

Behaviour Policy

**ISSR Part 3, Paragraph 9
NMS Standard 12**

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How are you feeling now?35

Date:35

Form:35

Name:35

What happened? *Write or draw in the box below. Use extra paper if you need.*35

What were you thinking or feeling at the time?35

Who do you think has been affected by what has happened?36

What needs to happen to put things right?36

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If this happens again, what will we need to do next?36

Student and Staff discussion36

carried out by:36

Student and Staff discussion36

carried out by:36

Date36

Time:36

Name of staff member:36



Pastoral Management Structure

Principal
 Vice Principal Pastoral & Boarding
 Vice Principal and Head of Prep
 Senior Pastoral Manager & Head of Upper School
 Senior Pastoral Manager & Head of Lower School
 Named Governor for Safeguarding

Mrs Clarke
 Mrs Rowlands
 Mrs Wood
 Mrs Hall
 Mr Fletcher
 Mr Stace

Prep School

Deputy Head of Prep
 Head of EYFS/Infants
 Nursery Manager

Mrs Searle
 Mrs Dhanak
 Mrs Ferguson

Senior School

Head of Sixth Form
 Head of Year 13
 Assistant Head of Upper School
 Assistant Head of Lower School
 Lead Tutor Year 7

Mrs Simpson-Jacobs
 Mr Whiteman
 Mrs Medhurst
 Mrs Baker
 Miss Lilburn

Boarding

Housemistress Mews Boarding House
 Assistant Housemaster Mews Boarding House
 Housemistress Goldrood House
 Residential Tutor Goldrood
 Non-residential Matron
 Non-residential Matron
 International Student Co-ordinator

Dr Stimson
 Mr Battye
 Miss Ward
 Mr Fourie
 Mrs Pope
 Mrs Burton
 Miss Jesenaiova

Safeguarding Team

Senior DSL & Prevent Lead
 DSL Senior School
 DSL Prep School
 Alternative DSL Senior School
 Alternative DSL Prep School
 Online Safety Lead

Mrs Rowlands
 Mrs Hall
 Mrs Wood
 Mr Fletcher
 Mr Branch
 Mrs Frost

LAC & PLAC Co-ordinator

Miss Cunningham

College Nurse

Mrs Debenham

Student Counsellor

Mrs McCahon



1. Introduction

St Joseph's College prides itself on the quality of the teaching and pastoral care provided to each of its pupils, from EYFS across to Sixth Form, including Boarding. *The Governing body has ultimate responsibility for meeting all the College's regulatory requirements, which they delegate to the Principal, supported by the Senior Leadership team. In line with good practice and as part of the Governors' due diligence, the Board of Governors' reviews this policy annually.*

St Joseph's College, as an aware employer, is committed to safeguarding and promoting the well-being of children and young people as its number one priority. Robust recruitment, selection and induction procedures operate throughout the College and extend to organisations and services linked on its behalf. Full details can be found in the safeguarding policy.

St Joseph's College is an inclusive community. We welcome pupils from all backgrounds, free from discrimination – harassment, bullying and unkindness will not be tolerated. We treat everyone as an individual and aim to develop the 'whole child' through our academic curriculum, extensive range of extra-curricular activities and through a strong and supportive pastoral system underpinned by the College's principles and values.

St Joseph's College aims to encourage all pupils including in EYFS and Boarding, to adopt the highest standards of behaviour; good manners, tolerance, integrity, kindness, honesty, self-discipline and courtesy are expected at all times. In line with the College's ethos, mutual respect, good relations and high moral standards are essential, not just whilst at St Joseph's, but for each student to take their place in society and as an effective member of the global community.

We expect pupils to be ready to learn; to come to school appropriately equipped, to be punctual, to listen carefully and focus in class and to complete all homework on time. We also expect pupils to participate fully in College activities and to interact with one another in a respectful, kind and supportive manner at all times including lessons, social times, on trips and visits, at sport fixtures, on transport and in Boarding. Care should be given by pupils to the buildings, environment and belongings of others. The school expects pupils to be well mannered and courteous and to behave in a manner that reflects the best interests of the whole community.

2. Aims of the policy

- To ensure the College's aims are met
- To ensure the College's ethos of **Aspiration, Respect, Confidence (A.R.C.)** is nurtured
- To ensure a clear message is conveyed about the College's rules and expectations regarding pupils' behaviour
- To set out the sanctions to be adopted in the event of pupil misbehaviour¹
- To ensure the policy is implemented effectively²
- To ensure that a record is kept of the sanctions imposed upon pupils for serious misbehaviour³
- To ensure consistency in staff knowledge and practice with regard to promoting, modelling, recording and rewarding positive behaviours
- To ensure the College promotes good behaviour amongst pupils⁴
- To ensure consistency in staff knowledge and practice with regard to managing, recording and correcting negative behaviour
- To ensure each student is able to learn, live and work in a supportive, orderly and secure environment

¹ Part 3, paragraph 9 (a)

² Part 3, paragraph 9 (b)

³ Part 3, paragraph 9 (c)

⁴ Part 3, paragraph 9



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- To ensure each student fulfils their potential
- To ensure that the College's commitment to promoting equal opportunities and complying with the Equality Act 2010 is met⁵
- To encourage students to develop responsibility for their own behaviour and personal development
- To ensure that pupils with special educational needs and disabilities are supported
- To support the transition process between various phases of a student's education e.g. from Prep to Senior and from Year 11 to Sixth Form
- To ensure that strong school leadership and effective classroom management promote good student behaviour
- To ensure the policy complies with relevant legislation and has regard to guidance and is understood by staff and pupils⁶
- To ensure policy and procedures are in line with DfE advice:
 - Behaviour and Discipline in Schools 2016
 - Use of Reasonable Force 2013
 - Searching, Screening and Confiscation 2014
 - Preventing and Tackling Bullying 2017

3. Involvement of parents, governors and other agencies

We believe that an active and supportive partnership with parents is essential. Positive relationships and effective communication with parents contributes greatly to the success of students in school. Parents and guardians who accept a place for their child at St Joseph's College, undertake to accept the authority of the Principal and of other members of staff on the Principal's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the College community as a whole. It is essential that parents agree to uphold the College's values and expectations regarding pupil behaviour and conduct for the partnership to be effective and successful. All parents when accepting a place for their child at the College sign to confirm they agree to the College's Terms and Conditions which includes expectations with regard to their child's behaviour.⁷

Most issues of recognising students' successes and managing behaviour will be dealt with by all College staff using the College's systems as laid out within this policy, however it may be necessary to involve other agencies and governors depending on the specific circumstances of the event.

4. College Rules, Expectations and Codes of Conduct⁸

The College's behaviour policy, rules, expectations and codes of conduct apply to all students when they are on the College premises, or in the care of the College, travelling to and from the College, or wearing College uniform, or otherwise representing or being associated with the College. This includes students on trips and visits arranged by the College.

4.1. The College ethos and how it shapes the College's rules and expectations

- **Aspiration**
 - Every individual will be able to fulfil their potential in the fields of intellectual, creative, moral and physical achievement. All students are encouraged to work for the highest possible levels of personal, social and academic achievement
 - Every individual will have access to a range of opportunities which will enable them to develop as an independent learner⁹
 - Success is recognised, rewarded and celebrated

⁵ Part 2, Paragraph 5 (b) (vi)

⁶ NMS Standard 12, 12.2

⁷ Part 3, Paragraph 9 (a)

⁸ NMS Standard 12, 12.1

⁹ Part 2, Paragraph 5 (b) (vi)



- **Respect**
 - All pupils have the right to be equally respected
 - Each individual will be equally valued
 - All students and staff are entitled to a pleasant, orderly, civilised environment, free from verbal and physical abuse, damage to property, rudeness, defiance and disruption
- **Confidence**
 - Every individual should feel safe and secure within and as a member of the school community

In practice the College ethos help form the College's rules, expectations and codes of practice as covered in the following sections.

4.2. Serious behaviour that will not be accepted at St Joseph's College

Examples of serious behaviour which will not be accepted include¹⁰:

- Verbally, physically, sexually abusive to other students (peer on peer abuse) or staff
- Behaviour which contravenes the Equality 2010 Act
- Violent/threatening conduct towards staff and students
- Bullying (there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, a bullying incident should be treated as a child protection concern)¹¹
- Swearing
- Fighting
- Persistent disruptive behaviour
- Rudeness
- Theft
- Dishonesty
- Irresponsible or unsafe conduct
- Vandalism/damage to school, staff or other students' property
- Derogatory and inappropriate language within class or social times, trips
- Creating, saving or sending text and/or images that may be offensive or defamatory (Cyberbullying)
- Inappropriate use of electronic devices
- Conduct or incidents linked to drugs or alcohol
- Smoking on the College site.
- Inappropriate sexual or sexualised behaviour
- Sexual violence or harassment
- Bringing the College into disrepute
- Committing a criminal offence
- Inciting hatred: racial, religion or sexual orientation
- Making a malicious allegation against another student
- Making a malicious allegation against a member of staff

This list is not definitive; the College reserves the right to deal with any incidents that cause concern on an individual basis.

4.3. Uniform Guidelines

¹⁰ Part 3, paragraph 9a

¹¹ Part 3, paragraph 7 (a)



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Uniform guidelines are issued annually to parents and students and on entry to the College and contained on Year Google Classrooms. Pupils are expected to adhere to these guidelines at all times whilst on the College premises, as well as on trips and visits, on transport and on the journey to and from school. Pupils must take pride in their uniform and remember that whilst in uniform they are 'ambassadors' for the College.

The Dress Codes published on Google Classroom are:

Dress Code – Prep School

Prep School pupils are expected to have a full set of school uniform and to take a pride in your appearance, therefore uniform standards must be adhered to. Blazers should be worn at all times when arriving at, and departing from, school. Shirts/ Blouses must be tucked in. Ties to be worn and top button done up at all times. No jewellery may be worn and unnatural coloured hair dye is forbidden.

Games and P.E. clothing and equipment, art aprons, school hats and coats are all available from our uniform suppliers.

Girls

If the hair touches your shoulders or reaches in front of your eyes it must be tied back completely. Shoes must be proper school shoes, sturdy enough to walk on a school outing, and must not be training shoes. One stud-type earring is allowed in each ear lobe, which you must be able to remove yourself and look after during P.E. lessons.

Boys

Hair should be no shorter than a Grade 3 and no longer than collar-length. It should be kept tidy at all times. Shoes must be proper school shoes, sturdy enough to walk on a school outing, and must not be training shoes.

Prep School pupils are expected to adhere to the College's high expectations for personal presentation and behaviour at all times including the journeys to and from school.

Dress Code – Senior School

Students at St Joseph's College are expected to wear their uniform correctly and take pride in their appearance: therefore, uniform standards must be adhered to at all times.

Full school uniform must be worn on the way to and from school and not sports kit.

Correct uniform sport's kit must be worn during PE and Games lessons, for training sessions and for matches. Full school uniform and PE uniform must not be worn in combination.

All students Year 7 to 11

- *No make-up, nail varnish or jewellery may be worn: a watch or subtle item of religious significance is permitted.*
- *Shoes must be black leather and kept clean and polished.*
- *Only navy blue or black coats are allowed to be worn, without logos.*
- *Scarves, hats and jumpers must be the official College design purchased from Coes.*
- *Blazers should be worn at all times and students' shirts and blouses must be tucked in.*
- *Hair colour must be of a natural shade.*

Girls Year 7 to 11

- *If the hair touches the shoulder, it must be tied back off the face.*
- *Hair fashion accessories are not permitted.*
- *Shoes must have a modest and safe heel.*
- *Only blue or flesh coloured tights and navy blue socks can be worn.*
- *Girls may wear a small stud earring in the lobe of each ear.*

Boys Year 7 to 11

- *Boys' hair must be of a natural colour, off the collar and blended regarding different grades/lengths. Hair length should be appropriate and the style remain smart.*
- *Students must be clean-shaven.*
- *Trousers must be dark/charcoal grey.*
- *Socks must be grey or black only.*
- *Ties must be the College tie (or a county representative tie).*



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Students must remember that they represent St Joseph's College and are ambassadors of the College at all times. Students should ensure these standards are maintained whenever they are wearing their uniform in or out of the College.

Dress Code – Sixth Form

You should understand the importance of taking pride in your appearance. The cut and material of suits should be smart, reflecting the ethos and values of the College.

The dress code below must be adhered to at all times, including on the way to and from school and sports matches.

- Tailored one colour suit – dark grey, navy or black. A skirt or trouser suit is permitted.
- Shirt – white or pink (blue shirts to be worn by Prefects only)
- Shoes – black or brown leather (boots, sandals and trainers are not permitted)
- Socks – navy, black or grey
- Sixth Form College tie
- Hair – must be of natural colour and blended regarding different grades/lengths (i.e. no obvious step).
- Any jewellery or make-up worn must be discreet.
- Students should be clean shaven.

4.4. Other rules and expectations for all students¹²

Senior School Code of Conduct

Students are expected to:

- Aim for excellence and demonstrate the highest effort in all that you do
- Demonstrate good and safe general behaviour at all times
- Respect and consider all members of the College community
- Show respect for your learning and the learning of others
- Respect classrooms and the College campus
- Demonstrate courteous behaviour, such as holding doors open for visitors and members of the community
- Offer to help staff, other adults and other students
- Listen carefully and follow instructions first time
- Ensure your uniform is correct and smart at all times
- Ensure your shoes are polished and clean for school
- Bags should be kept with you, or left in a designated storage area
- Bring the correct equipment to all lessons
- Arrive on time
- Line up quietly for lessons where you will be greeted by staff
- Enter the classroom and stand behind your chair, ready for your teacher to greet you
- Focus on completing your work and engage fully in lessons
- If you need help, or wish to answer a question, put your hand up and wait to be addressed by your teacher
- Ask permission if you need a drink of water, need to go to the toilet, or you need to see the College Nurse
- Be polite when an adult walks into the room (although not expected to stand up - exceptions would be for the Principal and visiting guests).
- Be dismissed and leave a lesson in an orderly fashion, leaving the classroom tidy
- Complete homework to the best of your ability and on time
- Move punctually and safely around the site at breaks and lesson change over
- Use pathways and not grasses or ornamental areas to walk on

Students must not:

- bring or eat chewing gum on the College campus
- bring or use spray deodorant on the College campus
- eat, or bring food into classrooms: all food is to be consumed in the refectories or the Sixth Form Hub

¹² NMS, Standard 12



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Electronic devices/ mobile phones:

- Mobile phones should be off and out of sight throughout the school day
- If a student wishes to make a telephone call, they must seek permission from a member of College staff.

4.5. Faculty/Department Rules and Expectations

Each subject area may create additional rules for pupils, particularly in relation to Health and Safety. These rules will be displayed in the teaching area and/or in children's exercise books or teaching material.

4.6. Mobile phones

Lower and Upper School (Years 7 - 11)

Students may bring their mobile phone onto the College campus, but cannot use their phone or have their phone on during the day from 8.30am – 3.45pm.

Sixth Form

Students may use their mobile phones within the Sixth Form Centre at the discretion of the Head of Sixth Form, but should not use their mobile phone anywhere outside of the Sixth Form Centre including when:

- In other buildings
- Whilst walking to and from lessons
- In the refectories

If a student needs to make a phone call, they must seek permission from a member of staff and arrange to make their call from Birkfield House Reception. Parents wishing to contact their child must call the College Reception as normal.

Smart watches

Some students possess smart watches which link to their mobile phone. We are happy for students to wear these watches, but would not expect them to be linked to the student's mobile phone during the working day.

Misuse

Students who misuse their mobile phone will have their phone confiscated and handed in to Reception in Birkfield House. Pupils will then collect their device at the end of the day. Repeat offences within a period of a single half term, will result in an escalation of sanctions, which will include an after school detention with the student's Head of School from 3.50pm – 4.50pm or with a member of the Senior Leadership Team from 3.50pm – 5.50pm, or a Principal's detention on Saturday morning from 9.00am – 12.00pm. Any further breaches of the mobile phone policy will then result in the most serious sanctions being applied. Parents will be informed of each breach of this policy.

5. Promoting Rules and Expectations across the College

The rules and routines highlighted in the previous section are achieved through the support of all college staff, consistency and the following interlinked strategies. These predominately focus on life in the senior school. See the following section for specific Codes of Conduct and strategies in other parts of the College.

5.1. The role of all staff



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All College staff are expected to take responsibility to affirm as well as to challenge and correct students. When everyone picks up issues and is consistent, the rules become fully embedded. Where an incident needs to be recorded, the incident should be reported to an appropriate member of teaching staff or form tutor in the first instance. An incident must be entered on Go 4 Schools or reported using the following record cards.



Support Staff Recording Cards – Recognition and Correction

Correction Record Card (Support Staff)	
Student name:	_____
Year Group:	_____
Date:	_____
<u>Level 1 Behaviour:</u>	
<input type="checkbox"/>	Appearance
<input type="checkbox"/>	Mobile phone
<input type="checkbox"/>	Poor general conduct
<input type="checkbox"/>	Other (please specify)

Staff name:	_____

Office use only:	Entered into Go4S <input type="checkbox"/>

Recognition Record Card (Support Staff)	
Student name:	_____
Year Group:	_____
Date:	_____
<u>Recognition:</u>	
Circle one:	Good Excellent Outstanding
<u>Tick one:</u>	
<input type="checkbox"/>	Contribution to the College
<input type="checkbox"/>	Pastoral contribution
<input type="checkbox"/>	Other (please specify)

Staff name:	_____

Office use only:	Entered into Go4S <input type="checkbox"/>

5.2. Recording and communicating using GO 4 Schools and other systems.

The following two systems, whilst potentially seen to involve some duplication, work in parallel and therefore must be carried out in conjunction with one another in the 2019-2020 academic year.

5.2.1. Recording on GO 4 Schools and the use of E-mail

The use of GO 4 Schools is an effective means of storing and communicating homework tasks and positive and negative behaviour as well as assessment results and reports. This is vital since:

- It ensures homework is displayed for parents and students to see on the Parent and Student Portals
- It shows the student that they have formally had their achievements recognised
- It shows the student that they have formally had an infringement noted
- Form Tutors and Heads of School will be able to monitor trends and act to support
- It enables students to track and take responsibility for their learning and be reflective learners

5.2.2. GDPR

When recording events staff must ensure all records are in line with the College's Data Storage and Retention Policies. For example, staff should avoid using students' names in entries.

It may be necessary to give further details of recognition, an incident or correction in an **e-mail**. If this is the case, care should be taken to follow the **GDPR** guidelines in relation to information shared or made available to others. A face to face discussion may also be appropriate, or an alternative. All staff can access GO 4 Schools from their desktop or other devices as it is a web based programme. Further advice and training can be sought from the pastoral or ICT team.

5.3. The role of the Classroom Teacher

The College recognises that engaging students' interest and recognising their contribution, effort and progress are key strategies in deterring poor behaviour within the classroom¹³. The approach taken to achieve this will of course depend on the context and key stage the teacher is working at, but generally a class teacher would be expected to:

¹³ Part 1, paragraph 3 (h)



- **Promote good behaviour through effective teaching and learning.** Refer to [Appendix A - General 'Level 0' Behaviour for Learning Strategies for the teacher'](#).
- **Promote, record and recognise positive behaviour and success** wherever possible. Further guidance to this system is given in section 7.
- **Manage, record and correct negative behaviour.** The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, late or poorly completed work or lack of focus. In the senior school particularly, professional judgement has to be taken as to whether this is a **'Level 0'** infringement (i.e. no further action taken), or whether the infringement is recorded as a **'Level 1'** infringement on GO 4 Schools. In some cases, the infringement will need to be escalated to a **'Level 2'** or higher. Further guidance to this system is given in section 8.
- It is important to emphasize two important responsibilities of the teacher:
 - **'Level 1'** (or higher) infringements **must be recorded on GO 4 Schools.**
 - **Recording an infringement alone does not usually correct the behaviour.** The 'effort' required in discussing the issue with a student in a detention or phoning a parent is usually time well invested in developing the learning behaviour and relationship with the student.

5.4. The role of the Form Tutor

The Form Tutor has a significant responsibility to set the tone for expectations and behaviour, although this of course will vary depending on the age of the student and the area of the school. This will happen in the following ways:

- **At the beginning of the year or term,** students will be informed of the rules, expectations, uniform guidelines and codes of conduct, along with reminders of the systems of positive recognition and correction.
- **On a daily basis,** form tutors will check that their tutees are:
 - courteous, positive and healthy
 - wearing correct uniform
 - have the appropriate equipment
 - check and sign any Target Cards
- **On a fortnightly basis,** form tutors will:
 - read and respond to any parental comments
 - check the student is recording homework
 - communicate with parents an update of their child's progress
 - check and communicate totals of house points where certificates are required
 - check and communicate behaviour issues from GO 4 Schools

Alongside their other form tutor responsibilities, tutors will promote, record and reward positive behaviour and manage, record and correct negative behaviour as shown in the previous section. Form tutors, supported by the Pastoral Team, should also be expected to deal practically with issues of uniform infringement, such as by communicating with staff about issues or holding 'spares packs' (socks / tights / make-up remover). Students behaviours can be analysed from GO 4 Schools, however, this data should not be distributed outside of the College.



5.5. The role of Heads of Faculty, Heads of School and Senior Leaders

Heads of Faculty (HOF), Heads of School (HOS), and senior staff play a critical role in maintaining the behaviour policy. In terms of behaviour, this will usually be at 'Level 2' or 'Level 3' as shown in section 8 on Managing, Recording and Correcting Negative Behaviour.

- **Heads of Faculty (HOF)** will promote strategies to encourage good behaviour and monitor trends in subjects or concerns of departmental staff. They will help implement strategies at 'Level 2' to correct behaviour such as issuing target cards.
- **Heads of School (HOS) and assistants** will monitor the house points and 'Level 1' infringements and reward / correct as appropriate. Significant 'Level 2' transgressions will be dealt with by the pastoral team directly. Feedback and / or support to tutees and staff regarding incidents etc. will be given.
- The **Vice Principal Pastoral and SLT** will intervene in more serious breaches of college rules and take on issues that have been escalated to 'Level 3'
- The **Principal** will be involved where there has been a serious violation or escalation to 'Level 4'.

6. Specific Codes of Conduct for Specific Parts of the College

St Joseph's College provides education for students from 3 to 18, therefore unsurprisingly, differing approaches will be taken at each key stage according to the development and behaviour challenges of the child. Whilst this behaviour policy gives an overarching approach to rules, expectations, rewarding and behaviour management, this section exists to address some of the specific approaches taken at each key stage.

6.1. Codes of Conduct – Prep School and Early Years (EYFS)

The named persons for behaviour management in our EYFS Department are:

Nursery Manager: Mrs Ferguson

Reception Form Teacher: Mrs Dhanak

Head of EYFS and Infants: Mrs Dhanak

In the Prep School, pupils from Nursery to Year 6 are expected to adhere to the Prep School Code of Conduct: Appendix E

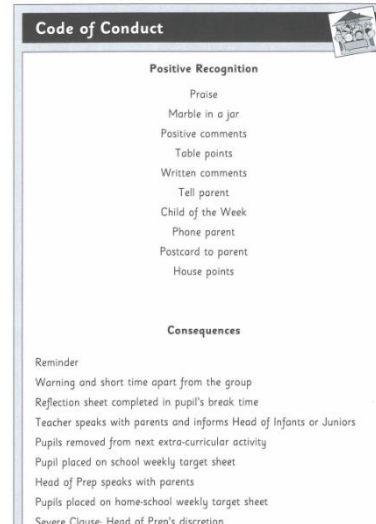


Be your best by:

- **Respecting and valuing yourself and all others**
- **Listening to people and building on their ideas**
- **Looking after and sharing all property**
- **Being gentle, kind, helpful and honest**
- **Being positive about all challenges**

Positive recognition is given through the following...

- Praise
- Marble in a jar
- Positive comments
- Table points
- Written comment
- Tell parent
- Child of the Week
- Phone parent
- Postcard to parent
- House points



Consequences (correction) is through the following...

- Warning and short time apart from the group
- Reflection sheet completed in pupil's break time
- Teacher speaks with parents and informs Head of Infants or juniors
- Pupils removed from extra-curricular activity
- Pupils placed on school weekly target sheet
- Head of Prep speaks with parents
- Pupils placed on home-school weekly target sheet
- Severe clause: head of Prep's discretion

EYFS children's behaviour will be managed and monitored in line with both the Early Learning Goals within the Personal, Social and Emotional Development educational programme of the EYFS Statutory Framework and the 'EYFS Supporting Behaviour Guidance' in the EYFS Operational Plan.

Corporal punishment will not be used or threatened in the EYFS setting. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention (using reasonable force to prevent children from injuring themselves or others or damaging property) was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Each occurrence of physical restraint and intervention will be recorded and parents/ carers informed on the same day, or at the earliest practicable opportunity.

6.2. Codes of Conduct – Senior School

The Senior School Code of Conduct is designed to support staff and students in Years 7-11 in the following ways:

1. Maximise the time teachers teach and students maximise the time they are learning by reducing the frequency of low level Code of Conduct and Uniform corrections
2. To further clarify academic and pastoral expectations to enable a consistent and honest approach to providing feedback and correction



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In addition to the ethos of **Aspiration, Respect, Confidence (A.R.C.)**, the acronym '**BE FRESH**' has been used to reinforce important core expectations surrounding uniform and etiquette in the senior school....

Be on time (Punctuality)

Equipment - Pen, pencil, ruler, rubber, calculator, books and correct Sports Kit

Focus - on task, participating and engaged

Respect -for your learning and others' learning

Effort - Positive contributions in all aspects of school life

Safety - Ensure the well-being of yourself and others

Homework - completed and on time

6.3. Codes of Conduct – Sixth Form

The code of conduct for sixth form students is placed on the year Google Classroom. The code of conduct includes the following:

- An introduction that emphasises the increased level of responsibility alongside the extra freedom and independence that sixth form study brings.
- A reminder that students are 'leading the college', therefore they set the standards for the whole college to follow. Junior members will closely scrutinise their courtesy, manners and dignity.
- A dress code explaining clothing, appearance and the wearing of additional items such as jewellery
- The community values of St Joseph's College
- Additional useful information about setting academic goals, managing time, staying healthy and applying for higher education
- The efforts, positive behaviour and success of sixth formers are recognised through the College's behavioural system

6.4. Codes of Conduct – Boarding

The code of conduct for boarding is contained within both the Students' and Staff Boarding Information Handbooks¹⁴. This includes information on expectations, rewards and sanctions regarding behaviour and conduct in Boarding. Academic staff generally deal with boarding students' behaviour during the day, especially in relation to their academic work, homework and progress, although there is close liaison with the student's Housemaster or Housemistress if there are concerns raised. Correction of students in Boarding will be recorded on GO 4 Schools so there is one central record.

7. Promoting, Recording and Rewarding Positive Behaviour and Success

The College recognises that the positive behaviour of its students and the celebration of their success are essential ingredients in maintaining a positive environment and furthering each child's personal development. This section explores how positive behaviour and success are modelled, promoted, recorded and rewarded.

7.1. Modelling and promoting positive behaviour

Modelling positive behaviour is an integral and intrinsic part of each child's learning and development. It is essential that each child sees, hears, experiences and is reminded of what is appropriate and what is acceptable social behaviour, in order to develop their own social skills further

¹⁴ NMS 12.1



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– further details are provided to staff in the Staff Code of Conduct. Staff will treat each student with respect and promote good manners at all times; i.e. it is expected that all members of the College community will greet one another politely. It is important to model the behaviour and language that we as adults expect. Staff should greet their class formally at the start of each lesson and dismiss them in an orderly fashion. Staff, like students should hold doors open for staff and ask as a matter of course, if other members of the community need assistance. Assemblies will from time to time address the theme of courtesy, good manners and politeness.

7.2. Recording positive behaviour

House-points are awarded for academic, pastoral and sport achievements, progress, effort and contributions to the College. These will contribute to totals in the College's House system. Staff should recognise the positive behaviour of students by adding house-points (achievement points) on GO 4 Schools according to the scale shown on Figure 1. Appendix B outlines in more detail how this reward system should work.

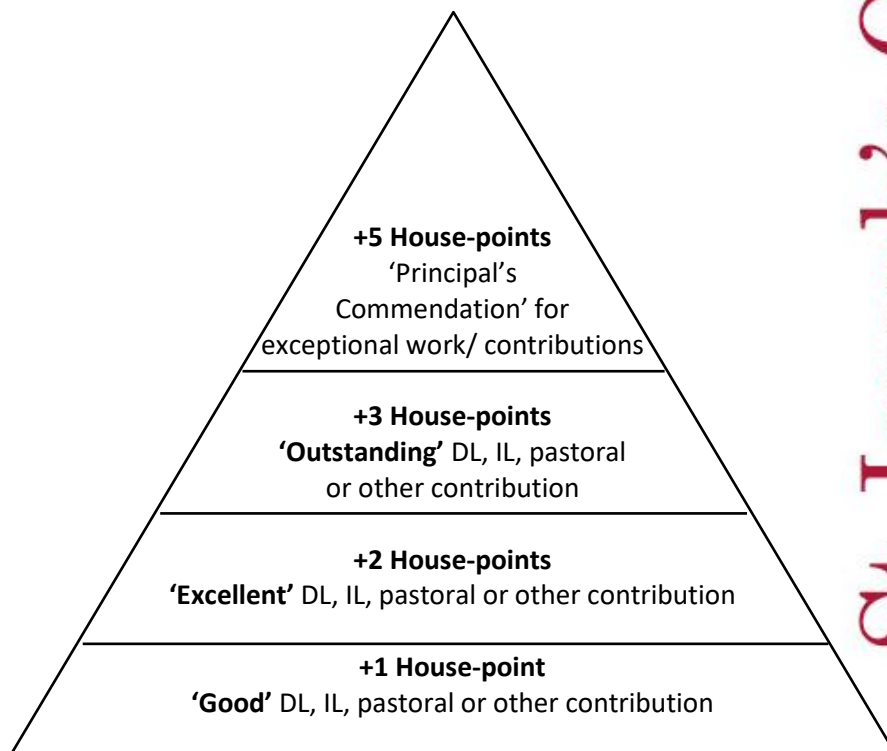


Figure 1.

7.3. Recognition of positive behaviour

A number of strategies are used across the college to reward and promote positive behaviour and success. All rewards should be recorded on GO 4 Schools. Appendix B offers specific guidance for the senior school, which is summarised below.

7.3.1. Recognition +1 house-point

- Awarded for 'Good' DL, IL, pastoral or other contribution
- Easily given by the teacher/ tutor
- Give verbal praise and recognition
- Sticker/ stamp in exercise book
- Marble in a jar (Prep School)

7.3.2. Recognition +2 house-points

- Awarded for 'Excellent' DL, IL, pastoral or other contribution
- Easily given by the teacher/ tutor
- Give verbal praise and recognition
- Sticker/ stamp in exercise book
- Praise / Good news postcards may be sent home

7.3.3. Recognition +3 house-points

- Awarded for 'Outstanding' DL, IL, pastoral or other contribution
- Easily given by the teacher/ tutor/ HOF/ HOS
- As above, but a good news postcard must be sent home



7.3.4. Commendation Recognition +5 house-points

- Staff make a recommendation of a commendation to be awarded by HoS/ HoF, VP or Principal for **outstanding work / contributions over a period of time**
- Record on GO 4 Schools which should trigger an email to SLT
- Certificate produced and issued in Principals assembly
- Letter sent home from HoF / HoS

7.3.5. Rewards over time

Sometimes rewards need to be made for consistent positive contributions over time. This includes the accrual of housepoints for awarding in assemblies by HoS or the issuing of A.R.C. awards by the HoF. Appendix 2 deals with how this can be approached in the senior school.

7.4. Other ways good behaviour and success is encouraged and celebrated

The following represent others ways in which a culture of **Achievement, Respect, Confidence (A.R.C.)** and positive behaviour are achieved:

- Reports to parents
- Annual subject, attainment, effort and special prizes awarded at the College Prize-giving and Speech Days
- Effective and regular pastoral meetings which monitor student behaviour
- Assemblies which deal with anti-social and moral themes
- Debating, drama and literature lessons
- Effective transition procedures and practice
- Buddying and peer-mentoring schemes
- Celebration Assemblies
- Student Councils and Boarding House Committees
- PSHEE lessons
- Tutorials and the teaching of SMSC
- Prefects¹⁵
- Monitoring of pupils' reports home and rewards and intervention accordingly

8. Managing, Recording and Correcting negative behaviour

Although it is important to reward good behaviour, it is equally important to set boundaries and to make it clear to all members of the College community which behaviour is unacceptable and why. This section explains the approach to be taken in regard to responding to, recording, reporting and correcting negative behaviour. It is primarily focused on senior school routines, but the principles are applicable across the College.

8.1. General principles of managing challenging/ negative behaviour¹⁶

- Corporal punishment in any form is prohibited and will not be used or threatened
- Professional judgement and balance are vital.
- Pupils should not be humiliated or degraded when being reprimanded or corrected
- Sanctions should not include withdrawing the right to food, drink, or access to a toilet
- All pupils should be treated fairly and consistently

¹⁵ NMS 19.1

¹⁶ NMS, Standard 12



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- An open mind must be kept by staff, and pupils must be given a proper opportunity to challenge any evidence against them
- It is inappropriate to punish whole groups for the misdemeanours of a few, or to impose a sanction which is designed to humiliate the student. Opportunities/sanctions which allow the pupil to reflect on their poor behaviour and put matters right will encourage better behaviour in the future
- An appropriate sanction is one which is designed to correct the poor behaviour and which allows the student to learn from their mistake.
- Feedback to students, using the school ethos of **Aspiration, Respect, Confidence (A.R.C.)** to be made explicit during all detentions in order to correct them and guide them along the appropriate path.
- Sanctions that allow a student to redress a situation they have created and allow reflection upon their actions are encouraged.
- Once a suitable sanction has been applied the matter is deemed to be resolved.
- When considering a sanction, it is important to evaluate the context of the student's behaviour and, if relevant, in light of the timing of previous behavioural events and sanctions applied.
- Sanctions must be proportionate and reasonable, must take place on site and take into account a pupil's age, SEN, disability or religious requirements that may affect them.
- Additionally, in boarding, no unacceptable, excessive or idiosyncratic punishments should be used by boarders or staff, including any punishment intended to cause pain, anxiety or humiliation. Please refer to the Boarding Handbooks for further detail.
- After-school detentions require 48 hours' notice and a standard letter home.
- It may be that the action of recording an infringement and applying a corrective behaviour is not immediately effective, particularly in a highly charged situation or when someone is upset. It is important to consider that stress hormones do not make for logical reasoning, and that it may be more important to defuse a situation. In this case calmly removing the student to another appropriate classroom would be an appropriate course of action, informing the HOF/HOS as appropriate or seeking support from SLT immediately or when following up the event.

8.2. General 'Behaviour for Learning' Strategies for the teacher/ tutor ('Level 0')

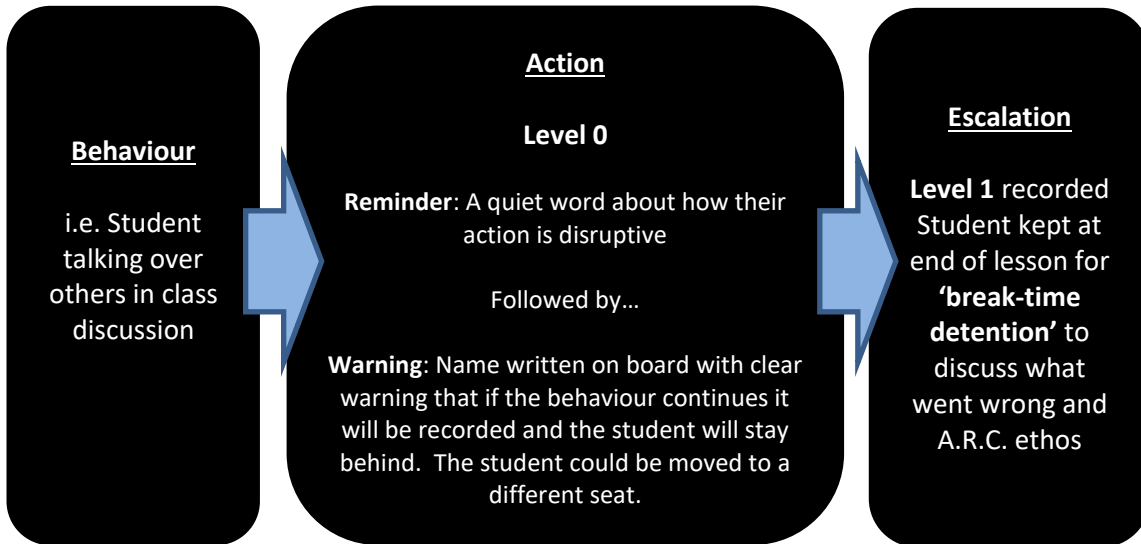
As mentioned in section 6, the teacher is responsible for promoting good behaviour through effective teaching and learning and rewarding positive behaviour and success. More details on this are shown in section 7 and **'Appendix A - General 'Level 0' Behaviour for Learning Strategies for the teacher'**. When dealing with minor infringements, such as lateness, casual rudeness, late or poorly completed work or lack of focus, professional judgement has to be taken as to whether this can be managed as a **'Level 0'** infringement (i.e. no further action taken), or whether the infringement needs to be formally recognised and recorded as a **'Level 1'** infringement. This is explained more in the following section. The teacher who gives out warnings too casually might find themselves in difficulty with commanding the respect of their class.

Possible strategies/ sanctions at this level might include:

- Verbal reprimand
- Positioning yourself close to or watching the student
- Waiting and watching for behaviour to improve before continuing to speak
- Moving the student to another seat or teacher/classroom
- Asking a student to cool down for a short period outside the classroom

The following is a possible behaviour management scenario that could be found in a Key Stage 3 lesson, along with the suggested **'Level 0'** strategy taken to de-escalate the situation:





8.3. Recording and dealing with negative behaviour: Level 1, 2, 3 and 4

As mentioned in section 5, it is important to emphasize that **Level 1** (or higher) infringements **must be recorded (in both the student logbook and on GO 4 Schools for senior school)**¹⁷. It is also important to recognise that **recording an infringement alone does not usually correct the behaviour**. Figure 2 shows the guidance of what level of infringement should be recorded. The following section will then deal with the corrective action recommended.

¹⁷ Part 3 paragraph 9c



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As a general rule, negative behaviour is tackled first at **Level 0** and **Level 1** and then escalated through **Level 2** and possibly **Level 3** if necessary. Major disciplinary offences however will be tackled directly at **Level 3 or 4**.

In line with the General Data Protection Regulation it is important that staff do not keep a personal record of the behaviours of students for the groups they are working with, but rather all logs of behaviour are recorded on the College's GO 4 Schools system). Analysis of students' behaviours should not be distributed outside of the College.

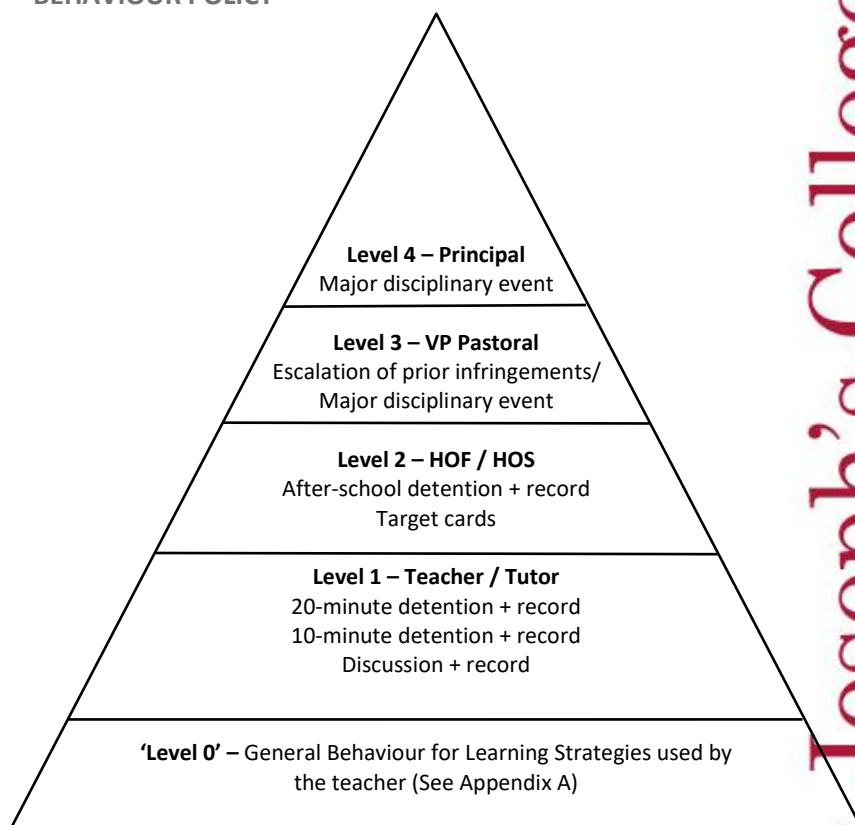


Figure 2.

The response to a behavioural event may be escalated (or deescalated) as a result of context of the event, the behavioural record of the individual(s) involved and any specific needs of the individual(s).

8.3.1 Level 1 Infringements/ Issues and possible corrective sanctions

(dealt with by the **teacher/ tutor** and recorded on GO 4 Schools)

In the case where '**Level 0**' strategies have not worked, or where there is a clear Level 1 infringement, a '**Level 1**' will be **recorded on GO 4 Schools and the appropriate correction/ sanction** applied. In the Prep School, this should be recorded on the weekly reminder sheet which is monitored by the Head of Department and Head of Prep.

Specific guidance on this system is given in Appendix C, but in summary, a Level 1 infringement might include a discussion, 10 minute detention, 20 minute detention and other corrective sanctions. These sanctions could include:

- Verbal reprimand
- Moving pupil to another seat or teacher/classroom
- Repeating unsatisfactory work
- Retaining, confiscation or disposing of an inappropriate object
- Mentoring discussion with student

Appendix C also gives guidance on **repeated a Level 1 infringements** and the **role of the tutor** and the **use of target cards**.

8.3.2 Level 2 Infringements/ Issues and possible corrective sanctions

(dealt with by the **HOF/ HOY** and recorded on GO)

In the case where '**Level 1**' strategies have not worked, or where there is a clear '**Level 2**' infringement, a '**Level 2**' will be **recorded on GO 4 Schools and the appropriate correction/ sanction applied**. In the Prep School, this will be recorded on the weekly reminder sheet, which is seen and monitored by the Head of Department and the Head of Prep.



Specific guidance on this system is given in Appendix C, but in summary, a Level 2 infringement might include discussion with the HoF/ HoS, the use of a **reflection sheet** (Appendix D), an **after-school detention** and possibly a **target card**. Level 2 sanctions might include:

- Apology / Letter of apology from the student
- Ask pupil to carry out an appropriate duty in relation to the offence

8.3.3 Level 3 Infringements/ Issues and possible corrective sanctions (dealt with by the VP Pastoral / SLT and recorded on GO 4 Schools)

In the case where 'Level 2' strategies have not worked, or where there is a clear 'Level 3' infringement, a 'Level 3' will be recorded on GO 4 Schools and the appropriate correction / sanction applied.

In the Prep School, this will be recorded on the weekly reminder sheet, which is seen and monitored by the Head of Department and the Head of Prep.

- In the case where a Level 3 infringement has taken place:
 - An **SLT-led after school detention** could be set. Such detentions should be 1 hour in length
 - A **'phone call home** must be made
 - A **letter home** confirming the sanction should be arranged
 - A **meeting with parents** could be arranged
 - A **Two-week HOS Target Card** could be issued by the HOS. The behaviour is reviewed with the HOS after one week. The second week would then focus on praise.
- In the case where infringements have taken place within the same lesson:
 - A **HOF-led after-school detention** (or lunchtime if more appropriate) should be set. This should be 1 hour in length
 - A **'phone call home** must be made
 - A **letter home** confirming the sanction should be arranged
 - A **meeting with parents** could be arranged
 - A **Two-week HOF Target Card** could be issued by the HOF. The behaviour is then reviewed with the HOF after one week. The second week would then focus on praise.

Other appropriate Level 3 corrective actions might include:

- SLT detention held on Wednesday or Friday after school and supervised by Vice Principal Pastoral (Detention after school with at least 48 hours' notice)
- Disciplinary meetings with parents
- Deploying a behaviour support contract/ report
- Withholding privileges, not including food, drink, or toilet needs
- Isolation from lessons to work with the Principal, Vice Principal, Head of Prep or a member of SLT
- Formal meeting with parents with staff such as Principal, Vice Principal, Head of School or Head of Faculty.
- Placing the pupil on a Target Card / Behaviour Support Card
- A range of sanctions may be applied if a child has made a malicious allegation against a member of staff
- Searching a pupil for items such as weapons, stolen items etc see Searching Pupils and Pupils' Belongings Policy. Arrangements for searching pupils and their possessions are outlined in



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the College's Searching Pupils, Screening and Confiscation Policy and should balance the right of pupils' privacy

- Suspension – removing a student from the College pending the outcome of an investigation
- Temporary Exclusion – sending a student home for a period of time

8.3.4 Level 4 Infringements/ Issues and possible corrective sanctions (dealt with by the Principal and Vice Principal and recorded on GO 4 Schools)

In the case where 'Level 3' strategies have not worked, or where there is a clear 'Level 4' infringement, a 'Level 4' will be recorded on GO 4 Schools and the appropriate correction/ sanction applied.

- In the case where a Level 4 infringement has taken place...
 - Appropriate action will be decided by the Principal

Appropriate Level 4 corrective actions might include...

- Removal of a scholarship
- If drug or alcohol use is suspected, parents will be called and should expect to be temporarily or permanently excluded from the College
- Temporary or permanent exclusion from a Boarding House
- Temporary or permanent exclusion from the College

8.4 Reporting Behaviour to Governors

Major disciplinary offences, including racist incidents, bullying and physical restraint, together with the sanctions applied i.e. those dealt with by the Senior Pastoral Managers, Heads of Faculty, Head of Prep School, Vice Principal, or Principal will be recorded on the **Major Incidents and Sanctions Log**. This record is monitored in order that trends can be identified and appropriate action taken.¹⁸ Major disciplinary offences are reported to Governors during the six Governor reporting phases. An anonymous summary of serious sanctions is submitted to the Governing Board at each full board meeting including:

- Serious incidents
- Exclusions
- Bullying
- Physical restraint
- Sexual Violence and Sexual Harassment

8.5 Support and Behavioural Support Plans

The College recognises that students who suffered as a consequence of another student's poor conduct or students who have committed major misdemeanours themselves, may be in need of support. The College will always consider the type and level of support required, including liaison with parents, the students' tutor(s) and Head of School(s), the College's Student Councillor and other agencies. Peer mentors and staff mentors are also used as appropriate to support students.

A Behavioural Support Plan is written because the College has identified a student who has additional physical and emotional well-being needs, learning or medical needs which require additional action and strategies. It is the responsibility of the student's Head or Assistant Head of School to complete the Behavioural Support Plan which will be checked by the Vice Principal Pastoral. Staff will be notified that the plan has been prepared and implemented. They are then published on SIMS as linked documents.

¹⁸ Part 3, paragraph 9 (c)



All Behavioural Support Plan are reviewed in a timely fashion with the aim of removing the support once the student's behaviour has satisfactorily improved.

9 Physical Restraint¹⁹

There are circumstances where staff may need to intervene by using non-restraining or restraining physical intervention. Any physical restraint must have regard to government guidance and legislation. The use of physical restraint should wherever possible be avoided and only used if necessary to prevent injury to a child, or adult, or major damage to property. When used, it must be undertaken in a way that maintains the safety and dignity of all concerned. The scale and nature of the physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of harm they may cause. The minimum necessary force must be used. Staff should be aware that the use of unwarranted physical restraint is likely to constitute a criminal offence.

St Joseph's College reserves the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

Staff should always use their voices first, and if it is necessary to intervene physically, they use the minimum force necessary to restrain a child for the shortest possible period of time. Staff should take into account the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

In all cases where physical restraint is employed the incident and subsequent actions should be documented and reported to the Principal immediately. Parents and carers must be informed the same day and a meeting arranged with a member of the Senior Leadership Team to discuss the management of that individual pupil's behaviour.

10 References

1. Keeping Children Safe in Education (KCSIE) - September 2019

¹⁹ NMS 12.1



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2. DFE National Minimum Standards for Boarding - April 2015
3. Early Years Foundation Stage (EYFS) Statutory Framework - April 2017
4. Commentary on the Regulatory Requirements ISI - September 2018
5. Prevent Duty Guidance: for England and Wales – March 2016
6. The Prevent Duty: Departmental advice for schools and child care providers – June 2015
7. The use of social media for on-line radicalisation - July 2015
8. Working Together to Safeguard Children (WT) – September 2018
9. WT refers to the non-statutory advice: Information Sharing – 2018
10. Sexting in schools and colleges: Responding to incidents and safeguarding young people (UKCCIS) – September 2016
11. Sexual violence and sexual harassment between children in schools and colleges – May 2018
12. Searching Screening & confiscation - Jan 2018
13. College Policy: Searching Pupils Screening & confiscation
14. Behaviour and Discipline in Schools - A guide for headteachers and school staff – January 2016



Appendix A. General 'Level 0' Behaviour for Learning Strategies for the teacher

Promoting a safe, stimulating and productive learning environment is one of the fine arts of teaching. The experienced teacher will sub-consciously and subtly draw upon a range of strategies to keep the lesson moving well and meet a particular learning need or behaviour challenge. Set out below are a range of strategies that might be considered to encourage good learning and behaviour in a teaching environment. These might be thought of as **'Level 0 strategies'**, in that they happen regularly and without fanfare. Mastering them takes a lifetime of practice, and we can all have bad days.

A1 Good lesson planning with clear aims, objectives, structure and resources

Students who know what they are trying to achieve in a lesson are more likely to be motivated. If they are guided through a series of helpful tasks that help them meet the **learning objectives**, they will feel safe in your hands, be more likely to stay on task, learn more and leave with a positive attitude. Good planning is usually a good investment in positive teacher-student relationships and behaviour. **Seating plans** also help us think through the dynamics of your groups and shows that you are organised and in control; these can easily be set up on GO 4 Schools. Rather than constantly teaching from the front, are there more **collaborative or accelerated learning techniques** or **ICT** that can be used? Do these require special resources such as card sorts, worksheets or computer rooms?



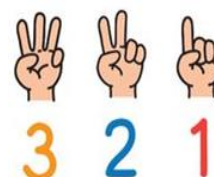
A2 Welcoming students and prompt lesson starters

Students arrive from a range of environments in a range of moods. **Welcoming them in a prompt and positive manner** can set the tone for a great lesson. Launching a new topic with an interesting **'hook'** such as a demonstration or video clip can quickly get them focused and engaged. Don't forget to make taking the register part of this process. Alternatively, it may be that a particular class just needs **'five minutes silent work'** to get them focused.



A3 Whole-class focus and countdown techniques

You will usually need to talk to the whole class with 100% focus. Although long periods of monologue talking may not be good practice, you should have the expectation that the whole class will listen silently when requested. A **countdown from five to one**, with clear expectations can be helpful hear. I.e. 'five, finish the work you are doing'; 'four, move back to your places'; 'three, all pens and pencils down'; 'two, everyone looking this way now'; 'one, thank-you for listening silently'. Positive praise can encourage this habit, whilst taking a positive corrective approach to an obvious individual who is ignoring a request might be necessary and important to make your expectations clear to others.



A4 Involving all students with good questioning techniques

Involving all students starts with **learning and using everyone's name**. There will usually be students who want to answer your every question, but this then allows others to hide and lose focus. Instead **scan the room for students who are not fully involved**, or rarely answer, and ask them a question. Alternatively, use **wait time** or **think, pair, share techniques** to help give students time to formulate their answers. Encourage quieter, nervous or EAL students by **re-framing** the question to something simpler. Avoid simple closed questions, but try to develop the ability to ask more **open 'how' or 'why' type questions**. Berating wrong answers will kill confidence, whilst **celebrating correct answers** or the contribution to a correct answer will build a great atmosphere. Where students shout out a **'hands-down' policy** can be used or a calm 'I'm ignoring your answer because you shouted out' approach can be effective.



A5 Maintain pace, purpose and tone

Students who are rushed through a task are more likely to feel overwhelmed, switch off and get stressed or misbehave. Likewise students who have sat through a long explanation of a topic of which they are not involved might start to lose focus and devote their attention elsewhere. **Knowing when to slow up, move on, raise your voice or lower it**, is a skill that takes time to develop. Getting it right is a great feeling; getting it wrong is not so good! Sometimes students need to know that their full attention needs to be focused on a task that is time limited. Using a **countdown timer** (visual or on-line) to maintain a purposeful and manageable sense of pressure can be useful.



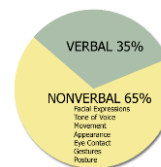
A6 Closed requests

A good technique is to **prelude a request with 'thank-you'**, since this has a marked effect on how the words are perceived. Using a student's name is important here too. 'Thank-you James for putting your bag under the table' leaves the student with the powerful feeling that you have trusted him to carry out this request and often results in immediate action without protest. Similarly the phrase, 'when you come to see me this afternoon, get as close to 3.45pm as you can so we can both get through this and get home', assumes and encourages a positive response.



A7 Go Non-verbal

It is sometimes easy to forget that **a majority of our communication is non-verbal**. Therefore the manner in which we enter and take command of the room can have a significant impact on how our students perceive and respond to us. Sometimes holding a bin next to someone who is chewing is more effective and less disruptive than drawing the attention of the whole class to the issue. Furthermore, **quietly standing next to someone who is chattering or not focused can have a powerful effect**. For the brave teacher, these strategies can be pushed to interesting extremes in activities such as a **'silent demonstration'**.



A8 Get to know your students

If we are not careful, we only ever see a limited part of our students' characters; and if that experience is not good, we can be in trouble. Positively **embracing duties**, taking part in **lunchtime activities** or opening up a **casual conversation** guided by the student can be a great way to show that you are more than just a teaching machine and gain respect. You might also be surprised how the student negotiates different situations, which can then shape the way you teach them in the classroom.



A9 Avoiding negative behaviour with positive behaviour management

Sometimes students like to intentionally push your buttons and get a response; for them, **the negative attention from a 'gambit' can seem like a reward**. It can be easy to stop in the middle of a sentence and address this behaviour; but if this is an on-going response what is the effect on the rest of the group? Disrupted teaching leads to loss of concentration and the disrupter can also get a kick/ reward out of the gathering band of followers who find it all amusing. The behaviour management approach suggests overlooking minor negatives at the time, but following up quietly later. It also suggests **catching them being good** and offering lots of praise, thereby making the student enjoy behaving well, rather than behaving poorly.



A10 The wrong way and right way to tidy and finish a lesson

There is something quite special to dismiss a class with everything tidied away in a positive way on the bell/ hooter. **Good humour and assertiveness** can work really well, alongside good **timing and organisation of packing away**. Demanding that a student washes his brush from painting is likely to get a negative response, whereas handing a student the paintbrush and saying 'I have heard that you have great paint-brush washing skills', will probably get a roll of the eyes, but a helpful response. Likewise, stopping the class and giving clear instructions, followed by 'I'm looking for a lazy student to do this job' will probably ensure that everyone keeps busy. For some students, they can really thrive on being entrusted with jobs to be helpful.



A11 Dealing with a situation that is about to escalate

Sometimes none of the above works. You know what is happening is unacceptable and you may have to escalate it. Staying calm but assertive is key here, although not always easy. If a sanction has to be delivered it is worth checking first that a general **reminder** has been given. This can be followed by a clear **warning**, maybe as a name written on the board. **Speaking to them quietly one to one at eye level or outside** might be preferable to a whole-class announcement. You might want to offer and **explain their choice**: 'are you choosing to show me how well you can behave, or are you choosing to discuss the matter at break-time with a warning on the system?' Alternatively, you may feel that delivering the message quickly and getting out without lengthy argument is best; this can happen at the end of the lesson. After time to improve, it might be time to move to Level 1.





Appendix B: Student Recognition Guide

Student Recognition Guide

Points awarded for		Number of House points
Good	Directed Learning (DL)	1
	Independent Learning (IL)	
	Contribution to College	
	Pastoral Contribution	
Excellent	DL	2
	IL	
	Contribution to College	
	Pastoral Contribution	
Outstanding	DL	3
	IL	
	Contribution to College	
	Pastoral Contribution	
Commendation		5

Good

House points for 'good' can be awarded for work / contributions above the expectation.

When awarded:

- Verbal praise
- Sticker / stamp in exercise book
- Record on GO 4 Schools

Excellent

House points for 'Excellent' can be awarded for work / contributions for above and beyond the expectation.

When awarded:

- Comment in exercise book
- Sticker / stamp in exercise book
- Record on GO 4 Schools

NB: If a student is working / contributing at this level of a period of time then post cards can be sent home by teacher / tutor. Record this on GO 4 Schools with short comment.

Outstanding

House points for 'outstanding' can be awarded for work / contributions that surpass the expectation.

When awarded:

- Sticker / stamp in exercise book
- Post card sent home by teacher / tutor
- Record on GO 4 Schools with comment

Commendation

Commendation to be awarded by HoS / HoF for:

- exceptional work / contributions
- outstanding work / contributions over a period of time

When awarded:

- Record on GO 4 Schools which will trigger an email to SLT
- Certificate produced and issued in Principals assembly
- Letter sent home from HoF / HoS



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Recognition over time

Students will accumulate House Points over the year.
House points will carry over from one term to the next.
All students will start from 0 at the beginning of the academic year.

Tutor responsibility

- Have overview of total House Points achieved by students over the academic year.
- To recognise the 'Star Student(s)' (one or two students per tutor group) who have performed well / shown significant improvement over the fortnight.
- Tutor to present 'Star Student Certificate(s)' in tutorials.
- Prep School Tutors award weekly Pupil of the week certificates

Head of School / House responsibilities

Lower school

- Head of School to adjust the House Points Threshold as necessary
- Head of School to Review Data on GO 4 Schools and create House Points certificates
- Head of House present certificates / badges at the Celebration meeting / assembly.

	House Points	Certificate	Star Badge	Awards Tea	Speech Day Cup	Communication
Bronze	50	✓				Postcard - Tutor
Silver	125	✓	✓			Postcard - HoS
Gold	200	✓	✓	✓		Letter - VP
Platinum	275	✓	✓	✓	✓	Letter - Principal

Upper School

- Head of School to adjust the House Points Threshold as necessary
- Head of School to Review Data on GO 4 Schools and create House Points certificates
- Head of House present certificates / badges at the Celebration meeting / assembly.

	House Points	Certificate	Awards Tea*	Speech Day Cup	Communication	Ball Discount	US Raffle Ticket
Bronze	50	✓			Postcard - Tutor		1
Silver	125	✓			Postcard - HoS	£5	2
Gold	200	✓	✓		Letter - VP	£10	3
Platinum	275	✓	✓	✓	Letter - Principal	Free	4

* Top performing student from each tutor group to attend awards tea

Sixth Form

- Head of School to adjust the House Points Threshold as necessary
- Head of School to Review Data on GO 4 Schools and create House Points certificates
- Head of House present certificates / badges at the Celebration meeting / assembly.

	House Points	Certificate	Awards Tea*	Communication
Bronze	50	✓		Postcard - Tutor
Silver	125	✓		Postcard - HoS
Gold	200	✓	✓	Letter - VP
Platinum	275	✓	✓	Letter - Principal

* Top 2 performing student from each tutor group to attend termly cultural visit (local cinema / theatre, or equivalent)



BEHAVIOUR POLICY

ARC AWARDS Lower and Upper School

Head of Faculty Responsibilities

HoF to review GO 4 Schools at the times shown below to nominate students from within the faculty, for each year group, for a HoF ARC awards:

- Aspiration: Best academic progress
- Respect: Highest effort levels
- Confidence: Most improved effort

Head of School to present ARC awards at Celebration Assembly

Names to be submitted by	Certificates issued in Assemblies
End of Christmas term 1 (before October half term)	First week of Christmas term 2
End of Lent term 1 (before February half term)	First week of Lent term 2
End of Summer term 1 (before May half term)	First week of Summer term 2

Student receives a certificate in celebration assembly



Appendix C: Student Correction Guide

Student Correction Guide

Level 0

- Behaviour for learning strategies used
- Corrective conversation
- Warning of escalation
- Staff may record this in GO 4 Schools

Level 1

Behaviour(s) to record:

<ul style="list-style-type: none"> • Appearance • Classwork below expectation • Equipment • Homework • Low level disruption 	<ul style="list-style-type: none"> • Mobile phones • General conduct • Punctuality • Eating outside
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Where to record:

GO 4 Schools, Phone call home (when appropriate)

Teacher	Tutor
<p>1st Level 1:</p> <ul style="list-style-type: none"> • Discussion • Record on GO 4 Schools 	<p>On-going Monitoring</p> <ul style="list-style-type: none"> • Routine two-weekly discussions take place in forms; tutor uses information on Go 4 Schools to guide discussion. • If a student is flagged, tutor can then have an intervention discussion at any time.
<p>2nd Level 1 - Same issue:</p> <ul style="list-style-type: none"> • 10 minute teacher-led detention • Record on GO 4 Schools 	
<p>3rd Level 1 - Same Issue / Missed detention:</p> <ul style="list-style-type: none"> • 20 minute teacher-led detention • Record on GO 4 Schools • Teacher phone call home (record notes) • Inform HoF 	<p>Flagged student</p> <ul style="list-style-type: none"> • Conversation between tutor and student • Reflection sheet completed by student • Targets are set for a week to reflect core values (ARC) on reflection sheet • Record on Go 4 Schools • If student meets targets = praise
	<p>If student continues to not meet standards:</p> <ul style="list-style-type: none"> • Tutor Target Card for 1 week • Phone call home – record on Go 4 Schools • HoS informed • Review Target Card • If student meets targets = praise • If not = Level 2 refer to HoS <p>At any point tutors may invite parents in</p>

Support staff – To record Level 1 Behaviours on the cards provided and placed in the box in Main house the same day it has been recorded. Key allocated staff to record on Go 4 Schools.



BEHAVIOUR POLICY

Level 2

Where to record: Go 4 Schools and Phone call / Letter

Examples of behaviour which may result in Level 2 response

<ul style="list-style-type: none"> • Swearing/inappropriate language • Bullying (inc. online) • Fighting • Continuous level 1 infringements (During 1 lesson/Over a longer period of time) 	<ul style="list-style-type: none"> • Damage to property • Theft • Unsafe behaviour • Cheating / Plagiarism
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HoF	HoS
<p><u>Continuous Level 1 (passed up from teacher)</u></p> <ul style="list-style-type: none"> • Student and HoF meeting • Communication with home (Phone call) • Afterschool detention (48 hr notice & standard letter sent home) • In detention student completes reflection sheet <p>If a student gets 2 reflections sheets then</p> <ul style="list-style-type: none"> • Faculty target card is issued to run over a 2 week period • Record on GO 4 Schools 	<p><u>Continuous Level 1 (passed up from tutor)</u></p> <ul style="list-style-type: none"> • Student and HoS meeting • Communication with home (Phone call) • Afterschool detention (48 hr notice & standard letter sent home) • In detention student completes reflection sheet <p>If a student is referred to HoS more than once then</p> <ul style="list-style-type: none"> • HoS to agree the most appropriate sanction(s) • Record on GO 4 Schools
<p><u>Level 2 incident</u></p> <ul style="list-style-type: none"> • Student – HoF meeting • Reflection sheet completed • Communication with home (letter from HoF) • Tutor informed and record on GO 4 Schools • Sanction as agreed by middle / senior leaders 	<p><u>Level 2 incident</u></p> <ul style="list-style-type: none"> • Student – HoS meeting • Reflection sheet completed • Communication with home (letter from HoS) • Tutor informed and record on GO 4 Schools • Sanction as agreed by middle / senior leaders



Prep School Code of Conduct

The School's aim is for each child is to be educated to his or her full potential, as a respected individual within a caring, structured environment, for the benefit of all.

Our belief is that education encompasses the social, emotional, intellectual, physical, spiritual, cultural and moral development of each child.

Remember:

- + At St. Joseph's we show love and respect to all
- + Teaching staff have the right to teach and each pupil has the right to learn
- + Effective teachers care too much about their responsibility to allow any child to stop them from teaching and any child from learning
- + Discipline involves choice: A child chooses either to adhere to our Code of Conduct or not to adhere to our Code of Conduct

WE:

- + Recognise and reward model learning, behaviour and attitudes at every opportunity
- + Consistently correct behaviour not according with our agreed code of conduct

CODE OF CONDUCT of St Joseph's

College Prep School

Be your best by:

- Respecting and valuing yourself and all others
- Listening to people and building on their ideas
- Looking after and sharing all property
- Being gentle, kind, helpful and honest
- Being positive about all challenges



Appendix D

Student Reflection sheet

To be completed following an incident or at the request of a teacher/ tutor/ HOF/ HOS

Name:

Form:

Date:

What happened? Write or draw in the box below. Use extra paper if you need.



What were you thinking or feeling at the time?

Write your thoughts below. Why did you make these choices?



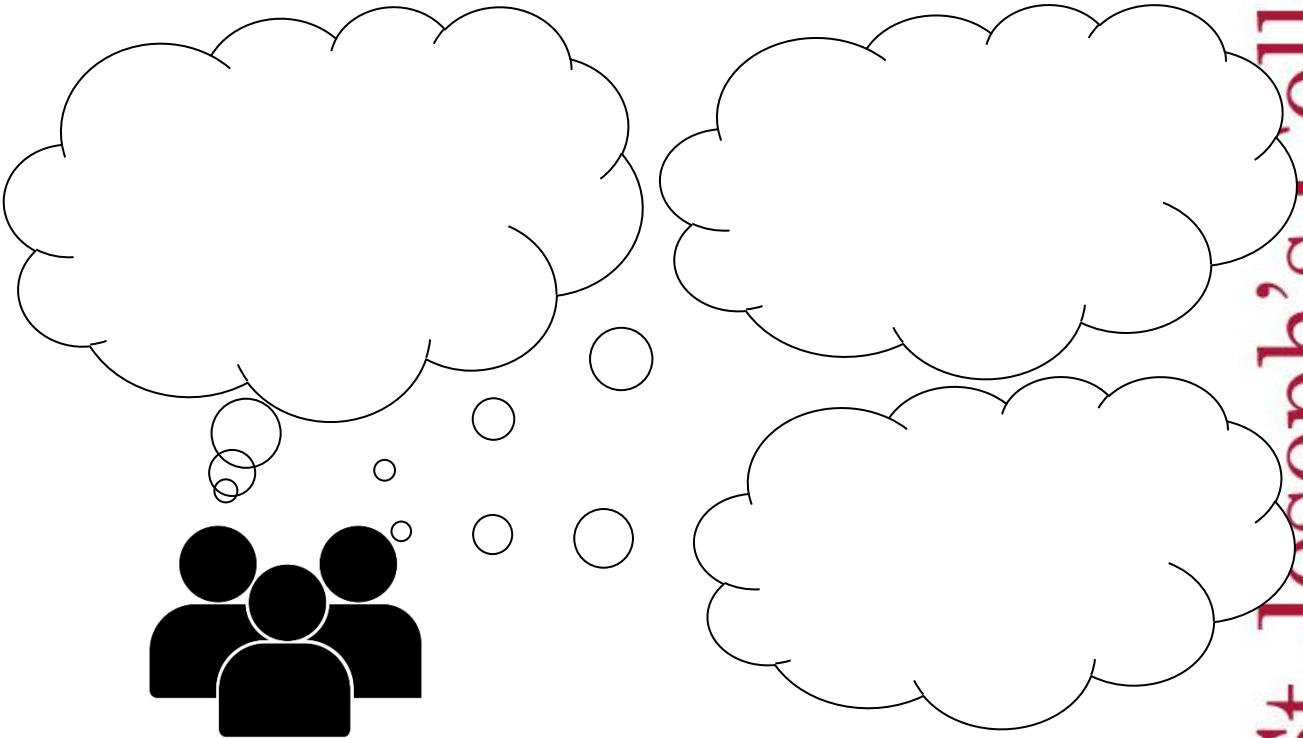
How are you feeling now?

Write your thoughts below. Have they changed since the incident?



Who do you think has been affected by what has happened?

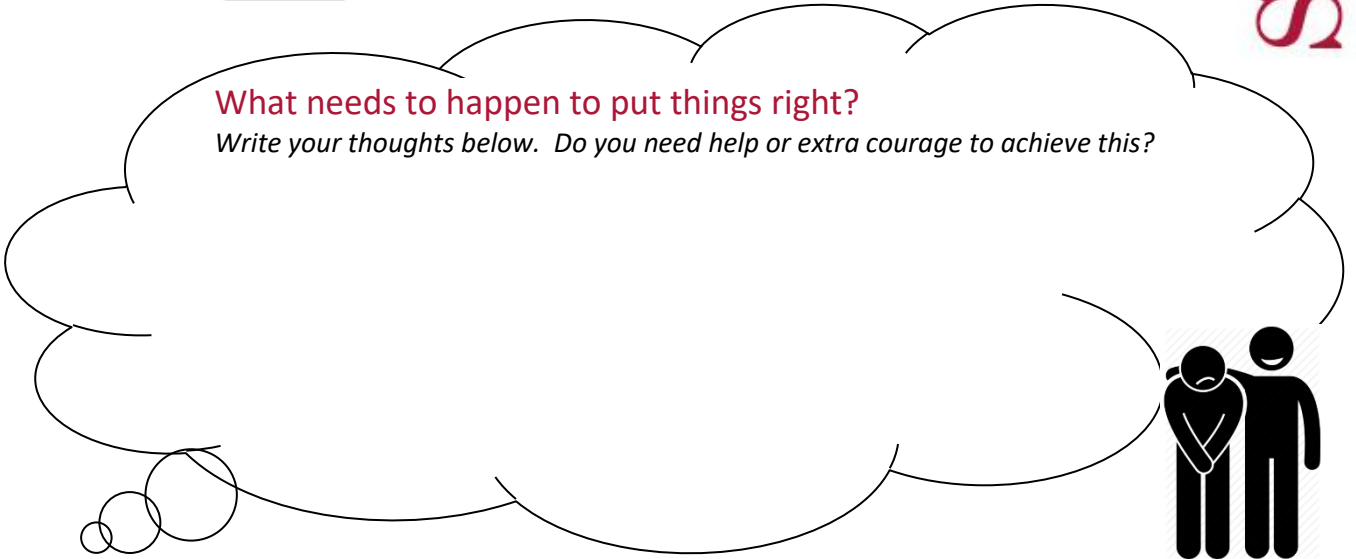
Write the names of the people. How were they affected and how might they be feeling?



Three thought bubbles are arranged in a grid. The top-left bubble is connected to a black silhouette of three people. The top-right and middle-right bubbles are empty. The bottom bubble is a large, horizontal thought bubble containing text.

What needs to happen to put things right?

Write your thoughts below. Do you need help or extra courage to achieve this?



A large, horizontal thought bubble containing text. To its right is a black silhouette of two people, one taller than the other, standing together.

Further Reflection with Member of Staff

Having reflected, talk this through with your teacher/ tutor/ HOF or HOS and complete the following together

If this happens again, what will we need to do next?

Name of staff member:

Date
Time:

