



6: SCHOOL PUBLICATION SCHEME	
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Approved by Governors	Date: 11th July 2023

Behaviour Policy

Each child is an individual created in the image of God. Our school seeks to support the development of each individual and is committed to providing opportunities for spiritual, physical, mental and cultural growth in an atmosphere of mutual trust. We take inspiration for our approach to behaviour from Christ's teachings, encompassed in our behaviour mission to 'Think Kindness and Choose Respect'.

Introduction:

John F. Kennedy Catholic School has a tradition of excellent student behaviour, which has led to increased levels of academic achievement, enjoyment of and participation in school life from which everybody benefits. While recognising what has been achieved, it is in the common interests of all to continue to work together to promote even further the culture in which all members of the school community behave towards each other. With teaching and learning at the forefront of our mind the school has systems to encourage behaviour that is conducive to teaching and learning. We also believe in adopting the Learning Power Approach, based on Guy Claxton's work, where the academic, learning habits and dispositions are intrinsically linked. Through our focus on the learning habits of S.P.I.R.I.T. (self-discipline, perseverance, integrity, reflective, inquisitive and team player) we aim to develop positive and holistic behaviours for learning.

The School Behaviour strategy is underpinned by the basic rights of those who form the school community:

- students have the right to learn;
- teachers have the right to teach;
- all have the right to go about their business in safety and with respect

At JFK we summarise this in the phrase 'Think Kindness and Choose Respect'. This is at the heart of all interactions, conversations, interventions, strategies and support when addressing both prosocial and antisocial behaviours.

Definitions of Behaviour

- Anything a person says or does, which is everything we see or hear
- How you act or conduct yourself, especially towards others
- Everything from the most prosocial to the most extreme antisocial

Prosocial Behaviour

- Behaviour which is polite, helpful, and intended to promote social acceptance
- Characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Antisocial Behaviour

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person
- Behaviour that is contrary to the laws and customs of society

Aims:

Gospel values of peace, love, justice, forgiveness and reconciliation are evident in everything we do.

- To provide an orderly, purposeful and safe environment for each student and a caring community in which every person matters
- To emphasise the values of courtesy, tolerance and considerate behaviour to others through all aspects of school life
- To instil self-discipline and an enthusiasm for work amongst our students
- To ensure all students are ready to learn and ready to achieve
- To continue to recognise and build upon our existing system of rewards and celebrate achievement at all levels
- To respond consistently through a structured programme of response aimed at reflecting, repairing and restoring relationships
- To employ clear and consistent methods of record keeping and referral

We will achieve these aims by:

- Defining expectations of behaviour and demonstrating these by example
- Creating an environment which encourages and reinforces prosocial behaviour
- Emphasising the paramount importance of learning and achievement refusing to allow the learning of any student to be disrupted by the behaviour of another
- Encouraging consistency of response to both prosocial and antisocial behaviours
- Promoting self-esteem through praise and encouragement and using opportunities to celebrate achievement
- Promoting aspects of the S.P.I.R.I.T. learning dispositions including self-discipline and **being a team player**
- Ensuring that the school's expectations and strategies are known, understood and practised by all and their implementation understood to be a collective responsibility
- Encouraging the involvement of both home and school in the implementation of this policy

Standards of Behaviour

JFK is a Catholic school and its students are reminded of Christ's message: "Just as I have loved you, you also must love one another" (John 13:34).

The school has a central role in the students' social, spiritual and moral development as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the students' developing ability to conform to our behavioural goals.

Students bring to school a wide variety of behaviour patterns. At school we must work towards standards of behaviour based on the values of our Catholic faith so that by discipline and good order deriving from self respect and respect for others, we can create a culture that offers each student the opportunity to fulfil his or her educational and spiritual potential.

Behaviour Management -

We will achieve this in the following ways:

Rewards

The JFK reward structure

Reward	Value	Frequency
House Point Awarded for any behaviour or work which deserves reward. This might be answering well in a lesson, doing a good piece of homework or effort in a particular lesson. It could also be behaviour and actions beyond the classroom.	1 hp/5 hp/10 hp	At any point
S.P.I.R.I.T Point This will be awarded to one student per lesson to recognise their positive approach to learning and use of at least one of the 6 learning dispositions.	1 hp	One per lesson
Subject Commendation Awarded by subject teachers to recognise significant effort, progress or outstanding work in a subject area.	20 hp	Once a term
Service to JFK Award Awarded to any student who does something significant to support the JFK community, using opportunities to Inspire, Achieve and Serve e.g. act as a guide or subject ambassador at Open Evening, offering support to other students outside the classroom.	20 hp	Anytime

A celebration assembly will take place at the end of each academic year when students receive subject awards for sustained effort and progress. Students with the highest number of S.P.I.R.I.T points will also receive recognition. Those students with a number of subject commendations also have the opportunity to be presented with a Headteachers award.

Behaviour For Learning Management

The JFK behaviour structure

Students will be given a clear 3 step approach to improving and adjusting low level behaviour in the lesson prior to a Level 1 behaviour being logged.

Behaviour Level	Sanction
<p>Level 1 Behaviour - Distracting behaviour</p> <p>This will be given for low level disruption following two warnings and time out has been offered e.g. talking, off-task, distracting others, slow to settle.</p>	<p>Results in a conversation at end of lesson discussing expectations and adjustments to behaviour required</p>
<p>Level 2 Behaviour - Disruptive behaviour</p> <p><i>Has the behaviour continued to disturb the learning of others?</i></p> <p>This will be given if antisocial, disruptive behaviour continues even after having been given a level 1</p>	<p>This will result in a break or lunchtime detention with the teacher to resolve and agree approaches going forward to support the student and improve behaviour</p>
<p>Level 3 Behaviour - Demanding behaviour</p> <p><i>Is the behaviour still demanding the attention of the teacher and having an ongoing negative impact on the class?</i></p> <p>This will be given after a Level 2 behaviour has been logged if disruption continues, presenting antisocial behaviour which does not allow the teacher to continue teaching.</p> <p>This is the sort of behaviour which stops the teacher from teaching and learners from learning and is having a noticeable negative effect on the class showing a lack of respect to staff or students</p>	<p>This would result in removal to another room and a department detention</p>
<p>Level 4 - Senior Leadership Call Out</p> <p>In the instance of either dangerous behaviour or when Level 1-3 behaviours have been addressed and poor behaviour continues, teachers can use the SLT call out system.</p>	<p>Students will be removed by a member of SLT. This will automatically result in a Friday after school detention as a minimum sanction. The students may be placed in the reintegration room for a period of time.</p>

Whole class sanctions are not acceptable

Teachers are also able to log the following behaviours

<p>Level 1 Device (Misuse of chromebook/mobile phone/equipment/)</p>	<p>Where there are 3 Level 1 mobile phones logged in a half term this will result in parents/carers having to collect the student's phone from school. (this renews every half term) <i>Repeated inappropriate use of chromebook may result in the student having to work without a device for a short period of time.</i></p>
<p>Level 1 Uniform This will be given for uniform infringements Students will be issued with a uniform card with a date by which the infringement will be rectified. Contact with parents/carers will be made to discuss this date.</p>	<p>3 x Level 1 Uniform will result in a phone call home 6 x Level 1 Uniform will result in loss of free time 9 x Level 1 Uniform will result in a day in the reintegration room</p>
<p>Level 2 - Classwork This will be logged when a student has failed to complete sufficient classwork within a lesson.</p>	<p>This will result in loss of free-time to complete the work at an agreed time with the subject teacher.</p>

Behaviour Beyond the Classroom - Conduct Cards

At JFK we expect excellent, respectful behaviour at all times during the school day both inside and outside the classroom. This includes lesson changeovers, lunchtimes and breaktimes. To assist in having conversations with students and monitor their behaviour students are issued with a conduct card at the beginning of each term. This enables a member of staff to give a signature for either prosocial or antisocial behaviour at any time outside the classroom.

The students must carry these at all times in their blazer pocket and should be able to produce it upon the request of any member of school staff. The pro-social signatures lead to house points as follows:

- 3 signatures - 5 House points
- 6 signatures - 10 House points
- 9 signatures - 20 House points.

The anti-social signatures will lead to sanctions as follows:

- 3 signatures - Lunchtime Detention
- 6 signatures - Afterschool Detention
- 9 signatures - Day Reintegration

Form tutors will check for any students reaching 3, 6 or 9 signatures each Wednesday. A lost or damaged card will result in 3 signatures being added to the replacement card.

Support for Students

The reasons why some students are not able to meet behaviour expectations can be complex. In dealing with those who present challenging behaviour there are rarely easy answers. The school uses a therapeutic approach when dealing with antisocial choices and will adopt a range of support strategies in line with the Hertfordshire Steps approach to help these students.

Targeted Interventions

In addition to the informal mechanisms of discussion and encouragement it may be appropriate to put in place additional support. A decision will be made through consultation with those parties involved with the student whether the root of the difficulty relates specifically to learning, or an emotional, physical or other reason.

The range of options in school includes among others:

- Phone call home
- Parent meeting
- Report Card
- Peer Mentors
- Learning Mentor
- Life Coach
- Counselling
- Reintegration Room
- Pastoral Support Plan (PSP)
- Signposting to external agencies e.g. Gade Family Support, DESC, YC Herts

Key pastoral staff will complete training which provides them with a range of tools to support students who require strategies to improve behaviour.

Parental/Carer Involvement

The power of parental/carers involvement for both positive and negative feedback is great. As part of the Home-School Partnership we will notify parents/carers of concern early, and work with them to address problems. We rely on their being communication between the school and parents/carers. This is a two-way relationship and encourages parents to make contact with the school when they have concerns about behaviour in any form.

Reintegration Room

In some circumstances antisocial behaviour may continue despite intervention. Where this occurs, and it is having a prejudicial effect on the education of others, a student may spend time in our Reintegration Room. It is hoped that most sessions will be pre-planned, but some will happen following “on call” or other serious incidents.

The Reintegration Room gives students the opportunity to reflect, repair and restore relationships following incidences of antisocial behaviour that falls outside of school expectations.

The Reintegration Room is managed at all times by a member of staff. Students are expected to work throughout their time here. Work will include normal curriculum and targeted intervention when appropriate. Students are permitted Break and Lunchtimes but these are at different times from the rest of the School. During these times students are allowed to use the toilet and the Dining Room.

Referrals to the Reintegration Room can be made as a result of a student generating a number of antisocial behavioural episodes (inside and/or outside of the classroom) or for one off incidents. The Achievement Leader and SLT link will decide on a period of time necessary to work with the student to reflect and reset with a positive attitude to reintegrate for learning

Final Governors' Warning:

In the case of persistent poor behaviour that has resulted in a number of suspensions or in response to a one-off serious incident the student may be interviewed by a representative of the Governing Body to receive a final governor's warning. Parents/carers will be invited to this meeting. A letter will be sent confirming the warning; if the parent/carer or the student is absent from the meeting the warning will be sent anyway. This will be seen as the final step before permanent exclusion is considered.

Suspension

Serious misbehaviour is fortunately rare at John F Kennedy Catholic School. In keeping with our Christian ethos we aim to follow Christ's call for forgiveness and reconciliation. Whilst we recognise the need for calling to account for behaviour we should bear in mind the teaching of Jesus when asked by Peter how many times should he forgive. Jesus said "I do not say to you up to seven times, but up to seventy times seven" (Mt 18:22). However it is important to have guidelines about how the school will react in particular situations.

Whilst we recognise that some incidences of antisocial behaviour may result in a suspension, in line with our ethos as a faith school we look to this as a last resort and after all other possibilities for sanctions have been explored. It is emphasised that these guidelines are not a tariff but a starting point. On all occasions the circumstances of the offending behaviour and the record of the student will be relevant factors in deciding what action will be taken.

Behaviour which may result in exclusion includes:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Other
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation or gender identify
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Bringing the school name into disrepute

(This list is not exhaustive)

Behaviour which may result in permanent exclusion

A decision to exclude a student permanently should only be taken: in response to a serious breach or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

NB: For misuse of drugs please refer to the School's Drugs Policy

The school will follow the Local Authority guidance on carrying out a permanent exclusion.

The decision to permanently exclude a student can only be made by the Headteacher.

Any decision to suspend or exclude will be taken in line with the government document [Suspension and Permanent Exclusion Guidance](#)

Parents and carers can access further information by accessing the government document [a guide for parents on school behaviour and exclusion](#)

Searches, Screening & Confiscation

The school has a statutory power to set rules on searches and screening and has a duty as an employer to manage the safety of staff, pupils and visitors (see Right to Search Policy). Items as outlined in the school rules are prohibited and as such will be confiscated if found during the screening process.

Prohibited Items

- An article which the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or has been used to cause personal injury to, or damage to the property of, any person.
- Knives or Weapons.
- Alcohol.
- Illegal Drugs / legal highs / undeclared medication.
- Stolen Items.
- Cigarettes and smoking and vaping paraphernalia.
- Indecent and inappropriate images.
- Aerosols.

For further information please see the ['Right to Search'](#) policy

Equal Opportunities:

In making decisions about matters relating to behaviour all staff will take into account any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

Review of the policy:

This policy will be reviewed annually.