EXCELLENCE • LEARNING • LEADERSHIP
ST JOHN'S & KING RICHARD
SCHOOLS FEDERATION

BEHAVIOUR FRAMEWORK (Sept 2017)
St John's School

In the same way that we personalise learning we should also, to an extent, personalise the rewards and sanctions that we use with students. As such the behaviour framework in operation at SJS is just that; a framework not a rigid policy.

There are four basic principles operating within this framework.

- The first is that we all have an equal responsibility for managing the behaviour of students in tutor groups, in classes and around the school. It is not our duty to simply pass things on to the nearest other person up the chain as quickly as possible. This actually erodes our own standing with students. The bottom line being effective behaviour management works from the bottom up not the top down. Students should not ignore a TA and defer to the Head because one has the power to exclude and the other does not; but because they recognise that all staff have the authority to manage all students anywhere in the school.

- The second is to develop realistic beliefs; we can not 'control' student behaviour all we can do is seek to influence their choices by building positive relationships, (catch them being good), setting clear agendas, (clearly articulated consequences not threats that can't be followed up), holding high expectations, (working on the self fulfilling prophecy), and being, (as far as is humanly possible), consistent in the way we, both as a team and as individuals, apply sanctions.

- The third is that we should use rewards more often than we do sanctions. Basically rewards change behaviour in longer lasting and more effective ways than punishments do. E.g – detentions served a week after the initial offence have little if any affect on future conduct.

- The fourth is that we should use the language of choice when seeking to impose sanctions. For example, 'if you continue to stare out of the window you'll be choosing to sit here at the front. Make the choice now'. Clear consequences for making the wrong choice at this point should be already known to the student.

Of course we can only manage effectively any of the above if we control ourselves. Losing our cool and shouting at the students means we lose control of both our self and the situation and achieve little except a sore throat, a student with less respect for us than prior to the incident and perhaps a disgruntled parent to contend with in addition to the original issue.

We must also try to remember that when we seek assistance from one of our colleagues then, to a certain extent, we have accepted that someone else needs to manage the situation. As such we should allow them to do just that. For example if we ask our Faculty

Head or Key Stage Manager to help us out, (and we all need help at times for all sorts of reasons), then we should resist the urge to complain about the way they chose to manage the situation if it is different to the way we would have dealt with it on a different day.

These principles, if followed, do work. An excellent expansion on the above, and toolkit which all teachers could do with revisiting on a regular basis, is provided by the **'Behaviour Management Pocketbook' by Peter Hook and Andy Vass** – this is a simple, little, quick read and many copies are in the library.

No matter how much we try though, there will always be those students who we fail to influence in the right way. When this happens it then becomes a question of managing the choices the students make; in effect working through the pathways outlined below, in a systematic and reasonable way, appropriate to the particular student and set of circumstances.

In Class Behaviour Incidents

- Manage all in class incidents using the Pyramid of consequences. This includes lateness to your lesson as this does, in effect, disrupt the learning of others.

- In the event of a serious incident, which is basically a situation where, in your judgment a student should no longer remain in the lesson because their behaviour is seriously hindering the learning of others then they should be referred from your lesson to the referral room. (Avoid sending students to the Faculty Head, unless agreed before hand, as they will probably be teaching and not in a position to assist you – this is what the referral room is for; and please remember a new lesson is a new start – it is very bad practice to 'ban' students from future lessons before they have even begun).

- This should then be followed up within the Faculty system – either on Faculty report or via Faculty detention – of course at this point the tutor or pastoral head or SIMS can be consulted for additional information

- If the Faculty solution is not effective then refer the matter to the Key Stage Manager, (who may refer it to the Tutor), or to a whole school detention – but only once the Faculty route has failed to effect a change in behaviour. It is important that we can always demonstrate a stepped approach to such matters – not just for parents and Governors but so that the student can understand that, despite various chances, they have chosen to get themselves into the situation they are in.

The basic principle here being that the solution rests with us in our classrooms first, our Faculties second, the Pastoral system third and SLT fourth – after which there is no where else to go. Involving parents during any of these stages is not only acceptable, it is to be encouraged.

Out of Class/Breaks/Before and After School Behaviour Incidents

Often we will see students behaving in inappropriate ways before school, on corridors or whilst we are on break duty. Again our first response should be to consider how we can deal with the situation – a verbal reprimand; isolation during break; referral to Tutor or Key Stage Manager; simply recording the incident, (Key Stage Managers are sent copies of weekly conduct reports and respond to recorded incidents). The steps below are consistent with this framework.

- Issue verbal or recorded reprimand to student at the time
- Refer the student to the Tutor or Key Stage Manager. This must be done on the system or in writing. They will then decide on an appropriate sanction
- Place the student in a school detention by asking the school's Behaviour and Attendance MSA to record the incident
- Isolate the student if you feel it is necessary

The only real issue for all of this is that often events happen when it is inconvenient to record them – in the middle of a great classroom activity or on the corridor as you move to your class. Unfortunately there is only one solution to this:

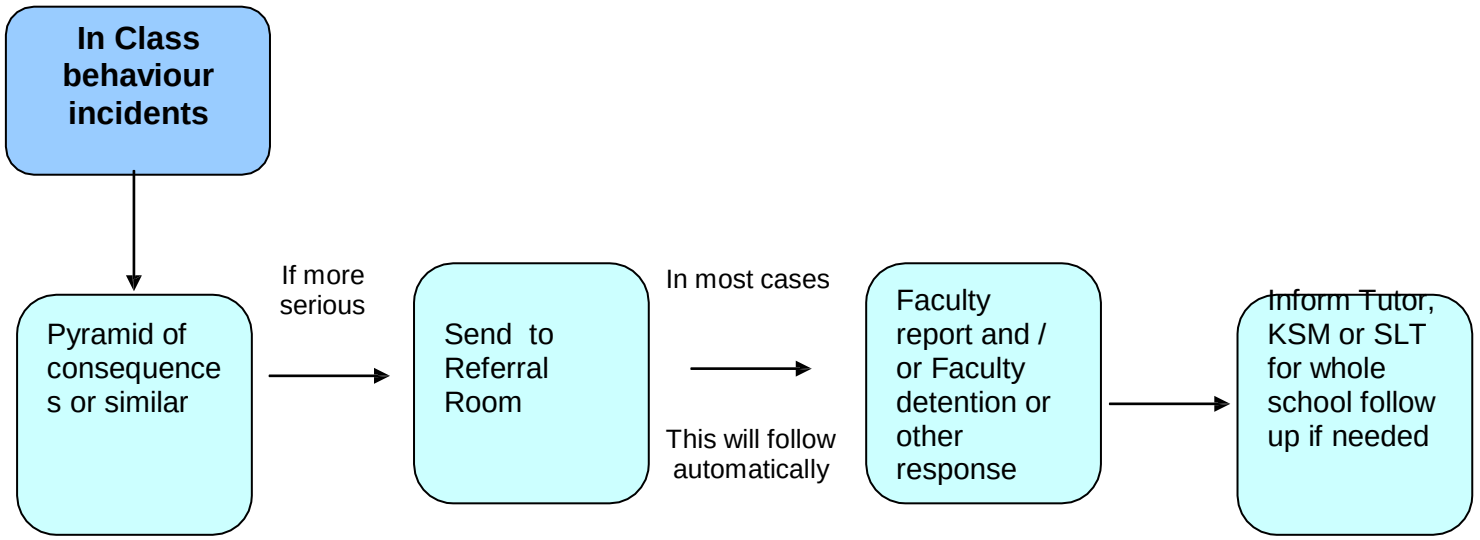
All events worthy of note are worth the effort it takes to record them; if not recorded then they, to all intents and purposes, did not happen.

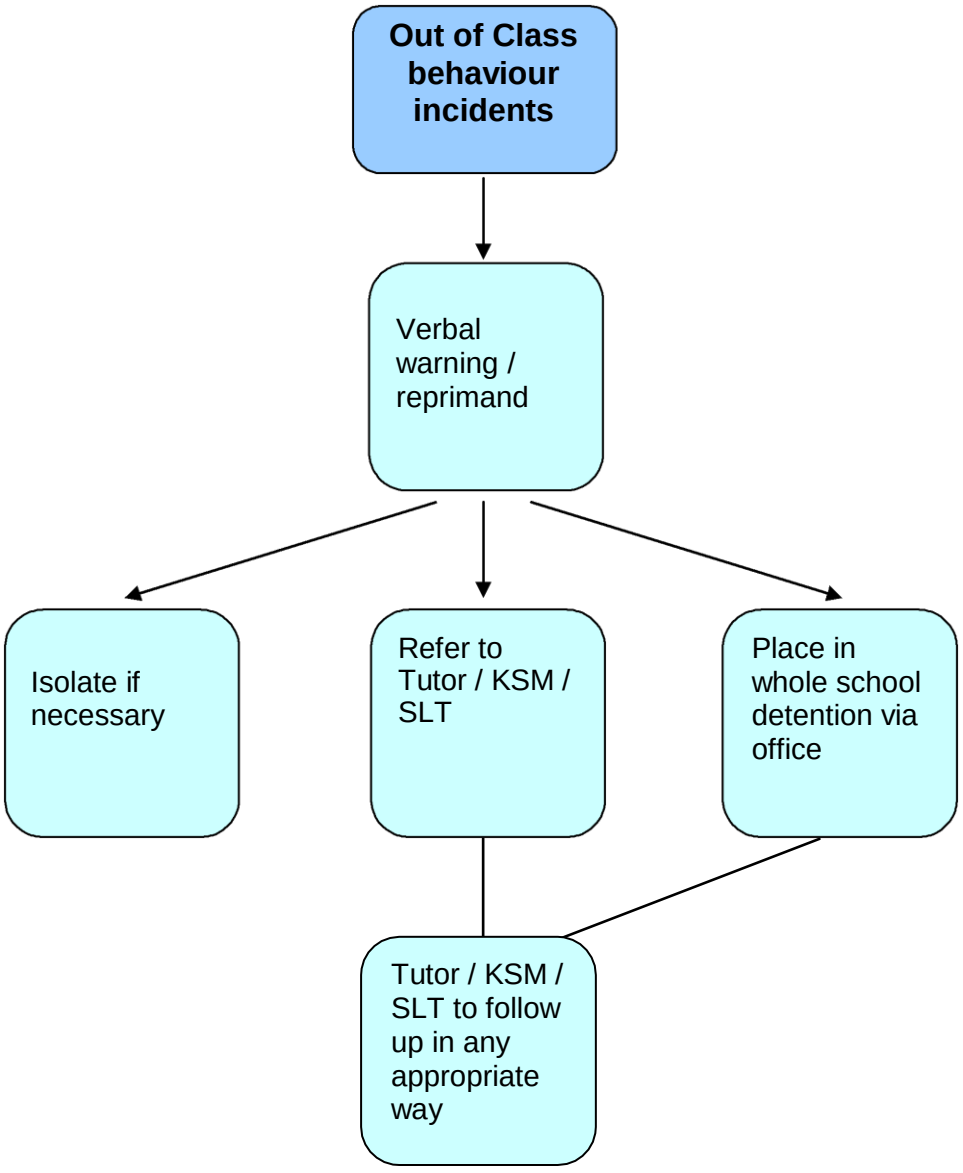
For us this means recording them on SIMS. Seek help if you are unfamiliar with how to use the system. Once an event is on the system it is there to be seen by everyone so no one can say that they didn't know and the school is able to respond to parents when they call without having to track people down.

Health warning - This is a working framework and will need revisiting periodically. Feedback on what works and what is in need of tweaking is essential.

To be reviewed September 2017

BEHAVIOUR FRAMEWORK FLOWCHART
(NB – All incidents need to be recorded on the system)





Rewarding Excellence

Demonstrating a Core Value
Participation in an Extra – Curricular Activity

→ 1 epraise point

Exceptional achievement Vice / Assistant or Executive Principal commendation

→ 5 epraise points

Exceptional achievement
Executive Principal Award
100% Attendance per half term

→ 10 epraise points

epraise Milestones

Bronze	50 Points
Silver	100 Points
Gold	150 Points
Sapphire	250 Points
Ruby	300 Points
Diamond	400 Points
Platinum	500 Points

POSEIDON

APOLLO

EXCELLENCE • LEARNING • LEADERSHIP
ST JOHN'S & KING RICHARD
SCHOOLS FEDERATION

Challenging Poor Behaviour

Low level disruption—Chatting, shouting out or work avoidance

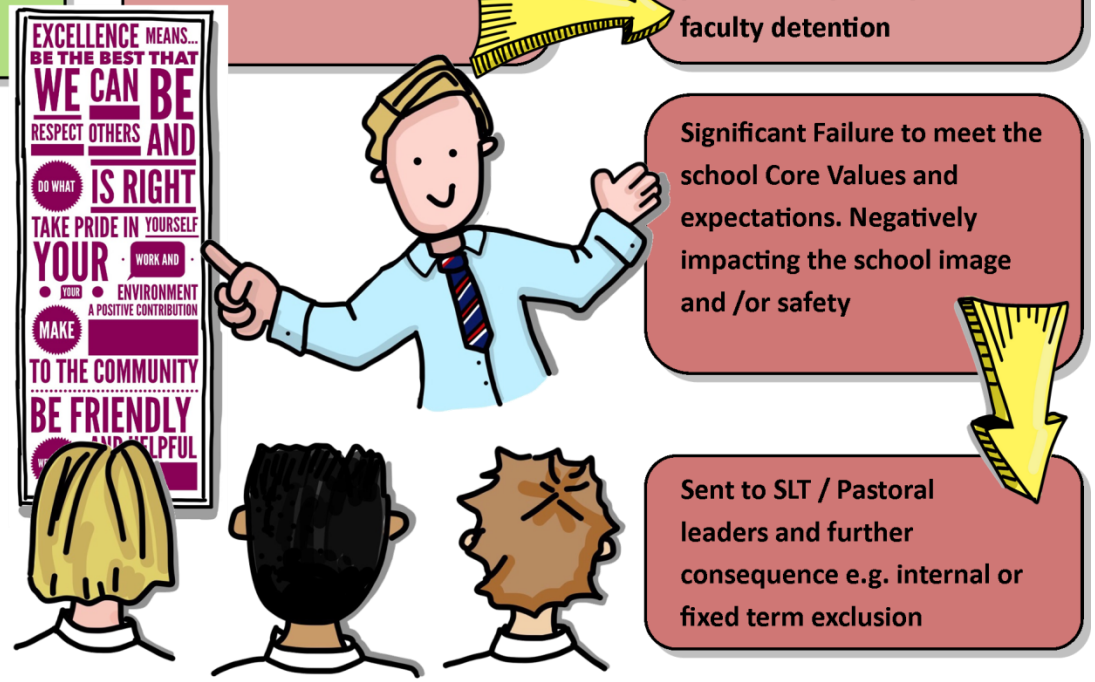
→ Teacher or TA will advise you on your behaviour and remind you of the school Core Values

Continued disruption after warning—Chatting, shouting out or work avoidance and rudeness

→ Teacher will use a range of sanctions including, move seats, cooling off period, detention and contact home

Repeated poor behaviour that is affecting the learning of others, serious disruption or a single serious incident

→ Sent to referral room, Head of Faculty / Curriculum area. Followed up with contact with parents, subject report and faculty detention



Significant Failure to meet the school Core Values and expectations. Negatively impacting the school image and /or safety

→ Sent to SLT / Pastoral leaders and further consequence e.g. internal or fixed term exclusion