

# **ST JOHN'S SCHOOL AND SIXTH FORM COLLEGE A CATHOLIC ACADEMY**

## **Student Behaviour and Discipline Policy**



A

## **1. Introduction**

### **“A Learning Community Guided by Gospel Values”**

It is a prime school policy to maintain a working partnership between governors, staff, parents/carers and students in fostering a genuine, learning environment. To this end, the pastoral purposes of the school are fundamentally directed towards the growth of creating a positive climate for learning.

Encouragement, support and acknowledgement of collective and individual success will be especially targeted to foster a learning environment with positive Christian purpose. Within this framework, it is intended that students feel secure and valued, but are also confident in being challenged to achieve their full potential.

St John's takes its responsibility for the care and safety of all of our students very seriously. We always work in partnership with parents/carers/carers to ensure the welfare of all our students at all times, however, parents/carers/carers should be aware that school will take any reasonable action to ensure the safety of its students, following guidance Durham's Local Safeguarding Children's Board procedures when necessary.

## **2. Main Elements of the School Policy**

1. Strong emphasis is placed on rewards such as house praise points, letters home and certificates to recognise and encourage achievement and endeavour.
2. Expectations of students are high and clearly expressed.
3. The Students' Code of Conduct provides the main point of focus for both staff and students in maintaining a harmonious and purposeful working environment.

## **3. Intended Outcomes**

Our aim is to emphasise the importance of responsible behaviour and personal discipline with a view to promoting:

- (1) high personal standards and expectations
- (2) respect for others and regard for authority
- (3) a sense of right and wrong based on Gospel Values
- (4) collective responsibility on the part of both students and staff for the quality of day-to-day relationships

## **B IMPLEMENTATION OF SCHOOL POLICY**

### **1. Role of the Student**

There are guidelines for students which are designed to promote positive attitudes and provide clearly defined expectations:

- (1) school rules
- (2) uniform regulations
- (3) school planners
- (4) bus contract agreements
- (5) school prospectus
- (6) Students' Code of Conduct
- (7) Home/School Partnership Agreement

### **2. Role of the Teacher**

Both teachers and students have a right to an orderly atmosphere in school in which active learning can take place.

The teacher has a very critical role in contributing to the learning process which involves:

- (1) punctuality to class
- (2) carefully preparing lessons
- (3) up-to-date marking
- (4) differentiated teaching
- (5) encouragement of mutual respect
- (6) provision of relevant learning experiences

### **3. Partnership with parents/carers**

The support and co-operation of parents/carers are fundamental requirements of any school's Behaviour and Discipline Policy.

It is a well-established and recognised strength of St John's School and Sixth Form College that teachers and parents/carers work collaboratively for the benefit of students.

Particular attention is given to addressing the specific needs of our most vulnerable students to support their learning and behaviour in school.

Prime importance is given to the early involvement of parents/carers in any developing disciplinary problem.

Communication with the home may involve:

- (1) telephone calls
- (2) emails and parent call
- (3) letters
- (4) School planner
- (5) Report Cards
- (6) Report of bad behaviour
- (7) Individualised contracts
- (8) Leadership Team Reports

The school endeavours to inform parents/carers of St John's standards and expectations of behaviour and enlist their help in providing a safe and secure working environment.

In circumstances where the students' behaviour is deemed unacceptable, students may be placed in isolation with one of the following: a tutor, a Head of Year, Head of Pastoral, a member of the Leadership Team. Alternatively, a student may be placed in isolation in the Capernaum Centre which is staffed by members of the Leadership Team.

#### **4 Role of the School Governors**

The Staffing and Students' Sub-Group meets regularly and reports to the Full Governing Body. The prime purposes of the Sub-Group are: to monitor behaviour in liaison with the Head Teacher and teacher representatives; to consider the reinstatement of excluded students by the Governors' Student Discipline Committee.

#### **5 Role of the Head Teacher He**

6 The Head Teacher seeks to manage an orderly and successful school together with the support of the staff and governors, providing a worthwhile and fulfilling service for its students.

Student exclusions are used only when other sanctions have been tried and failed, but ultimately it is the Head Teacher who has the responsibility for making key disciplinary decisions which affect the working atmosphere of the school and day-to-day relationships.

#### **6 Restrictive Physical Intervention**

In **very rare** case the school recognises that there may be circumstances where, when the normal preventative strategies have failed that some form of Restrictive Preventative Intervention (RPI) may be unavoidable. For the use of RPI by a teacher or other authorised person to be justified, it has to be demonstrated that it is warranted by, and in proportion to, the circumstances of the incident which precipitated it.

Reviewed: L Byron  
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