

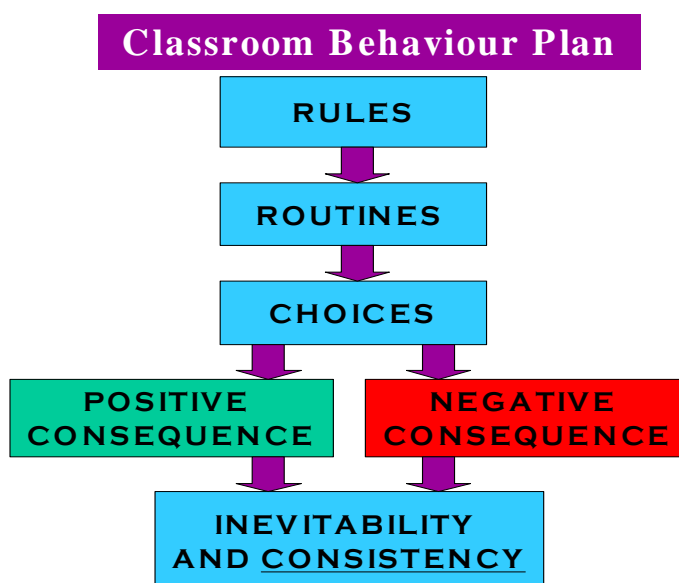
John Colet School Behaviour for Learning Policy

Appendices:

Appendix 1:

John Colet Behaviour Management System

The diagram below is the basis of the John Colet Behaviour Policy. Classroom rules have been implemented through staff and student consultation. These rules are evident in the classroom and around the school when the students display orderly and clearly understood routines. Throughout each stage of a lesson, students have the ability to make positive or negative choices. There will be inevitable and consistent consequences for each choice they make. These consequences are detailed in the Rewards and Sanctions section of the Behaviour Policy. It is the certainty not the severity of a sanction that ensures a consistent approach among staff members and a greater understanding and acceptance of the boundaries by students.



Teach the students routines so that the rules can be adhered to; this will make the classroom a predictable and secure environment where the students can make choices in their behaviour and learn that choices have consequences.

Classroom rules

- Arrive to lessons on time
- Bring the correct books and equipment to all lessons
- Follow the instructions of members of staff
- Put up your hand to gain the attention of the teacher
- Have a positive attitude; listen, work and learn

Behaviour hotspots: require established routines

- Entry into classroom
- Distribution and collection of materials
- Gaining teacher attention and assistance
- Transition between activities or tasks
- Teacher gaining attention of class
- Clearing away
- Homework – completed tasks / setting tasks
- Use of equipment
- Group work
- Speaking in class
- Late arrivals
- Close of lesson feedback
- Exit from classroom

Appendix 2

Rewards

Informal	Formal
<ul style="list-style-type: none">• Verbal praise• Non-verbal praise• Round of applause• Work displayed• Note in planner• Phoning parents• Tangible rewards: small gifts• Priority with equipment	<ul style="list-style-type: none">• Merits and raffle tickets*• Certificates*• Student of the month*• Praise slip to HoD, HoY and FT• Postcard/Letter home*• 120 merits – annual lunch with the Head• Attendance prize• Sports assembly awards• Termly rewards assembly

Merits and raffle tickets

Years 7, 8 and 9

- When a student has received 10 merits he/she should show form tutor and the head of year.
- The student will then receive a special sticker from the head of year and a raffle ticket. This ticket will be put into the end of term draw. Prizes from the draw will be awarded each term.
- Students who have 20 merits will see the Assistant Head: pastoral for another special sticker and raffle ticket.
- When a student fills a page of stickers, the Headteacher will start the next page for the student and send a letter of congratulations home.

Years 10 and 11

- The same as above except: 5 merits see tutor and Year leader for a raffle ticket and 10 merits the Headteacher

Certificates

Awarded by departments and presented in Year assemblies on a regular basis to students for effort and attainment.

Student of the month

Recognised by departments and awarded to students who have done well in the specific subject area.

Postcard/Letter home

Postcards congratulating students are sent home. HOY record this on the student's record. The Headteacher sends congratulatory letters when a student has achieved 30, 60, 90 and 120 merits. A copy of this letter is placed in the student's file.

Appendix 3

Sanctions

Standardised responses to zero tolerance issues

- a) Any student caught chewing gum should be asked to put it in the bin. Any refusal or persistent offending should be dealt with through normal classroom sanctions.
- b) Any student caught wearing inappropriate jewellery or in possession of an electronic item/mobile telephone will have it confiscated. The item/s should be put in an envelope and placed in the school safe. It will be necessary for the parent/carer of the student to collect the confiscated item.
- c) Any student in possession of an illegal substance will immediately be referred to SLT.

Appendix 4

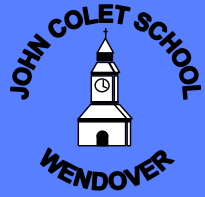
John Colet School Behaviour Management Systems

The charts that follow summarise the pathways to follow in order to maintain consistency across the school when dealing with behaviour issues.

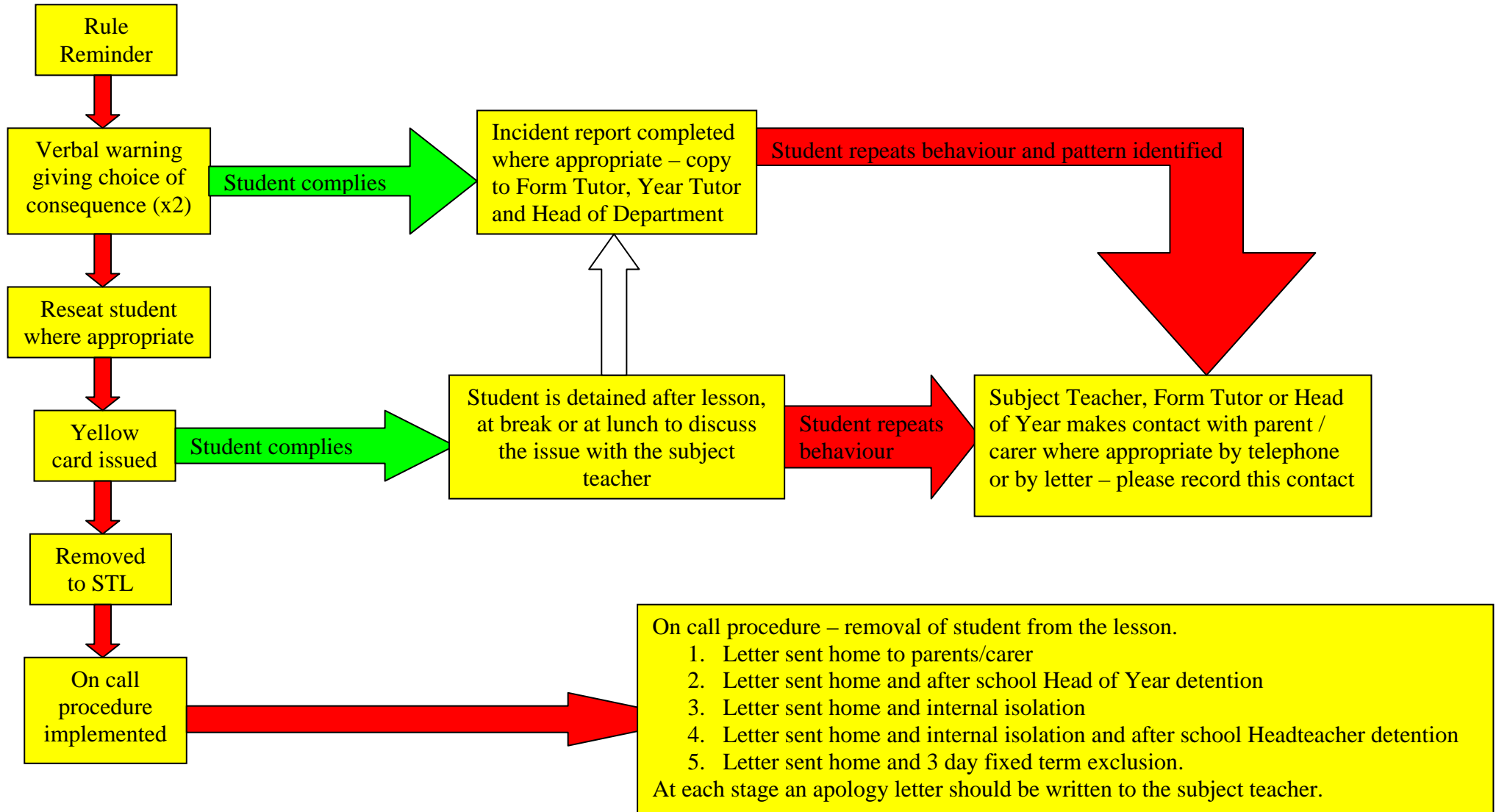
The Subject Teacher Behaviour Management System relies upon the involvement of subject team leaders and the swift completion of all paperwork. This allows parents to be informed and the appropriate sanction to be applied.

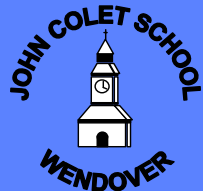
The Pastoral Team Behaviour Management System has the form tutor at the heart of it with the tutor team leader in support. The form tutor is ideally placed to monitor patterns with regard to the behaviour of students in their tutor group.

The procedures for disciplinary action for unacceptable behaviour outside of lessons are outlined. In the first instance the adult witnessing the incident must deal with it. The first point of referral is to the form tutor of the student concerned.

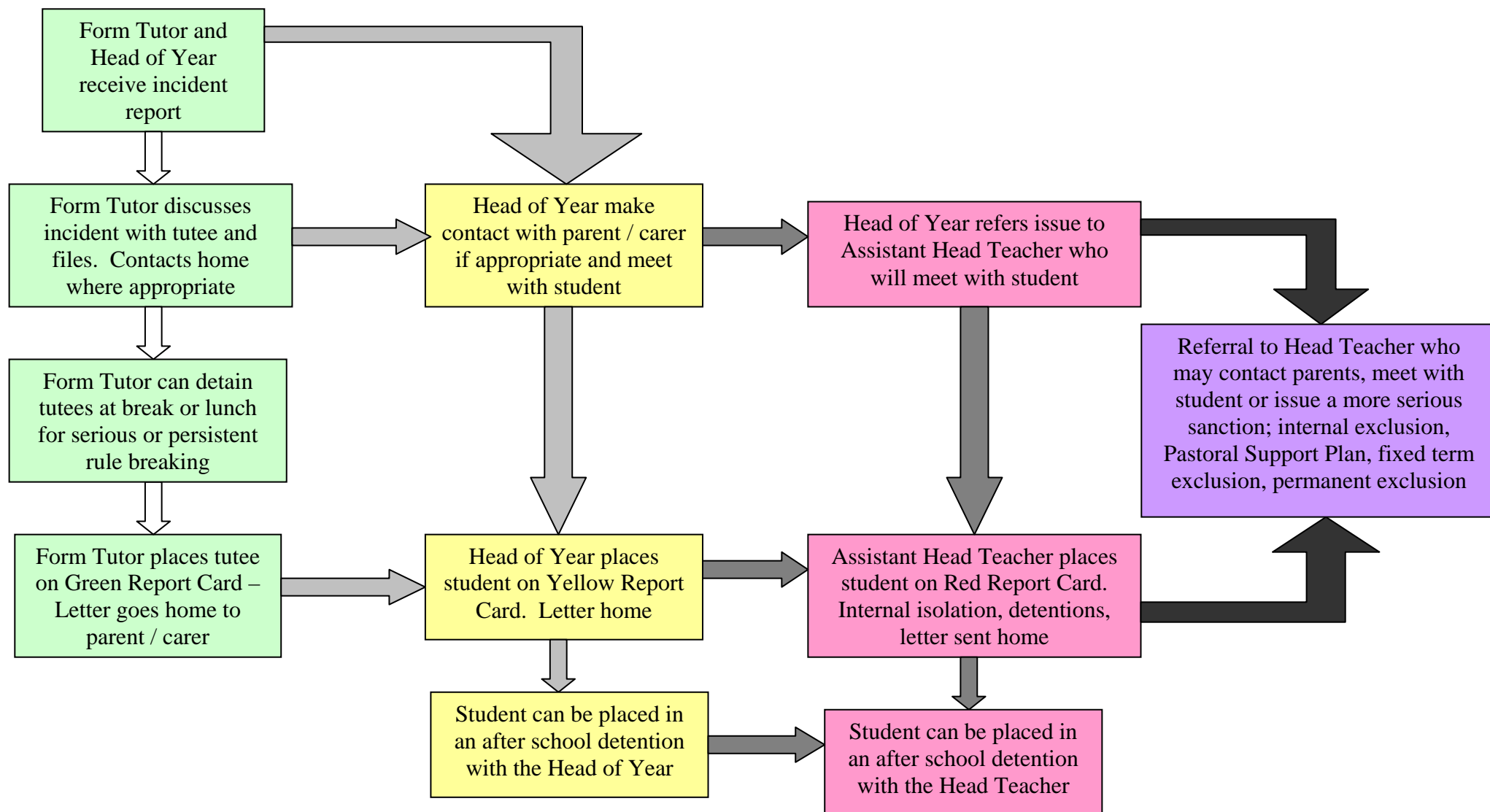


Subject Teacher Behaviour Management System





Pastoral Team Behaviour Management System



PROCEDURES FOR DISCIPLINARY ACTION FOR BEHAVIOUR OUTSIDE OF LESSONS THAT CONFLICTS WITH THE JOHN COLET SCHOOL BEHAVIOUR POLICY

ACT & FOLLOW THROUGH. TO IGNORE IS TO CONDONE. WE ALL HAVE A JOINT RESPONSIBILITY FOR THE MAINTENANCE OF GOOD ORDER.

