaining clear boundaries and helping to maintain school discipline.

The purpose of the sanctions is to make it clear to pupils, individually and collectively, that their behaviour has fallen short of our expectations and to give the pupils opportunity to reflect on their actions.

Tier 1: De-merits

These are for incidents when a pupil fails to meet St John's expectations.

Pupils should first be issued a verbal warning that their behaviour is not meeting our expectations. However, there may be situations where a concern will need to be issued without a verbal warning.

Should the poor behaviour continue staff should inform pupils they are being issued with a de-merit.

The purpose of a de-merit is to make clear to pupils their behaviour has fallen short of the schools expectations. De-merits will be visible to parents/carers on My School Portal ("MSP") and reports. This will give parents/carers a realistic insight into day-to-day behaviour and progress.

De-merits can be issued by all staff.

De-merits are issued on iSAMs under the following criteria.

- Unacceptable behaviour around the School site
- Unacceptable behaviour in class (off task, failure to follow instructions promptly, calling out and/or talking over others etc.)
- Eating in class or around the School
- Unacceptable attitude
- Classwork incomplete or poor quality

- Homework incomplete, poor quality or not completed by the deadline
- Uniform concern

Organisation De-merit

- Organisation concern - general
- Not equipped for the lesson (i.e., books, stationery, subject-specific equipment)

Tier 2: Lunchtime detentions – issued by teachers, SHS and HoDs

Lunchtime detentions can be issued for any of the following reasons:

- Lateness to lessons/tutor time/activities. (Issued by SHS following review)
- Three de-merits over two weeks or less. (Issued by SHS) Exceptions may be made for organisational concerns, this will be at the discretion of the SHS.
- Chewing gum
- Inappropriate behaviour between lessons or around the school site
- Failure to rectify a de-merit. (Issued by teacher, SHS or HoD) For example:
 - Unacceptable behaviour is noted, pupil is issued a de-merit and asked to stop. If the unacceptable behaviour continues a lunchtime detention should be issued. (Pupil should be sent out if unacceptable behaviour continues, see guidance below).
 - Homework not submitted on deadline and teacher issues a de-merit. If three such de-merits are issued over a fortnight in one or a combination of subject a lunchtime detention should be issued. (Issued by SHS)

Tier 3: After school detention – One hour supervised by SHS or HoDs

These can only be issued by SHS and HoDs via instruction to SHS.

A non-exhaustive list of the types of behaviours that are likely to lead to an After School detention are as follows:

- Unkind behaviour toward a member of the school community
- Showing a lack of respect toward a member of staff
- Three lunchtime detentions over three school weeks or less
- Plagiarism and or malpractice
- Failing to attend activities without appropriate permission
- Repeated failures in relation to the School Rules
- Failure to improve behaviour that warranted the issuing of a lunchtime detention.
- Inappropriate language around the School site. (For example, swearing.) (Issued by Teachers, SHS or HoDs)
- Taking another pupils belongings without their consent
- Using the word 'snitch' or 'snake'.

Tier 4: Deputy Head's Detention - two hours Friday – SMT/SLT to supervise

These are issued for more serious breaches of school discipline. A non-exhaustive list of examples of behaviour that warrant a Deputy Head's Detention include, but are not limited to the following:

- Being sent out of class or an activity
- Rudeness towards a member of staff or a lack of respect toward a member of staff deemed too serious for an afternoon detention but not meriting a fixed term exclusion
- Unkind behaviour or bullying towards a member of the School community deemed too serious for an afternoon detention but not meriting a fixed term exclusion
- Acts of physical aggression and/or playfighting
- Repeated or significant plagiarism or malpractice.
- Missing lessons or chapel without appropriate permission
- Misconduct deemed too serious for an afternoon detention but not meriting a fixed term exclusion
- Being off site during school hours without appropriate permission.

Pupils receiving a Deputy Head's Detention for a second time may be required to enter into a *Behaviour Improvement Agreement* which will set out specific requirements and adjustments expected to be the norm in future. This will be signed by the pupil, parents and a member of the School's Senior House Staff or Pastoral Care team at a meeting arranged for all parties to discuss.

Tier 5: Fixed Term Exclusions from School

These are awarded in response to very serious breaches of School discipline or where there has been little or no improvement in the behaviour of a pupil who has been sanctioned previously at Tier 4 or 5.

There are two levels of fixed term exclusion; an Internal Fixed Term Exclusion which is served on site in an area set apart from the rest of the pupils. An Internal Fixed Term Exclusion can vary in length from one half-day to two days. For more serious offences/repeated offences or failure to meet the terms of a *Behaviour Improvement Agreement*, an External Fixed Term Exclusion may be issued, which is served at home, for a minimum of one day and a maximum of five days.

During such an exclusion, pupils will not be allowed to attend lessons, the House, or activities and will not be able to represent the School competitively.

The following might, for example, merit a Fixed Term Exclusion:

- Bullying
- Alcohol use in School or during the school day including evenings when boarding or participating in school activities, bringing alcohol to the school site. (See the School's policy on Drugs, Tobacco, Alcohol and Controlled Substances)
- The use of offensive, derogatory, discriminatory, racist and homophobic language or behaviour
- Persistent disruptive behaviour, inside or outside the classroom.
- Swearing about the action of a member of staff. (Swearing at a member of staff is likely to result in permanent exclusion)
- Leaving a boarding house after 10.15 pm without permission
- Vandalism
- Minor theft
- Fighting or other violent behaviour
- Aggressive behaviour or playfighting deemed too serious to warrant a Deputy Head Detention
- Misuse of fire extinguishers
- Missing a Deputy Head's Detention without excuse
- Failing to meet the terms of a *Behaviour Improvement Agreement* or *Behaviour Support Plan*
- Rudeness towards a member of staff or lack of respect towards a member of staff deemed too serious to warrant a Deputy Head Detention.

The list for offences meriting a Fixed Term Exclusion is not exclusive, but is merely given as a guide. Any sanction must, in any case, take into consideration the particular circumstances under which an offence has been committed and the safeguarding of the School community as a whole. See below, The School's Procedure for Awarding Sanctions from Tier Four Upwards.

Tier 6: Permanent Exclusion

The School must maintain discipline and good conduct to ensure an orderly environment. The Parent Contract (Terms and Conditions), this policy and the School Rules are clear about what constitutes unacceptable conduct and the possible consequences of such conduct.

A pupil may be excluded permanently from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of discipline, a criminal offence, repeated breaches of discipline, multiple Fixed-Term Exclusions, and/or failure of the pupil to abide by the terms of a *Behaviour Improvement Agreement*. Permanent Exclusion is reserved for the most serious breaches, only implemented when absolutely necessary, or when protecting the safety of others (pupils and staff) may be a factor. The Head shall act with procedural fairness in all such cases. The Head's decision to exclude permanently shall be subject to a Governors' Review if requested by the parents. The pupil shall be excluded from the School pending the outcome of the review.

Please refer to the School's Permanent Exclusion Policy and Procedure.

While it is important to treat all pupils equally, it is accepted that staff must take additional care when administering sanctions to pupils who have Special Educational Needs, particularly if they have organisational difficulties, are receiving some form of academic support or are in transition. The

School will sometimes moderate the sanction system in order to support a pupil if they have known difficulties.

Consideration will also be given to any pastoral matters that may have an impact on a pupil's behaviour in class or around School, or on the quality of their work. Where there are, for example, problems at home, there is room for flexibility in the sanction system at the discretion of the Head or Deputy Head (Pastoral).

The School's Procedure for Awarding Sanctions from Tier 4 Upwards

For Tier 4 sanctions upwards, prior to imposing a sanction, a proportionate investigation will be undertaken by a senior member of staff. Parents will be notified at a point in time where detail is clearest. Interviews will be held with pupils and staff as appropriate (notes will be taken), reasonable time will be taken to ensure the best chance of correct decisions being made. The pupil will usually be given the opportunity to provide a written account to clarify in their own mind what happened, what went wrong and how they would act differently in the future.

If there is a possibility that a Tier 5 or 6 sanction may apply, an investigation report will be presented to the Head. The Head will discuss the report and the possible outcomes with one or more of his Deputies to ensure all areas of concern have been investigated and clarified as far as is reasonably practical. The Head will always take into account any mitigating factors including Special Education Needs or Disabilities, safeguarding concerns or specific vulnerabilities of the pupil(s) involved before making a decision.

From time to time, the pastoral team may decide it is appropriate to replace a sanction with a different type of consequence or educative response which supports the pupil to modify their behaviour – e.g. a training session with the police. This will be agreed on a case-by-case basis and agreed with parents as necessary. If a pupil engages in persistent disruptive behaviour, inside or outside the School, behaviour sanctions will be escalated accordingly and may include Fixed Term Exclusion, or even Permanent Exclusion.

As part of this process, appropriate outside agencies may be contacted, and advice sought from them. This could include the Police, Children's Services and/or any other expert body which the School may be obliged to inform or that the School considers beneficial to the pupils and the School community. St John's aims for transparency, fairness and consistency in the application of this Behaviour Policy and the 'Sanction System' and does not at any stage make decisions that will substantially affect our pupils' lives without very careful consideration.

The Head's Authority

In accordance with section 8.5 of the School's Terms and Conditions (Parent Contract) Parents accept the authority of the Head and senior staff to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of individual pupils and the School community as a whole. The School does not expect pupils and parents to question or challenge teachers' judgment in the issuing of de-merits. Reasonable complaints made under the Complaints Procedure for Parents (published on the School's website) will receive fair and proper consideration, and a timely response.

Guidance for Staff on when a Pupil Should be Removed from Lessons or Activities

Unacceptable behaviour in a lesson or activity might require a pupil to be removed from that lesson or activity to stop the disruption to other pupils.

Teachers can email @removal when a pupil needs to be removed from a lesson.

- 1- If a pupil's behaviour is unacceptable, they should first be given a warning.
- 2- If their behaviour does not improve they should be issued a verbal reprimand and issued with the appropriate de-merit.
- 3- If after the pupil has been reprimanded and told they have been/will be issued the de-merit and they continue to behave in a way that is unacceptable, the teacher should issue a lunchtime

detention and warn the pupil that if their behaviour continues they will be removed from the lesson/activity.

- 4- If after verbally issuing the lunchtime detention the unacceptable behaviour continues the pupil should be removed from the lesson. The pupil should be sent to the Deputy Head's (Academic or Pastoral) offices in Hamilton. The Deputy Heads Academic and Pastoral should be informed via email.
- 5- The Deputy Head (Academic or Pastoral) should facilitate reflection by the pupil on the behaviour that led to their removal from the lesson and what they can do to improve in future.
- 6- If necessary, continuity of education should be provided for any pupil removed from a lesson (this can be different, but still meaningful, from that being delivered in the lesson).
- 7- The pupil will be issued with a Deputy Head's Detention.
- 8- Parent/carer will on the same day be informed if their child has been removed from a lesson.

The above is guidance, and it there may be times when it necessary to immediately removed a pupil from the lesson or activity. For example, for behaviour that is likely to warrant a Deputy Head Detention.

Other related matters:

Physical Aggression and Fights

Any incident of physical aggression, assault or fighting is taken very seriously by the School and will be investigated in accordance with this policy. Any incident of physical aggression, assault or fighting must be immediately reported to the Deputy Head (Pastoral). Pupils involved should be sent to the medical centre if required.

In normal circumstances the suspected perpetrator(s) parents will be contacted by the SHS and the pupil sent home. This is because aggression, assaults and fighting are highly emotional, creates a lot of attention and can escalate. Sending the pupil home can help deescalate the situation and give the pupil the time and space to calm down and avoid any attention and speculation.

Following the investigation, should the incident warrant a sanction any time spent away from school will be considered when determining that sanction.

Searching and Confiscation

If a pupil is suspected of carrying an item (for example vapes) the best approach is to ask him/her, in the presence of a second adult witness, to turn out his/her pockets or bag. This is normally effective. If he/she refuses to cooperate, the School will have the option of sanctioning him/her as they would in any case where the pupil refused to comply.

School staff can search a pupil for any item if the pupil agrees. This search should be authorised by the Head or the Deputy Head (Pastoral). Only the Head, Deputy Head (Pastoral), Deputy Head (Academic) and Deputy Head (Co-curricular and Logistics) and the DSL have the Head's permission to carry out a search. The Head or Deputy Head (Pastoral) may authorise other individual members of staff to conduct a search depending on the circumstances. The DSL should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

Staff should refer to the *Searching and Confiscation Policy and Procedure* for detailed guidance about the boundaries and arrangements for searching with and without consent; it is vital that staff consider the obligations under the European Convention on Human Rights (ECHR), pupils have the right to expect a reasonable level of personal privacy and any interference with this by the School must be justified and proportionate.

Exclusion from Boarding – see Annex B, Behaviour in Boarding

Physical Intervention

Refer to the School's Physical Intervention and Restraint Policy and Procedures.

Corporal punishment

Under Section 131 of the Schools Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent schools, including St John's.

Fines

A pupil may be fined a sum of money (maximum £50) if school property is vandalised or if the fire alarm system is tampered with. (Damage repair costs may involve additional payments).

Staff Induction, Development and Support

Upon joining the school, all new staff are provided with a comprehensive induction programme in relation to how the School manages pupil behaviour. There are regular staff training updates held on INSET days.

Monitoring and Review

The School records all behavioural incidents and sanctions; data is used to monitor behavioural patterns and to evaluate the effectiveness of this policy.

The School will analyse patterns of concerning, problematic or inappropriate behaviour potentially indicative of cultural issues which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action which may include more staff training, incorporating learning points into pupils' lessons, assemblies or tutor times, or amendment to this policy.

Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy when they sign the Terms and Conditions ("Parent Contract"). They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework/private study. The school will routinely inform parents through My School Portal about Tier 1 de-merits. Parents will always be informed in advance of After School and Deputy Head Detentions.

School Rules

- All pupils are expected to display kindness at all times and to all members of the School community. The 'Principles of Kindness' should be adhered to at all times.
- All conduct which falls short of the high expectations of St John's will be deemed a breach of the School Rules and treated seriously.
- All pupils should be aware that the School expects high standards of appearance at all times. Pupils must travel to and from school in uniform unless they have permission to wear alternative clothing.
- Pupils need to be aware of and adhere to the timings of their commitments. Pupils needing to miss lessons or other school commitments must explain the circumstances to the appropriate teachers **in advance** and have obtained the permission of their Senior House Staff.
- Sports fixtures are compulsory for pupils selected to represent the School, and the majority of the fixtures take place on Saturdays. All pupils must understand this expectation before they arrive and will be reminded of it when appropriate.
- Pupils needing to miss lessons or other School commitments must explain the circumstances to the appropriate teachers in advance and have obtained the permission of their Senior House Staff.
- Pupils must be fully acquainted with all fire safety arrangements.
- Food and drink must not be removed from the Dining Hall and should not be consumed in any teaching area.
- Chewing gum is not permitted on School premises.
- Pupils must not trade in any form of property with other pupils without their Senior House Staff's permission, nor must they engage in gambling.
- Pupils must not use the swimming pool, sports hall, astroturf, gym, design and engineering workshops or laboratories without appropriate adult supervision.
- Pupils must have their Senior House Staff's permission to bring into school any electrical equipment. This equipment must meet electrical safety standards.
- During lesson and preparation time no music will be played in studies. At other times music may be played at a level which is not discernible outside the study or dayroom.
- For School Rules regarding the use of mobile phones, please refer to the relevant section of the Pupil Handbook.

The following behaviours, as well as any criminality / illegal activity, are likely to lead to application of the most serious sanctions:

- Bullying (including online / cyber bullying, prejudice-based and discriminatory bullying).
- Physical assault, threatening behaviour, fighting.
- Sexual harassment.
- The use of offensive, derogatory, discriminatory, racist and homophobic language or behaviour.
- Theft and damage to property. Pupils must not modify school furniture or fittings without permission. All damage to property should be reported immediately to the Senior House Staff or the appropriate member of staff. Carving or writing on school property is forbidden.
- Pupils must not have in their possession any items listed in the Drugs, Tobacco, Alcohol and Controlled Substances Policy.
- Bringing prohibited items or illegal, inappropriate or dangerous items into school.

(School Rules last updated 30 August 2022)

Behaviour in Boarding

The same standards of behaviour are expected of pupils during boarding hours as during the School day. The Five Principles of Kindness remain the core values of our community.

- **Respect** - We will demonstrate respect for each other, the school community and property.
- **Inclusion** - We will actively try to include everyone in our activities and lessons. We will never deliberately marginalise someone.
- **Support** - We will encourage and help members of our school community.
- **Empathy** - We will actively try to consider and understand how someone else may be feeling and respond with kindness
- **Service** - We will actively seek out ways to serve the school and wider community and will be generous to all members of the school community.

As a boarding community, living in a shared environment, we recognise that all of our actions have an impact on others. It is our responsibility to ensure that the impacts are positive. Therefore, the following areas are highlighted to pupils.

- Punctual attendance at all roll calls.
- Keeping to the timings of evening routines, especially bed time.
- Ensuring that behaviour does not impact negatively upon those who are seeking to work, rest or sleep.
- Ensuring that behaviour does not cause damage to the boarding environment or additional work for those who maintain it.

The approach to poor behaviour during boarding will mirror the approach during the school day.

1. If a pupil's behaviour is unacceptable, they will be given a warning. This must be logged in the Boarding Handover Form.
2. If their behaviour does not improve they will be given a verbal reprimand and a concern should be logged onto iSAMS. Pupils must be told that a concern is being logged.
3. If the poor behaviour persists the pupil should be told that their parents will be informed. This will be by email or phone and the pupil spoken to by the house staff the following day. A lunchtime detention will be given.
4. On a subsequent occasion in the same term, if behaviour reaches point 3 above then the pupil will meet with the Head of Boarding who will contact the pupil's parents.
5. Poor behaviour to point 3 on a third occasion will lead to exclusion from boarding. The length of the exclusion will be determined by the Head of Boarding in conjunction with the House Staff. This will be communicated to parents by the Head of Boarding.

Exclusion from boarding is a specific boarding-related sanction. Whilst excluded from boarding pupils will attend School each day as usual.

Very serious breaches of School discipline that occur during boarding may also result in fixed term or permanent exclusion from School.

If a pupil is excluded from boarding, refunds for the affected nights will not be given, nor can affected nights be credited and swapped for other nights.

Academic Prizes, Colours, Service Awards

Rewarding pupils for positive achievements is considered to be extremely important in developing a positive ethos within the School. The School very much believes in the importance of a culture of praise. Staff are encouraged at all times to offer pupils positive feedback on their efforts and achievements and to share positive information about the success of pupils in any aspect of school life. Likewise, tutors are encouraged to let parents know when their child has done something worthy of praise. St John's uses the following specific rewards:

Academic

- **Engagement Prizes** are awarded termly to those pupils who have achieved the highest overall engagement grades in their year group. Approximately 20 pupils in each year group will be recognised with Engagement Prizes each term.
- **Credits** are awarded to pupils for a good piece of work relative to their ability. Tutors are automatically informed when a credit is awarded to one of their tutees. Pupils are also automatically informed. Credits contribute towards the House Shield scores.
- **Distinctions** are awarded to pupils who produce work of exceptional quality relative to their ability. The Head will expect to have the work shown to them by the pupil so that the pupil can be congratulated. A distinction is worth two credits.
- **Head's Credit Prizes** are awarded to pupils who have gained the appropriate number of credits: ten in the junior school and seven in the Sixth Form (Distinctions each count as two credits).
- **Lower Sixth Academic Scholarships** are awarded annually to those pupils who were not academic scholars on entry to the School but who have performed well in GCSE examinations. In so doing, they stand out alongside the School's academic leaders. Although the scholarships carry no financial benefit, they are highly prestigious awards.
- **Academic Prizes** are awarded on Speech Day to the academic leaders in each subject.
- **Dux of the Year** is the title awarded on Speech Day to the academic leader of each year group. The Dux of the Upper Sixth Form is also awarded the title of Dux of the School.

Colours

Guidelines

Awards can be made in any co-curricular activity; the crucial issue is the level of achievement made by the individual pupil. Awards are made on the basis of contribution over a period of time, rather than a single performance, however outstanding. The final decision as to whether a pupil qualifies for School Colours or Full Colours lies with the Head. The decision regarding House Colours lies with the Senior House Staff.

House Colours

House Colours serve to recognise contribution to and excellence in the House community. House Colours are awarded by Senior House Staff

School Colours

School Colours serve to recognise excellence at the highest level. To qualify for School Colours in a particular activity a pupil should have fulfilled all of the following criteria:

- Exceptional level of performance, beyond the normal expectations of first-team level
- Outstanding level of commitment to training/practice
- Outstanding attitude and reliability

Full Colours

Full Colours recognise the achievement of consistently representing the School at the top level. To qualify for Full Colours in a particular activity a pupil should have fulfilled all of the following criteria:

- Highest level of school-based performance
- Outstanding level of commitment to training/practice
- Outstanding attitude and reliability

ANNEX C

Candidates will only be considered if they have made a significant contribution at the highest level e.g. in sport, this should be at least 75% of possible matches at first team level; for other activities, those under consideration should rank among the top performers in the School and their contribution should be the equal of that of a regular first team player. The Head reserves the right to award colours to those not fully fulfilling the above, e.g. as a result of injury.

Service Awards

In addition to the above, Service Awards are made to those involved in either the Combined Cadet Force or the Community Service Unit. They are made to members of the Sixth Form who have given outstanding service over a significant period of time.

Prefects

The School strongly believes in the benefits of prefects. There are four categories of prefect in the School:

1. The two School Captains whose role it is to provide strong guidance and leadership to the pupil body as a whole.
2. The School Prefects who assist the School Captains in their role by carrying out various school based responsibilities.
3. House Captains whose role is to ensure that the pupils in their house receive strong guidance and leadership.
4. House Prefects who carry out various duties in the houses and set a clear example to others in the house.

Further details on the role, selection and training of prefects can be found in the document "Prefects at St John's".

Mentors

Academic Mentors are Lower Sixth pupils who help younger members within the School with any aspect of their learning or school life. They offer advice and support with matters such as organisation, study skills, how to work towards academic targets and extension and navigating all aspects of school life. Mentors are selected by the Head of Lower School. House mentors are selected by SHS.

LOWER SCHOOL REWARDS

In addition to the above some elements of the rewards system are specific to the Lower School pupils

Academic:

Credits are awarded for good work in class/prep and for engaging in independent learning. They are recorded electronically by teachers and reported directly to tutors. Credits are collected as part of the Lower School credit competition between tutor groups. Distinctions are awarded for outstanding work which is shown to the Head of Lower School (and Head if appropriate)

Credit certificates are awarded by the Head of Lower School in Lower School assemblies:

- 10 = bronze certificate
- 25 = silver certificate
- 50 = gold certificate

Engagement prizes are awarded in line with the reporting cycle to the top two pupils in each tutor group.

Co-curricular – Lower School Colours:

Half colours and full colours are awarded for outstanding achievement in a sporting, cultural or service activity. These are awarded on a termly basis by the Head of Lower School and the Lower School tutor team to a small number of pupils who have excelled in a particular area of the School.