

Behaviour, Rewards, Sanctions and Discipline



St John's School
LEATHERHEAD

| | |
|----------------------------|---|
| Date of Issue: | September 2018, updated August 2019 |
| Date of Review: | August 2020 |
| Responsible Person: | Deputy Head |
| References: | Behaviour and Discipline in Schools: Advice for Headteachers and School Staff, DfE, January 2016 The Education (Independent School Standards) Regulations 2014 |
| Policy number: | 9a |

BEHAVIOUR

St John's School's expectations require the highest standards of courtesy, integrity, good manners, good discipline and respect for the needs of others. We expect, and parents accept, that each pupil will take a full part in the activities of the School, will attend each school day, will be punctual, will work hard, will be well behaved and will comply with the school rules about the wearing of uniform and appearance. Good behaviour is promoted at St John's in several ways. There is a strong pastoral ethos at the School which encourages positive moral and social attitudes. Chapel, Assembly and Wellbeing (PSHE) lessons all focus on values (especially kindness, generosity, tolerance, citizenship and social responsibility). All staff are expected to act as positive role models, as are prefects, mentors and older pupils. A list of common courtesies is displayed in each House. We set out these requirements in order that each pupil will set an example and offer strong moral leadership when they take their place in society beyond school.

The School Rules are set out in the Pupil Handbook and other documents, such as the Parent Handbook, which are published annually. 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 son or daughter, 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. This policy, and the School rules current at the time, applies to all pupils when they are on school premises or not, in the care of the School, wearing school uniform, or otherwise representing or associated with the School, including a school trip or activity at any place or time. 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, Special Educational Needs and Equal Opportunities, and also with the Pupil and Parent Handbooks. St John's Staff can rely on full support from senior colleagues in applying the School's discipline policy.

High standards of behaviour, manners and discipline are expected of all pupils at all times. Pupils are expected to behave in such a way as to bring credit to the School. All pupils are issued annually with copies of the School Rules in their Pupil Handbook.

The School is sensitive to pupils with special educational needs and will consider this when monitoring patterns and trends.

Particular attention is drawn to the following points:

- All conduct which is anti-social or tends to bring discredit to the School, whether on the premises or elsewhere, is deemed a breach of school rules.
- All pupils are expected to display kindness at all times particularly in the presence of adults and in the classroom situation. Staff will make clear their expectations in this respect. The '7 Pillars of Kindness' are on display in every House (*reproduced below*).
- 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 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 all those boys and girls 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 need to be aware of and adhere to the timings of their commitments. Punctuality is a requirement and a courtesy.
- All allegations of abuse by staff against pupils will be taken seriously and investigated thoroughly in accordance with government procedures and advice. However, all pupils and parents must be aware that if any allegations made against staff turn out to malicious or unfounded, then the School will deal with the perpetrator(s) most severely.

The 7 Pillars of Kindness

Kindness is the most cherished value of our St John's community. Here is what it means in practice.

1. We are essentially a family and should behave as such. So treat others as you would wish to be treated: with friendliness, courtesy, tolerance, and respect.
2. Make it your goal to carry out at least one purposeful act of kindness every day. Greeting people with a smile. Holding open a door. Sharing. Including others. Saying thank you.
3. Remember that simply listening to someone is often the greatest kindness you can offer.
4. Our house system thrives on collaborative effort and friendly competition. Take pride in your house and its achievements without denigrating others.
5. Banter that hurts or upsets other people is called bullying - whether or not that is your intention. Think about the impact of what you say and do: in school, at home and online.
6. Kindness always involves empathy – seeing the world from another's point of view - and frequently takes courage. It may involve opening up your own feelings to others or standing up for somebody in difficulty.
7. Kindness benefits everyone – those who display it and those who receive it – and it's catching too: kindness encourages kindness. Being kinder makes all of us happier and stronger. So be kind - and feel better for it!

SENIOR SCHOOL REWARDS AND SANCTIONS

Rewards

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. A 'positive feedback' flag is available on iSAMS to inform tutors of any pupil successes that are worthy of such praise. This is available in addition to 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. Credits also 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 him by the pupil so that the pupil can be congratulated. This award will be noted and placed on the School record of the pupil and 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). Parents receive a letter to inform them.
- **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 an award lies with the Head.

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

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 Upper Sixth pupils who help younger members of their house with any aspect of their learning. They offer advice and support with matters such as organisation, study skills, how to work towards academic targets and extension. Mentors are selected by the Director of Pastoral Care and SHS.

Sanctions

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 Deputy Head.

The School's policy is under-pinned by the following fundamental principles:

- The level of punishment should be proportionate to the seriousness of the offence.
- Punishment must be fair and consistent and, where possible, seen to be so by the pupil(s).
- All sanctions should be awarded as a last, rather than as a first, resort.
- Concerns about academic progress, behaviour or uniform can be highlighted using the 'concern' flag on iSAMS, so that tutors have an opportunity to deal with issues without resorting to sanctions.

Two forms of concern can be registered through iSAMS (but must be communicated verbally to the pupil first): an Academic Concern and a Behaviour Concern. The purpose of these sanctions is to separate clearly concerns about academic work from the conduct of pupils in lessons.

Guidelines on sanctions

Academic Concern – relates to the quality of or effort put into academic work (in class or as prep), the engagement in a subject or a pupil's organisation.

Academic concerns are to be issued if a pupil falls short in terms of the expectations for:

- 1) Organisation
- 2) Engagement
- 3) Prep
- 4) Classwork

Behaviour Concern – relates to the conduct or behaviour of a pupil in an academic lesson and a pupil's timekeeping.

Behaviour concerns are to be issued for:

- 1) Absence without authorisation
- 2) Poor conduct*
- 3) Lateness

*The process for a Behaviour Concern for poor conduct in a lesson is as follows:

- 1) The teacher warns the pupil clearly about their conduct, which is disrupting the lesson.
- 2) The pupil continues to act in an inappropriate manner and is therefore issued a Behaviour Concern.
- 3) Should a pupil continue to disrupt the lesson after being issued a Behaviour Concern, they should be sent out of the lesson to the Senior Deputy Head. If they are unavailable, then the pupil should seek the Deputy Head.

Once an Academic or Behaviour Concern is issued on iSAMS, an automated email will be sent to the relevant tutor and SHS. Staff should enter these concerns on the day of issue. The tutor then discusses the sanction with the pupil and a brief email is sent to the teacher confirming that this matter has been addressed.

The first three Academic or Behaviour Concerns a pupil receives per half term are dealt with by the tutor and/or SHS. Once a fourth is received, the pupil concerned will meet with the member of staff listed below, which will result in a suitable action plan being put in place for that individual, possibly with the use of a monitoring book and if deemed necessary an appropriate detention.

- Lower and Upper Third – Head of Lower School
- Fourth Form, Lower Fifth and Upper Fifth – Senior Deputy Head or Deputy Head.

- Lower and Upper Sixth – Head of Sixth Form

Should a pupil fail to respond to the measures put in place by the staff listed above, they will be sent to the Senior Deputy Head or Deputy Head and sterner provisions will be put in place. In the case of extremely poor behaviour, a pupil can expect to be issued a Deputy Head's Detention.

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.

House Sanctions

The following guidelines must be observed:

- Sanctions must only ever be used as a last resort; education and positive relationships between tutors and pupils (and between the pupils themselves) are greatly preferable).
- All sanctions given in House should be in accordance with school policy and should be recorded on iSAMS.
- Sanctions must be applied consistently across all houses.
- At no time should sanctions be of a physical nature, humiliating or degrading.

Immediate action if a lesson is being disrupted

The teacher should inform the pupil(s) what it is they are doing that is causing the disruption and warn them that they will be issued a Behaviour Concern if they continue. If the disruption continues a Behaviour Concern is issued. Should a pupil continue to be disruptive they are sent to the Deputy Heads. Pupils should not be placed in the corridor outside a lesson.

Detentions

These are issued for other breaches of school discipline. There are four categories of detention: Lunchtime Detention, Senior House Staff Detention, Deputy Head's Detention and fixed term exclusion.

The following guidelines should be applied in issuing detentions. If in doubt about the appropriate sanction, staff are asked to discuss the matter with the Senior Deputy Head or the Deputy Head. Sanctions should only be applied as a last resort after other avenues have been explored. Pupils should have a clear picture of the expectations of all staff and should also be given the opportunity to meet and to maintain the standards expected before any sanction is applied. It is equally important that both good behaviour and the adherence to the common courtesies are praised at every opportunity and tutors should be informed if such praise has been given so that it can be reinforced.

While it is important to treat all pupils equally, it is accepted that staff must take additional care when administering detentions 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 detention 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 Senior Deputy Head or Deputy Head on the advice of SHS or tutors. In such situations the detention system is often useful in highlighting anomalies or possible problems. Each incident will be dealt with on a case-by-case basis. The pupil's housemaster/mistress or tutor should always communicate with parents when one of these sanctions has been issued. In more serious cases, there may also be communication from the Head, Senior Deputy Head or Deputy Head.

Lunchtime Detentions

These are issued, following appropriate warnings, to pupils in the Fourth Form, Lower Fifth or Upper Fifth. Only a HoD may use this sanction. There should be evidence of dialogue between teacher, HoD and tutor before this sanction is applied. The Senior Deputy Head should be copied into emails so that she has a clear idea of when such sanctions are likely.

Senior House Staff Detentions

SHS Detentions may only be awarded by SHS and academic staff members of SMT. The detention takes place weekly on Friday evenings for one hour, starting at 4.30pm. Pupils will be required to undertake reflective writing as directed by their Housemaster/Housemistress or the Deputy Head.

The following might, for example, merit a Senior House Staff Detention:

- Failure to attend activities (including games, music practices and sporting fixtures) without the appropriate permission.
- Misconduct outside class which cannot satisfactorily be dealt with using a house-based punishment.
- A repeated, minor breach of the School rules (e.g. chewing gum, incorrect use of mobile phones, unacceptable dress or appearance).
- Being out of a designated study area during private study time.
- Persistent late arrival to Registration.

Deputy Head's Detentions

These are awarded by the Head, Senior Deputy Head or Deputy Head for more serious breaches of school discipline. A Deputy Head's Detention lasts for one and a half hours and takes place each week from 5.30-7.00 pm on a Friday evening. Day pupils are expected to leave school at 4.30 pm and return at 5.30 pm unless agreed otherwise with the Deputy Head. Pupils will be required to undertake reflective writing as directed by the Senior Deputy Head or Deputy Head.

The following might, for example, merit a Deputy Head's Detention:

- Rudeness to a member of staff.
- Missing a lesson without the appropriate permission.
- Missing morning chapel/Assembly without the appropriate permission.
- Being told by a member of staff to leave a lesson for disciplinary reasons.
- Misconduct deemed to be too serious for an SHS Detention but not meriting a fixed term exclusion.
- Being off site during school hours without the appropriate permission.
- Entering other pupils' space (to include desk area/ locker) without permission.
- Certain driving offences (e.g. using the car during the School day without permission).

Fixed Term Exclusions

These are awarded by the Head, for very serious breaches of School discipline. They may also be awarded for repetition of an offence that initially merited a Deputy Head's Detention. 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. At the Head's discretion, an exclusion may be served on site in an area set apart from the rest of the pupils.

The following might, for example, merit a fixed term exclusion:

- 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.
- Deliberate vandalism.
- Minor theft.
- Violence.
- Misuse of fire extinguishers.
- Missing a Deputy Head's Detention without excuse.

The lists for offences meriting a fixed term exclusion are not exclusive, but are merely given as a guide. Where a particular offence is not listed, a discussion with the Senior Deputy Head or Deputy Head regarding the appropriate punishment is important to ensure consistency. Any punishment must, in any case, take into consideration the particular circumstances under which an offence has been committed.

LOWER SCHOOL REWARDS AND SANCTIONS

Rewards

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. The following specific rewards are used, although staff are encouraged at all times to offer pupils positive feedback on their efforts and achievements. All staff are strongly and regularly encouraged 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.

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.

Lower School Awards:

Awards are issued throughout the year to those who have made a significant contribution to Lower School events, activities and positions of responsibility.

Sanctions

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 of Lower School. Lower School Sanctions largely follow those outlined above with the following additions. St John's pupils are courteous and respectful, demonstrating high standards of conduct at all times.

Failure to meet these expectations in or follow instructions in lessons will result in the following steps:

- An initial warning.
- Being moved to another seat in the classroom (if appropriate) and/or given final warning. This warning is recorded by the teacher as an 'academic concern' on iSAMS.
- Being sent out of the classroom to the Lower School reception area. The teacher will send an email to the reception desk who will contact the Head of Lower School or Senior Tutor. The pupil will be expected to write an apology letter to teacher before their next lesson.

Meeting with management and parents in addition to appropriate sanction:

A meeting with the Head of Lower School and either the Director of Pastoral Care, Senior Deputy Head or Deputy Head may be called as a result of the following:

- Swearing at a member of staff.
- Leaving a boarding house after 10.15 pm without permission.
- Missing a school fixture without appropriate permission.
- Deliberate vandalism.
- Minor theft.
- Violence.
- Misuse of fire extinguishers.
- Missing a Friday night detention without excuse.

Meeting with the Head

If a pupil has committed a highly serious offence, or a number of less serious offences, a meeting with the Head might be called.

On these occasions, the School may to decide to place the pupil on a behaviour contract. This will specify areas of concern and the likely consequence of particular actions. It will also make it clear the support the School is putting in place.

WHOLE SCHOOL SANCTIONS

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).

Exclusions

A pupil may be excluded from School by the Head for either repeated acts of indiscipline or for a single serious breach of school rules. A fixed term exclusion means that the pupil will be sent home for a specified period of time.

Permanent Exclusion

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