



*Have faith...believe you can!*

**St John the Baptist School**

**Behaviour, Attendance, Anti-bullying  
Policy, Exclusion Policy**

Status & Review Cycle: Annual Review  
Next Review Date: September 2021

## Our Ethos

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 become equipped for adult life. Central to this expectation is our belief that to achieve this all students have the right to be educated in an environment where there is mutual respect and co-operation, guided by the gospel values.

This policy sets out our expectations for our staff and students and should be read in conjunction with the [SJB Charter](#)

## Our Aims

We aim to help students:

- to develop lively enquiring minds, and the skills and abilities necessary to secure success and the highest personal academic achievement
- to develop an understanding and appreciation for their religious faith and the spiritual and moral dimensions of their lives
- to learn to respond to the needs of others; to respect other races, religions and ways of life
- to face the opportunities, responsibilities and experiences of adult life, and the world of work, and to appreciate human aspirations, achievements and interdependence
- to celebrate and enjoy experiences of friendship, success, happiness and shared endeavour.

## Student Expectations

We expect our students to behave well, both inside and outside the school, by showing self-discipline and respect for both themselves and others. This will be their response to the Catholic ethos of St John the Baptist School and the homes from which they come; by their conduct they are expected to bring credit to both. A summary of our school rules is listed below – this list is not exhaustive, other rules may be explained, as the occasion arises. All students are expected to respond promptly and obediently to the instructions of staff. Sanctions for misbehaviour are set out in this policy document.

A happy and successful school is one in which good order prevails. We insist on high standards of conduct, behaviour and appearance and count on parental support to achieve this.

## Student Code of Conduct

The following is the outline of the expectations we have for students:

We will all do our best to behave in a way that shows **Respect for Learning**. This means:

- Attending each day and arriving on time for school and lessons (see below for details)
- Bring everything we need to lessons
- Listening to instructions and following them without question
- Doing our best and taking pride in all class and homework
- Making it easy for everyone to learn and for the teachers to teach

We will all do our best to behave in a way that shows **Respect for Self**. This means:

- Being honest with ourselves and to others
- Making good use of our time
- Taking good care of ourselves and our property

We will all do our best to behave in a way that shows **Respect for Others**. This means:

- Being courteous, co-operative and friendly
- Showing consideration for other people's feelings and points of view
- Making it easy for other people to achieve and being pleased when they do
- Taking care of other people's property
- Moving around the school safely and sensibly

We will all behave in a way that shows Respect for the School. This means:

- Wearing the correct clothes for school and adhere to expectations regarding appearance
- Taking good care of property and the environment, in and around the school
- Making sure we always give the impression of the school
- Playing an active part in helping improve the school and the local community

## School Rules

1. Good behaviour and politeness are expected in school, to and from school and on Public Transport.
2. Full school uniform must be worn to and from school and on all school occasions. All articles of school uniform should be clearly marked with the owner's name.
3. Students must adhere to expectations regarding appearance. The school reserves the right to decide what constitutes "extreme".
4. Smoking is forbidden as is the possession of tobacco, vape pens, lighters and other similar equipment. Similarly, possession or use of illegal substances is forbidden.
5. The bringing of dangerous weapons or anything that could be deemed 'dangerous' is forbidden.
6. We strongly advise that expensive items, such as mobile phones, headphones, watches, laptops etc. or large sums of money should not be brought into school. No responsibility can be taken by the school for loss of money or other personal property left unattended.
7. All damage to school property and equipment should be reported immediately; care should be school taken with all property.
8. During the lunch hour students may not leave the premises without permission from the Head of Year or senior member of staff (Years 7-11).
9. On entry to the school parents sign the SJB Charter, agreeing to support the whole ethos of St John the Baptist School.

## Mobile Phones & Other Mobile Devices

### Rules

1. Mobile phones should be switched off from 8.50am to 3.25pm except at break and lunch where they can be used in the 'Tech Zones'
2. **The 'Tech Zones' are the Sports Hall Foyer, Hall, Year 11 Cloakroom and anywhere outside\***
3. iPads and other mobile devices are only allowed in the 'Tech Zones' at break and lunch
4. No mobile phones or headphones are allowed during lesson change-over
5. Listening to personal music is not permitted in KS3 cover lessons
6. Listening to personal music in KS4 cover lessons is at the discretion of the cover teacher
7. Students should never 'ask to use' or 'assume they can use' their mobile phones during lesson time it should always be at the direction of the teacher - Teachers should be mindful of when mobile phones / personal music is being used in lessons and should carefully consider the benefit / impact on student learning.
8. The Hub is a space for quiet work at break and lunch where iPads can be used for learning only.

\* Whilst we are operating under the COVID-19 guidance where students social time is restricted to certain areas of the school. The 'Tech Zones' will also include all the indoor social areas allocated to specific year groups for use before school, at break and during lunch.

### *Enforcement*

1. Any mobile phones or headphones seen outside of the 'Tech Zones' at break and/or lunch will be confiscated immediately and taken to the front office.
2. Any mobile phones or headphones seen in lessons without permission will be confiscated immediately and taken to the front office.
3. Any students seen with an iPad outside the 'Tech Zones' at break and/or lunch will be given a SLT detention from 3.30-4.30pm on the subsequent Thursday - please let the student know to report to the school office on the Thursday and email the name of the student to Marion Harding.

### *Sanctions*

1. First offence - parents will be able to collect the phone in person from their HOY. They should contact the relevant HOY via email to arrange a suitable time for collection.
2. Further offences - students will be able to collect their phones from their HOY after 2 weeks.

## **Anti-Bullying**

Any form of bullying or intimidation, whether verbal, physical or cyber (via mobile or internet) is unacceptable at SJB. It is contrary to our positive behaviour approach and we do everything possible to discourage it. We are a telling school and this culture is promoted through, form time discussions, assembly time.

We expect that all students by their actions and attitudes will make it clear that:

- They will not tolerate bullying
- They will not stand by and watch someone else being bullied
- They will not retaliate this will only make things worse
- They will immediately inform a teacher or other adult of any bullying known to them
- They will give support to victims of bullying whenever they can

With regards to responding to reported cases of bullying:

- We guarantee that all reported cases of bullying will be investigated
- Any student who bullies another student will be dealt with appropriately
- Sanctions include detentions (lunchtime and after school) and internal suspensions
- Parents will be informed where appropriate
- Exclusion may be used in extreme cases where all other strategies have failed.

All efforts are made to support all those involved and to reconcile any differences.

## **Student Attendance**

In order for students to achieve our central mission and ensure they meet their full potential and become equipped for adult life, students must commit to attending school each day and to arrive on time for school and lessons. Research clearly demonstrates the link between regular attendance and levels of attainment.

We expect that all students will:

- Arrive to school on time for form time which begins each day at 8.50am.
- Attend school every day
- Arrive to school appropriately prepared for the day ahead

We expect that all parents will:

- Encourage regular and punctual attendance
- Ensure that they contact the school when their child/ren is unable to attend
- Notify the school immediately of any changes to contact details
- Communicate with the school any home circumstances that might affect the behaviour and learning of their child

We expect that all staff will:

- Record students' attendance as required
- Notify the office/HOY of any attendance concerns

All students should be in school on a school day. Any absence from school must be explained by a telephone call to school by 9.45am on each day of absence. If the duration of absence is known this can be stated. If it is not, a call must be made on all subsequent days of absence.

#### Encouraging excellent attendance

SJB actively encourages excellent levels of attendance in the following ways:

- Providing a safe, secure and engaging learning environment based on positive behaviour principles
- Celebrating and rewarding excellent attendance levels
- Responding promptly to a child's or parent's concerns about school or other students' behaviour in school
- Effectively communicating with parents about attendance

#### Responding to non-attendance

If a student does not attend school and a reason has not been provided, steps will be taken to find out why the student is absent.

- The office will endeavour to contact the parent that day by telephone
- If there is no response the office will continue to try to contact the parent
- School endeavours to work with parents to ensure attendance however, failure to comply with the expectations set by the Surrey Inclusion Service may result in further actions.

#### Holiday/Leave of absence

Parents play a crucial role in ensuring their child regularly attends school.

We expect parents to encourage excellent levels of attendance, to enable this:

- School term dates are published a year ahead on our website
- Parents cannot demand a leave of absence for their child/ren as a right
- SJB has the right to take off-role any student taking holiday in term time if there is no return within 20 days of absence.
- Exceptional circumstances may be considered but must be put in writing to the Headteacher at least two weeks prior to the holiday.

## Signing Out

It is best to make medical appointments outside of school hours. If you need to leave school during the day, you must bring a letter from home. The letter should be signed by your tutor at morning registration. When it is time for you to leave, you must show your letter to the office and sign out. If you return to school later in the day, you must sign in at the office.

## Transport

We expect the same high standards of behaviour on all school coaches and public transport as it is an extension of school. We expect all students travelling to school on public transport and the school coaches to follow the current COVID-19 guidance to wear face-coverings.

## Student Rewards

The school aims to encourage students to reach the highest standard of which they are capable. Praising students' efforts and successes has a strong motivational effect so that positive behaviour is instantly recognised and positively rewarded. Motivated students are unlikely to present behavioural problems. The praise must be genuine and well deserved. Indiscriminate praise rapidly becomes devalued and ultimately worthless. We reward students with nominations against the Student SJB 10. Student's achievements are also celebrated through sport/art/music etc. and other extra-curricular activities. The school publicly recognises achievement and success through:

- Nominations against the Students SJB 10
- Credits
- Letters and emails home to parents
- Assemblies
- Annual Awards evening

We reward in order to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social etc. are openly recognised and valued by the whole school community, students, staff, parents and governors alike.
- Develop self-esteem in individual students.
- Recognise effort as well as achievement.
- Raise the aspirations of all students.
- Provide written evidence of success for inclusion in other documents such as reports, exam percentages

This will help students to accept praise and feel valued in the school.

## Praise

Praise can be given in many ways and as often as possible through:

- A quiet word or encouraging smile.
- A written comment on students' work, in a more detailed way, picking out specific points or ideas.
- A written comment via email to student/parent/form tutor
- Letter home.

- A visit to another member of staff, which may include the Head of Department, Head of Year or Headteacher
- A public word of praise in front of a group, a form, a year or the whole school.
- Displaying the students' work in the classroom, corridor, reception, hall, Headteacher's newsletter or on the website.
- Public acknowledgement by presentation at an assembly or by giving some special responsibility.

## **Exclusions**

Where a student persists in unacceptable behaviour or refuses to comply with the expectations of the school they may be excluded and sent home by their Head of Year or a member of the SLT. Parents will be informed. When they return to school they must be accompanied by their parents and they will be withdrawn from their class and educated in isolation supervised by a member of staff for a set period. All days spent in isolation are extended days from 8.30am - 5.30pm. On returning to class they will be expected to work in line with the SJB School Code of Conduct and maintain exemplary behaviour both in and out of lessons.

### Temporary Fixed Term Exclusions

A temporary fixed term exclusion is a serious disciplinary measure, which is taken only when other efforts to modify/improve behaviour have failed. The Headteacher or Deputy Headteacher (in the Headteacher's absence) must make the decision for a temporary exclusion. In general, this level of disciplinary measure will be reserved for incidents involving exceptional and serious breaking of rules/code of conduct.

In such circumstance's parents will be contacted and details given. Work will be issued to the student to complete at home. Student and parents attend an interview before the return to school where expectations for improved behaviour is discussed.

If fixed term exclusions result in a student missing more than 15 school days in one term then the school will advise the Disciplinary Committee of Governors and a review meeting will be convened. Exclusions will not be used for:

- Minor incidents
- Poor academic performance
- Lateness or truancy
- Punishing students for the behaviour of parents

In the event of several fixed term exclusions parents will be invited for an interview to review the personal targets set and to plan for the future.

### Permanent Exclusion

If there have been previous temporary or fixed term exclusions and the student's behaviour is still giving serious concern then the Headteacher may, in extreme circumstances, consider a permanent exclusion. The following will apply:

- Specific reasons for the exclusion are given in writing to the parents with an explanation of procedures from then on
- The Chair of Governors and Governors' Disciplinary Committee will be advised and meet within 15 school days to review the decision

- The student will be provided with suitable home study work whilst the decision is reviewed
- At the review meeting both parents and student may put their case
- The Surrey Inclusion Service will be informed in writing
- If the Governors ratify the exclusion then parents may appeal to an independent committee within 15 days. The Appeal Panel's decision is final and binding
- If the school is advised that there is to be no appeal then the decision is final

The Governors will ensure that all efforts have been made to assist the student to remain at the school and that the framework of Pastoral Support procedures has been followed.

Our aim is to work with parents to ensure that all strategies have been used to improve a student's behaviour.

### Immediate Permanent Exclusion

A decision to immediately exclude a student may be taken by the Headteacher or, in his absence, by the Deputy Headteacher, if there is an urgent requirement to do so because of a serious breach of the school discipline policy, for example:

- unprovoked serious physical attack
- calculated verbal intimidation of a teacher
- explicit use of obscene language in confronting authority of a member of staff
- deliberate or reckless conduct posing a threat to safety of individual or group
- behaviour leading to major disruption of school or site
- indecency and indecent acts
- behaviour leading to protracted disruption of teaching
- use or possession of illegal substances or weapons; this is in line with DofE guidelines which expect schools to enforce an Anti-Drug policy which shows that drug taking will not be condoned.

These offences may be seen as a Zero Tolerance Zone for SJB and depending on the circumstances and the student's previous behaviour may warrant immediate permanent exclusion. Some or all of the disciplinary procedures, as set out in this document, may not have been completed because of the immediate nature of the decision.

The Headteacher may exercise his judgement to invoke immediate exclusion. The procedures will then proceed as with other permanent exclusions.

### **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:

<b>Aggressive</b>	<b>Passive</b>	<b>Assertive</b>
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.

## Procedures

At SJB we trust and empower our staff by considering the behaviour standards in the classroom to be the responsibility of the classroom teacher. Support is always at hand, however, so please do not be reticent in asking for it. We deal with issues as a team at SJB. It is not a sign of weakness to have difficulties, but it is to ignore them. 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:

- Head of Department: They should always be your first port of call for any issue within your classroom that you would like support on
- Head of Year: You should refer issues in your classroom onto the head of year once you have first discussed them with your head of department.
- Learning Support Department: 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. We have a superb learning support department with a wealth of experience and understanding. They are very willing and able to help. Please make use of them. Speak to Miss Hughes or Mrs Donovan.

- School Chaplain, Mrs Harrison: Michele has experience of dealing with students in all sort of situations and backgrounds. She is very skilled at supporting staff and students.
- 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 a student to the school office to get a member of the SLT to support you.

If you encounter behaviour situations outside of lessons that you consider require further intervention then you should refer these onto the:

- Head of Year/Assistant Head of Year
- SLT