



Behaviour for Learning Policy

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Approver	Mr C Paul, Assistant Vice Principal
Owner	Mr C Paul, Assistant Vice Principal
Due for review	September 2023

I RATIONALE OF THE POLICY

St John's believes that excellent behaviour is a necessary condition for effective teaching to take place. We seek to create and maintain an environment at St John's that encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

This policy is addressed to all staff, all students and all parents; it also applies to the wider Academy community. A copy of this policy can be found on the St John's website, or a hardcopy can be requested directly from Academy; parents and carers will be reminded of this on an annual basis. This policy will be reviewed annually, or sooner if legislation or Academy systems and processes necessitate.

I.1 Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what St John's consider to be unacceptable behaviour
- Outline how St John's students are expected to behave
- Summarise the **roles and responsibilities** of different people in the St John's Academy community with regards to behaviour management
- Outline our system of rewards and sanctions

I.2 LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice. [Behaviour and discipline in schools](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a Academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the Academy to have a written behaviour policy and paragraph 10 requires the Academy to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

I.3 BEHAVIOUR STATEMENT

- To create a positive behaviour for learning culture for all students
- To ensure that the St John's ethos wheel is embedded in school practise
- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships – modelled at all times by the adults in the Academy community
- To ensure that the Academy's expectations and strategies are widely known and understood by students, teachers, support staff and parents/carers
- To encourage the involvement of students, parents/carers, teachers and other stakeholders in the implementation of this policy
- To ensure every student is valued and encouraged to develop a sense of responsibility for their own learning and to the community at large.
- To develop a positive Academy ethos that celebrates all achievement through an effective and consistently applied system of praise and recognition
- To put in place appropriate interventions to support students with identified behaviour and learning needs, including emotional needs
- To ensure that there is a strong sense of fairness and respect, including self-respect and respect for others regardless of disability, race, culture, religion, gender, socio-economic background, sexual orientation or ability, and an understanding of the individual and shared responsibilities, which underpin the rights of all members of the Academy community. This policy takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010.
- St John's emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

I.4 STANDARDS OF BEHAVIOUR

We believe that students can only reach their potential if learning is free from disruption. Social and moral development of students is as important as their academic development. St John's acknowledges that students bring a wide variety of behaviour patterns to our Academy, based on differences in home values, attitudes and parenting.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform, lateness and failure to bring equipment.

Serious misbehaviour is defined as:

- Repeated breaches of the Academy rules
- ANY form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco E-cigarettes and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

2 ROLES & RESPONSIBILITIES

2.1 All Teaching and Support Staff will:

- Implement the behaviour policy consistently
- Model positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular students; understanding that the quality of learning, teaching and attitudes to learning are inextricably linked and the responsibility of all staff
- Listen to students
- Encourage relationships based on kindness, respect and support of the needs of others;
- Treat each student as a unique individual with their own talents and abilities, ensuring fair treatment for all regardless of: age, disability, gender, race, religion or belief, or sexual orientation
- Where possible consult with students on matters which will affect their life at St
- John's
- Take ownership of managing behaviour, including entering incidents on Class Charts and contacting home as appropriate.
- Contribute to supervising a whole-Academy detention systems.

2.2 Students will:

- Follow the Kind, Supported, Happy ethos and treat others with respect, kindness and courtesy;
- Use the one-way system in place to move around the buildings safely
- Understand the Academy rules
- Try to do their best to understand the needs of others and offer help when they need support
- Strive to achieve their personal best in everything they do;
 - Let others around them work without disruption;
 - Listen to others when they are speaking and take their views seriously even if they are different from their own;
 - Remember that everyone makes mistakes and we can learn from them;
 - Never resort to verbal or physical bullying or make sexist, racist, homophobic or other prejudicial comments;
 - Never risk the safety or health of another person;
 - Never interfere with, or damage, the Academy's property or the property of others.

2.3 Parents/carers will:

- Support their child to fulfil their responsibilities as a student, including
- through attendance at relevant parental meetings
- Communicate politely with the Academy through telephone, email, or letter
- Fulfil their commitment as a parent/carer to the Home-Academy agreement, including supporting decisions made by the Academy in relation to promoting high expectations and good behaviour.

2.4 Principal:

- St John's Principal is responsible for reviewing and approving this behaviour policy.
- St John's Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- It is the Principal's duty to maintain and publicise the Behaviour policy.
- It is the responsibility of the Principal to bring the Academy's Behaviour policy to the attention of students, parents and staff at least once a year.

2.5 Senior Leadership Team:

- Members of the Senior Leadership Team will have oversight of 'Behaviour for Learning' in each Key Stage and are responsible for all related matters at an operational and strategic level.
- Pastoral Leaders within St John's will work together to share good practice in all matters related to personal development, behaviour and welfare.

2.6 Governors:

- The St John's Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.
- Governors must take a close and regular interest in behaviour issues and should ensure that responsible staff are taking appropriate and timely action to tackle poor behaviour and are supported in their roles to do so. In order to monitor the Policy's implementation and evaluate its impact on student outcomes, Governors will:
 - Understand how the Academy's performance compares with national data and LA averages;
 - Expect that the St John's Governing Body is alerted by the Academy's Senior Leadership Teams to any emerging problems and notable successes;
 - Review the Policy annually, or sooner if legislative changes dictate.
 - Consider emerging trends across Academy and support Senior Leaders in collaborative working to raise standards

3 IMPLEMENTATION OF THE POLICY

The Governors and the Principal intend that the Academy rules and the consequences provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of students when they are away from St John's premises and outside of the jurisdiction of the Academy, for example on the journey to or from St John's or whilst on an Academy trip. This will normally be where the conduct in question could have repercussions for the orderly running of the Academy, affects the welfare of a member(s) of the Academy community, a member of the public, or which brings the Academy into disrepute.

3.1 PRAISE & CELEBRATION

St John's understand that praise and celebration is more effective than punishment in motivating students, they are central to reinforcing good behaviour. Praise and celebration motivate students and help them to see that good behaviour is valued; the most powerful form of reward is verbal praise. Our Academy is committed to recognising and celebrating good behaviour and may do so in some of the following ways: Awarding of Positive behaviour points through Class Charts, Postcards, phone calls, letters home, certificates, rewards trips, reward breakfasts and attendance at the Prom.

More information for staff in relation to Praise and Celebration can be found in the Staff Handbook.

3.2 CONSEQUENCES: CLASSROOM MANAGEMENT

- Guidance for staff on the Academy's Consequence System to manage low-level disruption to lessons can be found on the Staff Homepage. This appendix also contains additional practical strategies for staff regarding managing low-level disruption
- The classroom should be a positive, safe and encouraging environment so that each student can learn and be successful
- Furniture should be arranged to provide an environment conducive to on-task behaviour
- Stimulating displays help to create a positive learning environment
- Differentiation is a key-learning tool; teaching the same thing to all students may not be appropriate
- Lessons should develop the skills, knowledge and understanding in a way, which makes learning fun
- Students should have their work assessed regularly in a way, which shows where they are and what they need to do to improve.
- Personal and public praise should be used frequently.
- The Academy also use a C1, C2 warning system to help students correct their behaviour in lessons; failure to do so leads to a C3 being issued. A C3 is a removal system to support students in managing their behaviour, whereby they are required to work in an alternative room to regain focus and so as to not further disrupt the learning of other students. Students who are issued with a C3 also receive an hours detention the following day.

3.3 CONSEQUENCES: CONDUCT OUTSIDE OF LESSONS

St John's has high expectations of behaviour on Academy sites and during unstructured times (outside of lessons). Any member of staff is able to both reward and sanction students using Class Charts. Students are able to log into Class Charts to monitor their own behaviour and a display of their progress is on their home page of their school login.

3.4 CONSEQUENCES: DETENTIONS

Detentions are part of the Academy's consequence system to encourage students to recognise that their behaviour or attitude to learning has not been acceptable. When issued, detentions are compulsory. Failure to attend a detention will result in this being up-scaled and ultimately may result in a student being placed in the Academy's Internal Suspension room (ISR) as a consequence

3.5 CONSEQUENCES: INTERNAL SUSPENSION ROOM (ISR)

This is a specially designated room for students whose behaviour has been unacceptable. They are supervised by Pastoral staff at all times and it runs between 8.40am and 4pm.

Students are expected to work in silence and are given appropriate work to complete

3.5.1 ISR / Suspension Procedure

1. If a student who is booked into the ISR refuses to take their place, this will lead to a Fixed Term Suspension (FTS), although the student will still be expected to return back to ISR upon their return to St John's as part of the reintegration from Fixed Term Suspension.
2. If the student is absent from St John's and does not attend their session, then the session will be rebooked into the ISR for the following day.

3.6 CONSEQUENCES: FIXED TERM SUSPENSION

St John's will follow government guidance on suspension, unless there is a good reason to depart from it. The Academy aims to operate within the principles of fairness and natural justice.

Suspension guidance states that suspensions can take the form of:

- Fixed Term Suspension;
- Permanent Exclusions;

The Academy's policy on exclusions applies to serious or repeated breaches of discipline occurring on and off of the Academy premises. The Suspension Policy must be consulted and followed in all matters where a student needs to be suspended from the Academy site. Only the Principal has the authority to suspend a student.

Where an investigation is taking place a student may need to remain on Internal Suspension with an appropriate member of staff.

3.7 LATENESS

Good punctuality is a vital life skill and therefore lateness to St John's is unacceptable and is taken very seriously. Students will be asked to explain their lateness to either a tutor, appropriate member of staff or the attendance officer, a detention may be issued as a result. Conduct points will be issued for any student who is late to lesson and parents will be notified through Class Charts.

3.8 EQUIPMENT

Being prepared is another important life skill and therefore failure to bring equipment to St John's is unacceptable and is taken seriously. Students must ensure they have a pencil case with them. Students must also ensure that they bring their PE & Dance Kit and Accelerated Reader books to school as directed. Consequences may apply for any student who fails to bring their equipment to St John's.

3.9 STAGE OF SUPPORT FOR BEHAVIOUR – PERSONALISATION & EQUALITY

St John's recognises that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student. St John's should also consider Safeguarding arrangements in all decisions related to behaviour.

Reasonable adjustment should be considered where appropriate. St John's follow the Fair Access Protocol of the Local Authority within which they are located.

More information for staff in relation to the Graduated Response and support for students who do not meet behaviour for learning expectations can be found in the Staff Handbook.

3.10 MALICIOUS ALLEGATIONS AGAINST STAFF

Where a student makes an accusation against a member of the St John's staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused.

Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

3.11 INVESTIGATING INCIDENTS & WRITTEN ACCOUNTS

General guidance is that students should always have an opportunity to express their version of events. Alleged victims, perpetrators and witnesses, if applicable, will have the opportunity to make a written account from which members of staff can determine a best-fit outcome to an incident **on the balance of probabilities**

Written accounts should be supervised by the member of staff initially dealing with the incident; the student should be able to have an adult scribe for them should they not be able to write their own account. Students will sign and date their accounts as a true record of events.

Parents/Carers will not be contacted in advance of their child writing an account. Written accounts will be retained by the Academy.

3.12 ANTI-BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult to defend against
- Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	<p>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</p> <p>Under the Education and Inspections Act 2006, St John's have the power to regulate conduct outside the Academy and to apply sanctions. If a cyber-crime may damage discipline, as in targeting a teacher, St John's can act. Similarly, if cyber bullying affects a student, St John's can act accordingly. The Protection from Harassment Act 1997 makes it an offence to pursue a course of conduct amounting to harassment (the Academy would seek police involvement due to a criminal offence being committed).</p> <p>Behaviour that causes alarm or distress is criminal harassment (see E-safety policy).</p>
Child on Child Abuse	<p>We recognise that children are capable of abusing other children. We understand that the student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately. There is a zero-tolerance approach to abuse and it should never be passed as 'banter' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.</p> <p>Child on Child abuse can take the form of bullying, inclusive of cyber bullying, physical assault, making threats, and name calling. It can also include:</p> <p>Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;</p> <p>Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;</p> <p>Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);</p> <p>Disablist bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.</p>

Bullying is not tolerated at St John's. Preventative work through assemblies, Personal Development Days, Student Council, Year Leader / Student Manager 'open-door' during unstructured times, Restorative conversation techniques, and other activities help to promote positive behaviour.

More information for parents / carers in relation to St John's Academy's Anti-Bullying policy, can be found on the website.

3.13 RESTORATIVE JUSTICE AND RESTORATIVE CONVERSATIONS

Restorative approaches may be used to resolve conflicts between student peer groups and also between students and staff members. It is expected that any student sent on a C3 (removal from lesson) detention

will receive a restorative justice conversation with the teaching member of staff or a representative from their department.

3.14 STUDENT SUPPORT SYSTEMS

St John's recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The

Academy's special educational needs co-ordinator may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

Additionally, St John's students have access to wide-ranging support in school, which may include some or all of the following: Non-teaching pastoral support staff, Time-out cards, consequences to avoid exclusion, Peer Mentors, Personalised Learning Centres, Timetable modifications, Referrals to external agencies such as Education Psychology or TAMHS, Mentoring, small group interventions.

3.15 COMMUNICATION

Effective communication between and across various stakeholders is important in developing strong relationships and dealing effectively with incidents and in promoting high standards of behaviour and learning. Class Charts is the main form of communication between Academy and parents relating to positive and negative behaviour.

3.16 SEARCHING SCREENING AND CONFISCATION.

Informed consent: St John's staff may search a student with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent. If the student refuses, sanctions will be applied in accordance with this policy

Searches without consent: In relation to prohibited items, as defined below, the Principal, and staff authorised by the Principal, may search a student or their possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession. Searches without consent will only be carried out on St John's Academy premises or where the member of staff has lawful control or charge over the student, for example, on Academy trips

Prohibited items: Means knives, blades or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, lighters, vapes, e cigarettes, fireworks, tools, pornographic images and any other items deemed inappropriate, cause disruption to learning OR any items that could cause emotional, psychological or physical harm to another person (including the Student). It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person including the student; any item banned by the Academy rules identified as being an item which may be searched for; and any other items as defined in law.

Searches generally: If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of Academy property, e.g. students' lockers; and / or
- a search of personal property (e.g. bag or pencil case within a locker).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Staff are permitted to use a metal detector to assist with the search.

Where a student is searched, this will be conducted by members of staff of the same gender as the student, however, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex with a witness present.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Telling parents and dealing with complaints

St John's is not required to inform parents before a search takes place or to seek their consent to search their child.

1. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
2. The powers allow Academy staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspects a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
3. Academy staff can view CCTV footage if available in order to support decision-making as to whether to conduct a search for an item.
4. There is no legal requirement to make or keep a record of a search.
5. St John's should inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about searching should be dealt with through the normal Academy complaints procedure.

3.17 STUDENTS BEING SPOKEN TO BY POLICE/PCSO'S IN ST JOHN'S ACADEMY

The situation tends to fall into one of two categories:-

1. **INFORMAL** – The Police Officer and PCSO's (Police Community Support Officers) associated with our Academy localities may drop in to St John's Academy at any time and may chat to students at break and lunch time and after school on an informal basis. Students can feel free during these times to discuss any worries or concerns that they may have, as we feel PCSOs are a part of the extended Academy community. There may be occasions when staff elicit the support of the Police/PCSO when dealing with matters such as theft, cyber bullying, anti-social behaviour etc. This is not a formal interview (See Point 2) and in these cases a member of staff will sit with the student(s) involved and, out of professional courtesy, parents/carers will be informed that a conversation has taken place to help students and the Academy resolve any concerns. Parents may not be contacted in advance.
2. **FORMAL** – There may be occasions when the Police and PCSO's will need to formally interview a student. If this is the case then advice will be taken at the time, usually by a senior member of staff if they are available, if not an appropriate member of the Pastoral Team, as to whether the parent should be contacted to inform them. On rare occasions a Academy may be instructed by the Police NOT to make contact with the parent/carer; this is usually because it may jeopardise the Police investigation. In the majority of cases parents/carers are informed of police involvement and they are requested to come into the Academy.

There are also cases when police will need to act with urgency and immediacy to protect student and staff welfare or to preserve evidence. In cases like this, parents will be notified when deemed appropriate by the Academy.

3.18 USE OF REASONABLE FORCE

Any use of force by St John's staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force: advice for head teachers, staff and governing bodies and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the student's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment.

3.19 MONITORING, EVALUATION & REVIEW

The effectiveness and impact of the Behaviour for Learning Policy will be monitored through the collection and collation of evidence including:

- Achievement data (progress checks)
- Lesson observation, Learning Walk and Climate Walk data
- Attendance data
- Class Charts Behaviour Log data (positive and negative)
- Suspension data
- Internal Suspension Room data
- Social, emotional scaling tools
- Student & Staff Voice exercises

Performance will also be monitored and evaluated through Line Management meetings. By evaluating the success of the policy, St John's will consider to what extent:

- Combined use of Fixed Term Suspension and ISR have reduced
- Monitoring and evaluation processes judge Personal Development, Behaviour & Welfare to be good or outstanding
- In Academy variance of focus groups, ethnicity and gender is reduced

Particular attention will be given to the data for vulnerable students to ensure that appropriate interventions are in place to support them.

3.20 TRAINING

St John's staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.