



St John's Preparatory School

DECORUM EXPECTATIONS AND BEHAVIOUR POLICY



St John's Preparatory School

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St John's Preparatory School

Decorum Expectations and Behaviour Policy

Preamble

The school Decorum Expectations and Behaviour Policy seeks to lay the foundation for the disciplinary standards expected and the reasonable responsibilities of all the students at St. John's Preparatory School. We would seek to encourage responsible behaviour, discipline, and self-control rather than sanction a student and administer some form of corrective punishment.

We recognise the role of the whole community in applying our Decorum Expectations and Behaviour Policy; the role of the student, the role of the teacher and staff, and the role of the parent, in ensuring discipline in the school.

Our Decorum Expectations and Behaviour Policy is a guideline to the procedure and expectations of our students and will be applied as each circumstance dictates. It is not a rule book that is cast in stone.

***“Train a pupil in the way he should go and when he is old, he will not depart from it”
Proverbs 22 v 6***



Aims and Objective

We believe in the development of the whole child and to do so we take note of the fact that our boys will learn more than what is taught in the classroom. It is therefore our aim that

1. We develop the **CHARACTER** of each of our pupils, and
2. Create a **LEARNING ENVIRONMENT** where all pupils feel accepted and can thrive as their talent and interests differ.

Central to this are our core values of **Respect, Integrity and Empathy**. We will endeavour to teach and direct pupils so that these principles become evident in all that we do.

The responsibility for overall discipline rests with the school management comprising the Director of Sport, Infants Coordinator, Director of Academics, Deputy Headmaster, and the Headmaster.

Where corrective action and discipline must be administered, it will be done promptly, fairly, and consistently. The Decorum Expectations and Behaviour Policy will be applied to all pupils of the school.



1 Decorum Expectations

It is impossible to cover every facet of discipline and what makes for positive behaviour. This is a guideline and will form the broad strokes of areas to be observed by our students.

This is what is expected of every St John's Preparatory pupil:

1.1 Good manners

- i. Greet staff and visitors cheerfully and confidently. If seated, they should stand, and if wearing a hat, it must be lifted.
- ii. Assist any individual needing help - visitors and their fellow brothers.
- iii. Be courteous and respectful in dealing with every individual they encounter.
- iv. Apologise when wrong.
- v. Respect personal space and integrity of other students.

1.2 Good discipline

- i. All forms of bullying have no place at St John's. No behaviour that may demean another pupil's self-worth is acceptable.
- ii. Dress and haircut standards must be always adhered to (refer to Haircut Policy for detailed expectations).
- iii. Pupils must stand quietly behind their desks until greeted and given permission to sit by their teacher.
- iv. Orderly classroom behaviour is of integral importance. No student should distract or disrupt another pupil or teacher during teaching and learning.
- v. Take pride in their work and endeavour to produce work that is neat. A positive attitude towards their work must be demonstratable.
- vi. Do not litter and pick up litter where necessary. This is OUR campus, and it must be kept impeccably clean.
- vii. Respect and care for the property of the school and others.
- viii. Accept the authority of their Teachers and House masters.
- ix. Ensure the safety and welfare of their fellow pupils by acting responsibly.
- x. Do not lie.



2 Reward system

As we seek to encourage positive behaviour in our pupils, we find it prudent to reward individuals who exemplify the above-mentioned standards and our core values.

The following reward system exists:

i. At the classroom level

- Teachers use stickers, stamps, stars, and other charts that illustrate progress and achievement.
- Golden time is awarded for good behaviour (not academic or other achievement). A 35 minute slot on a Friday morning, away from class with other golden time winners to enjoy a leisure activity.

ii. Headmaster's weekly/fortnightly send ups for displaying our core values called at assembly

- Pupils are rewarded with a send up visit to the Headmaster, who receive a merit badge, a 'goodie' and a feature in the headmaster's blog.

iii. Champion badges

- Champion badges are awarded to one boy in each class for receiving the most house points in the period preceding the assembly. House points are achieved for academic, sport, cultural and behavioural contributions.

iv. Annual Speech and Prize Giving night

- All our year's attainment, contributions and progress are celebrated here. Awards are not limited to 'achievers' but acknowledge pupil development in all spheres of school life.



3 Disciplinary measures

Several, formal and informal disciplinary actions may be taken by staff. All staff with responsibility for pupils have the power to discipline a student where their behaviour is untoward or unacceptable. Every matter will be dealt with based on the circumstances at hand and presented. A holistic pupil centred outlook will be taken as far as possible to correct issues and build character.

Generally, we identify three levels of behaviours which in turn determine the action and where necessary the sanction to be taken.

1. Level 1 Containable Issues

- These present where in a staff member's opinion and discretion they feel confident to take action that they deem necessary. These matters form the vast majority of disciplinary matters that we will encounter.
- A member of staff will direct a pupil's behaviour towards what is appropriate.
- There is an expectation of compliance and reformed behaviour.
- For older pupils, they will take responsibility for their action and where appropriate recommend an appropriate sanction.
- We acknowledge that with our younger pupils this may entail teaching them what appropriate behaviour is.

2. Level 2 Formal Intervention

- These occur where the assistance of another staff member is required to implement a sanction or support the student. This may include Grade Coordinator, Director of Sport and Discipline, or the school Counsellor.



- Generally, a report is made and captured on PAT as an official record.
- Part of the process includes making the pupil aware that this incident will form part of a record.
- It is expected that after a sanction is imposed a positive outcome is reached.
- In certain instances, a pupil's parents and/or guardians will be informed. This will be officially communicated in an email.
- 'HomeLink' partnerships may form part of the disciplinary process.

Level 3 Critical action and sanction

- Occur when there has not been a positive outcome for a Level 1 and Level 2 misdemeanour and discipline plan.
- They also occur when a pupil's motivation is deliberately disruptive, malicious, or persistently inappropriate.
- A pupil's actions here will most likely also affect other pupils and in some instances his teachers, and their ability to teach a class effectively.
- In all Level 3 cases, a report is made and an official record of the incident or circumstances leading to this intervention is captured.
- In all Level 3 cases, a pupil's parents and/or guardians are notified, and the discipline procedure and sanction to be taken is communicated.
- There is the formal involvement of the school management.
- Sanctions imposed will entail a committal to behavioural change and punitive action, as well as 'HomeLink' partnership expectations.



The school is aware and accepts that there are some instances a pupil's behaviour is directly related to differential learning needs, special education needs and/or disability. In these instances, a HomeLink partnership is imperative for a long-term solution and positive development of a pupil's behaviour and academic progress. As far as possible punitive sanctions will be avoided.

4 Sanction

Based on the nature of an incident and the Level of behavioural action, the following action may be taken.

i. Task – for behavioural misdemeanours

If a student receives 3 tasks within a fortnight his parents or guardians will be notified, and manual labour issued, and all matters escalate to Level 2.

A task is a daily activity that a pupil will complete at break time e.g., tidying a class room or picking litter on the break time field.

ii. Detention – for academic infringements

Imposed where a student's academic progress and attainment is affected due to their tardiness. Generally, it is expected that a period of detention will result in a student having caught up missed work and recovered lost ground.

There are two daily detention session. An early morning session at 0630 and an afternoon session at 1330. Each session will run for a period spanning 30 minutes to an hour depending on a pupil's infraction.

**iii. Manual Labour – for repeat offence of a Level 2 nature**

This will entail some form of physical work that a pupil undertakes to improve the school surrounds. In some instances, this may extend to what we call 'community service', where a pupil will assist our wider community with a chore that is uplifting and which invokes some of reflection.

iv. Behavioural contract

Will be used for Level 2 and Level 3 behaviours. It will set out specific expectations and for a Level 3 behaviour infringement obligations that must be met by the pupil – an 'individual behaviour plan'. This will be signed by the pupil's parents and/or guardians. Failure to uphold and comply with a behaviour contract can lead to suspension and expulsion.

v. Special Report – academic monitoring

A pupil will be put on Special Report where their behaviour or academic progress is deemed to be negatively impacted because of the negative attitude to learning or deliberate non-compliance in the classroom environment. A Special Report will be signed, daily, by the pupil's teacher, parent and Deputy Headmaster or Director of Sport and Discipline until the expiry of the period set or when a reformed attitude is apparent.

vi. Suspension – Headmaster's prerogative

Suspension entails that a pupil does not attend school for a period set by the Headmaster and will remain at home. A behaviour contract between pupil and school may be a precondition for a pupils return after suspension.



vii. Expulsion – Headmaster's prerogative

A pupil is excluded from the school permanently for behaviour that is of such a serious nature that it infringes on the fundamentals of one's well-being or the safety and operation of the school. This is not limited to a single incident but can be a matter of course where a pupil's behaviour over period of time is such that it has accumulated and amounted to escalations that require the Headmaster's intervention.

Where trends in a student's conduct and behaviour become apparent, this may result in a 'quicken' escalation of sanctions and process. All incidents that warrant the above measures will be recorded and their accumulation considered.

It is part of the parent's obligation to the school to support the school's Decorum Expectations and Behaviour Policy, and to support any 'HomeLink' interventions as part of the disciplinary process.

Other sanctions that may be taken by class teachers and other staff members include, but are not limited to:

- An apology letter to be written
- Reflection time away from the class
- Withdrawal of privileges, including the withdrawal of a Grade 7's white shirt
- Restricted activities
- Counselling
- Reprimand – public or private, and
- The withholding of school awards, e.g. Team and Colours awards.



5 Disciplinary procedure

- i.** When an infringement occurs, the teacher or other staff member will deal with it as the circumstances dictate and will exercise their discretion. We recognise each staff member as a critical component in ensuring effective discipline.

- ii.** At this point a staff member will determine the Level of the infraction at hand and proceed as each Level dictates.

- iii.** In some cases, the matter will need to be investigated and the outcome will determine the next steps. We will endeavour to make this process as short as possible although some cases will inevitably take longer periods than others.

- iv.** Each instance referred up as an escalation, will be recorded against a pupil's profile.

- v.** If a pupil's behaviour or general discipline is of such a nature that it is deemed serious or repeated minor infringements persist, with formal action not having the desired outcome the Deputy Headmaster may send a student for counselling or call the boy's parents/guardians in for a meeting.

- vi.** After notifying the Headmaster, the Director of Sport and/or the Deputy Headmaster may request that a pupil is collected from school immediately.

- vii.** Counselling, with the school's counsellor, will where necessary form part of the disciplinary process.

- viii.** Save in exceptional circumstance legal representation is not permitted at disciplinary meetings.



- ix.** At any such meeting, the meeting will be recorded and the Deputy Headmaster, Director of Sport and at least one other senior member of staff will be present. The Headmaster may attend any of these meetings or delegate another's attendance.

- x.** After any formal process, the outcome and action to be taken will be communicated in writing to the parents by email.

- xi.** An appeal may be made to the Headmaster where suspension is the action initiated. The Headmaster's decision is final and no further appeal or reprieve is possible.

6 Behaviour and misdemeanours completely prohibited

Corrective disciplinary action will be taken immediately by the teacher, Director of Sport, or Deputy Headmaster.

- i.** No mobile phones or other electronic devices are permitted without the express written consent of the Deputy Headmaster, from whom approval may be sought. This includes smart watches.

- ii.** Buying or selling of any goods between students is prohibited.

- iii.** Swearing or other foul or inappropriate language.

- iv.** Theft.



- v. Insolence and insubordination.

- vi. Possession of any knife or other weapon.

- vii. Possession or use of cigarettes or tobacco products, as well as electronic cigarettes and related paraphernalia.

- viii. Endangering, any personal or group action, the property, health or safety of self or others.

- ix. Intentional damage to school or personal property.

- x. Possession and/or distribution of inappropriate photos or videos, including pornography.

- xi. Racism.



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CORE VALUES



EMPATHY | INTEGRITY | RESPECT



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