ST JOHN'S BEAUMONT

Behaviour & Discipline Policy

This policy is applicable to the whole school including Boarding and Early Years Foundation Stage.

Information Sharing Category	**All Staff**
Version	**2025-26**
Date Published	**October 2025**
Review Date	**October 2026**
Authorised by	**Head Master & Governing Council**
Responsible Area	**Designated Safeguarding Lead**

Agreed by:

Head of School	Designated Safeguarding Lead	Proprietor
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Review Log	
	February 2023 (Approved by GC)
	March 2024
	October 2024
	October 2025
Date of Next Review	October 2026, in the Michaelmas Term 2026

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1. INTRODUCTION

1.1 This policy aims to:

- apply positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- Encourage pupils to take increasing responsibility for themselves and their behaviour and for the well-being and happiness of others
- Provide a consistent whole School approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. STATUTORY REQUIREMENTS AND LEGAL STATUS

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

Behaviour and discipline in schools

Searching, screening and confiscation at school 2022 The Equality Act 2010

Keeping Children Safe in Education 2025

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 and schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. JESUIT PUPIL PROFILE

3.1 The aims of the Jesuit Pupil Profile (JPP) are to propose a simple but challenging statement of the qualities St John's, as a Jesuit school, seeks to develop in pupils, using key words which unfold St Ignatius' own stated aim of "improvement in living and learning for the greater glory of God and the common good." (The Jesuit Institute - Jesuit Pupil Profile)

3.2 Pupils in a Jesuit school are growing to be:

- Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.
- Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.
- Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.
- Faith-filled in their beliefs and hopeful for the future.
- Eloquent and truthful in what they say of themselves, the relations between people, and the world.
- Learned, finding God in all things; and wise in the ways they use their learning for the common good.
- Curious about everything; and active in their engagement with the world, changing what they can for the better.
- Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

3.3 Figure 1 is a tag-cloud style image which can be used with to discuss the virtues of the JPP. The image is in the form of a tree, drawing on the parable of the mustard seed (Mark 4:30-32). The pairs of virtues are colour-coded and this colour-coding is used in the JPP printed leaflet.

Figure 1

At St John's Beaumont, the virtues of the Jesuit Pupil are seen as innate in every child. It is the responsibility of the staff, pupils and parents to support all pupils in practising actions that underpin these virtues.

4. PUPIL CODE OF CONDUCT

The Jesuit Pupil Profile informs the Code of Conduct for Pupils at St John's which can be found in Figures 2.

Figure 2

5. SCHOOL RULES

5.1 In addition to pupils being expected to live by the Jesuit Pupil Profile, there are some specific School rules that all pupils must follow while at School.

- Stand up and say good morning/afternoon to staff entering classrooms.
- Wear smart uniform to assembly, mass and other formal occasions (including wearing school jumper, having shirt tucked in and socks pulled up).
- Hold doors open for staff and visiting adults
- Address staff by their name (e.g. Mr De Silva or Ms Murphy) or by using 'Sir' or 'Ms'
- Walk quietly on the left of corridors
- Store all belongings on pegs or in lockers
- Use changing rooms only when supervised by a member of staff
- Do not go out of bounds (see Appendix 7 for a map showing bounds).
- Refrain from behaving in a way that brings the school into disrepute, including when outside School, fixtures and trips.

6. ANTI-BULLYING

6.1 Bullying is defined as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-bullying Alliance).

6.2 Details of how bullying is prevented and addressed at St John's Beaumont are set out in the Anti-Bullying Policy.

6.3 Rewards and Sanctions

6.4 The purpose of rewards and sanctions at St John's Beaumont is first and foremost to encourage and reward excellent behaviour. Where possible examples of excellent behaviour should be prioritised and rewarded as this will create a positive example for other children to follow and the belief that such behaviour is genuinely valued at St John's.

6.5 It is recognised that, from time to time, children will fall below the high standards expected of them and teachers should act in a way that highlights such behaviour as being inappropriate and unhelpful to the living and learning environment of their peers.

6.6 St John's Beaumont adheres to the policy that corporal punishment, both its use and the threat of it, is prohibited at all times whether or not within the school premises. Physical contact, or the threat of it, which is deliberately intended to punish a pupil or to cause pain or humiliation is never acceptable.

7. REWARDS CHART

Achievement	Reward	Award (Recorded on CPOMS)
Putting Jesuit Pupil Profile into action. E.g. 	Verbal praise 1-3 TYEs Written praise Golden time Recognition by whole class. Recognition by whole school (Action of the Week). Positions of responsibility are given on merit and a good behaviour track record.	TYEs awarded in Animal TYE Card (TYE scores taken in weekly by Class Teacher / Tutor and achievements celebrated in weekly Animal Assembly). Prizes to be given at discretion of Animal Leader. TYE Winners Treat at the end of the academic year at discretion of Head Master. Action of the Week Certificate given at Middle School/Upper School Assembly.
Personal Development		
Pupils who consistently show qualities listed in the Jesuit Pupil Profile	Bronze Meritus Award (This is given at the discretion of Class Teachers/ tutors and Head of School)	Certificate & Badge Description of reasons for achievement recorded on CPOMS.
Children who actively enable others to achieve the qualities listed in the Jesuit Pupil Profile	Silver Meritus Award (Given at the discretion of Senior Leadership Team)	Certificate & Badge Description of reasons for achievement recorded on CPOMS.
Children who actively serve the school and the Jesuit Pupil Profile Children will be willing to make sacrifices to uphold these values	Gold Meritus Award (Given at discretion of Head Master) (Given at the discretion of the Head Master)	Certificate & Badge Description of reasons for achievement recorded on CPOMS.
Academic effort, progress and achievement		

Outstanding piece of classwork or homework Consistently excellent effort in classwork / homework	Subject Teacher Commendation (Peach Colour Card)	Certificate 3 x Subject Teacher Commendations = HoD/HoS Commendation.

Continued excellent effort / performance in classwork / homework	Head of Department /Head of School Commendation (Blue Colour Card)	Certificate 3 x HoD/HoS Commendations = HM Commendation
Continued excellent effort / performance in classwork / homework in five subjects	Head Master's Commendation (Green Colour Card)	Certificate
Head Master's Prize for Effort	Book / Book Token	Awarded at end of year prize giving to the pupil who has given outstanding effort in their class.
Progress Prize	Book / Book Token	Awarded at end of year prize giving to the pupil who has made outstanding progress in their class.
Class Prize	Book / Book Token	Awarded at end of year prize giving to the pupil who has achieved outstandingly well across the academic curriculum min their class.
Cups and Shields	Book / Book Token	Awarded at end of year prize giving to the pupil who has achieved outstandingly well in area denoted by the cup/shield.

Sanctions Chart

Incident Level	Examples	Positive Strategies	Consequences (recorded on CPOMS if sanction given)
Disruptive Behaviour Figurative term: White Cloud Subject Teacher or supervising adult	Not listening	Rule reminder; varying teaching styles; visual reminder – notes on board, using different colours; Directing questions at specific children; thinking about positioning of child	Miss up to 5 minutes of playtime. Loss of privileges e.g. golden time. Letter/note of apology Initials on the board Warning given by adult (maximum 3 warnings then escalation to next level)
	Fidgeting	Take object as you continue lesson – don't let it stop the flow; eye contact; insert name into the flow; for some children, blu-tac or permitted item is allowed; for some children plan seating position.	
	Rocking on chair	Non-verbal signal (nod, look, hand gesture); go behind chair and tap or gently tip to correct position; remind of safety – the 'dreadful anecdote'; warning;	
	Talking out of turn	Praise / choose children who are sitting quietly waiting their turn; refer to expectations; stop, fix, short stare; ignore or acknowledge depending on child / circumstance	
	Calling out/silly noises	Strategic ignoring and tackling later to lessen disruption to flow; praise those who do the right thing, going to those who put hand up; set routines early and show no tolerance. It has to be dealt with sometime; eye contact; when a child who often calls out puts hand up, ensure praise / recognition.	
	Disturbing others/chatting	No tolerance, but be aware of attention seeking; move to lone position, facing away; close supervision or near to adult	
	Unkind language of treatment of others	Be consistent in your response and clear about what is not acceptable; discuss with child one to one; consider circle time and ask 'How would you feel?'	

	Not on task/lack of homework	Eye contact; name; working separation; time targets for completion of activity	
	Wandering	Remove excuses for wandering – pens, equipment all ready; make expectations clear, challenge, remind of rules, consider brain breaks	
	Talking/running when moving around school or lining up	Set the tone early; send to back / front for some children; line up in register order; encourage children to avoid lining up next to pupils who may	

		cause distraction; if majority of class, return to try again, or practice at break time.	
	Talking in Assembly	Say name to let them know you have seen them; move to front and see that child at following break. Consider the timing, to avoid disruption	
	Willful disorganisation / lateness	Explain why good habits are important; offer constructive help with reminders;	
	Careless treatment of own or other's property	If undamaged talking to child about importance. If accidental or careless damage to other's property involved, staff may refer to SLT if recompense is likely to be sought.	
	Not working in a group or with individuals	Review at the end of the lesson; focus on group skills expected when giving instructions for activity	
	Inappropriate responses to reminders or prompts. E.g. 'Yeah' or shrug.	Expect to be talked to with appropriate level of formality for situation – children need to learn this; but be careful not to cloud original issue with a focus on consequential misbehaviour	
	Any other disorderly conduct or poor effort		

Incident Level	Examples	Strategies/Sanctions	Who's involved? Recording & Communication
Challenging Behaviour Figurative term: Grey Cloud Alert to: Class Teacher / Tutor	Unwillingness to cooperate/follow instructions Minor challenge to authority of adult Persistent homework problems Deliberate disruption of lessons Rudeness to an adult Physical behaviour Unwarranted impulsive behaviour Swearing Deliberate misuse of property, or	Positive Strategies: • A full range can be found at: SJB Positive Behaviour Strategies • Behaviour Support Card System.pdf • Talk one-to-one, away from classroom situation; • set clear expectations for improvement; be clear and specific about targets - it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve • Removing items and returning at time decided by teacher • Time out in the classroom • Homework organisation charts and prompts • Use of kimochi chart Sanctions: • Loss of TYE	Record on CPOMS and assign to Class Teacher/Tutor (who may seek guidance from Head of School). Class teacher / tutor may choose to intervene directly. E.g. As there have been several instances of this behaviour. Involve and inform parents through speaking to them
E.g. If this happens under your supervision, you are responsible for sanctioning and parent contact, alerting the class teacher / tutor.	disregard for school environment Spitting on the floor Name-calling Misbehaviour in changing rooms Out of bounds Repeated instances of amber level behaviour	• Loss of break or lunch playtime • Apologies, verbal or written, may be appropriate, should be meaningful and sincere. Staff should check that this has been carried out. • Warning about representational activity e.g. School Council, Posts of Responsibility. • Warning about loss of forthcoming events. Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or the school disco and an educational visit. • Warning given by adult (maximum 3 warnings then escalation to next level)	at pick-up, phone call or email. Formal meeting may be required if there is repetition of this level of behaviour.
Serious mis-behaviour	Severe disruption to lesson to point where lesson cannot continue	Strategies:	All discussions and information recorded on CPOMS & alerted to Head of School.

  Figurative Language: Storm Cloud Alert to: Head of School Class Teacher / Tutor with guidance of Head of School E.g. Class Teacher / Tutor is responsible for investigation and report	Bullying (of any form) Spitting at others Organised, unprovoked, premeditated violent behaviour or dispute with others Vandalism (e.g. drawing on tables or walls) Verbal abuse of staff Swearing or foul language with intention to cause harm Leaving area without permission Theft Lying Possession of electronic device Misuse of IT equipment /internet	• Time out in another class. This should be anticipated in advance and a 'foster class' identified. • Summon member of SLT for support • Follow procedures in Anti-bullying Policy • Effort / behaviour report card with clear targets • Pupil reflection form • Behaviour Contract - children to help in construction • Consider Special Needs routes • Use of Restorative Approach questions • Child writes self-evaluation of their behaviour • Use of kimochi chart Sanctions: • Loss of break or lunchtime • After school detention • Loss of representational activity • Loss or exclusion from forthcoming events • Further loss of privileges • Head Master's detention (Friday 5-6pm)	Head of School to offer guidance and advice to Class Teacher / Tutor. E.g. Guidance on sanction given. Include discussion on patterns of behaviour, developments over term/year and strategies employed with child. Consider use of a Behaviour Support Plan. May also need an Individual Risk Assessment for Offsite Visits

this to Head of School.	Repeated instances of red level behaviour or loss of three TYEs in a week.	• Internal exclusion: pupil in school but separated from other members of the community (up to 2 days)	Formal meeting with parents to discuss Behaviour Support Plan and further meetings to review, where appropriate.
Severe mis-	Repeated instances of Storm Cloud	Sanctions:	All information

behaviour Figurative Language: Hurricane Assigned to: Head of School. Alerted to: Head Master	behaviour. Use, or intended use of weapon to cause harm. Child-on-child abuse Possession of items prohibited under the school rules: • Knives, guns, catapults and other weapons; • Inappropriate adult content (including on electronic devices); • Alcohol and energy drinks; • Cigarettes (including vapes / e-cigarettes); • Drugs, including illegal drugs and inappropriate prescription medicine. • 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 pupil) Head Master to be made aware of all cases of Bullying (inc. those against protected characteristics)	• Temporary exclusion (up to 5 days at home) • Permanent exclusion NB Pupils may need to be suspended – and remain at home or with their guardian – during the period of an investigation into such an issue if the safety of pupils (including the pupil being investigated) is a concern.	recorded on CPOMS and assigned to Head of School. Head of School (& Head Master where necessary) hold formal meeting with parents.
NB: This list of misdemeanours is not exhaustive and all negative behaviour will be subject to sanctions.			

8. ROLES AND RESPONSIBILITIES

RESPONSIBILITIES OF THE SCHOOL GOVERNORS

The Governing Council is responsible for monitoring behaviour policy's effectiveness and holding the Head Master to account for its implementation.

RESPONSIBILITIES OF HEAD MASTER

The Head Master is responsible for reviewing and approving this behaviour and discipline policy. The Head Master will ensure that the school 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.

DESIGNATED MEMBER OF STAFF RESPONSIBLE FOR PASTORAL CARE (DSL & DDSLS / HEADS OF SCHOOL)

The DSL is responsible for writing, reviewing and implementing this behaviour and discipline policy and, along with Heads of School, provide support, guidance and planning on how to improve an individual's behaviour. Heads of School are responsible for investigating incidents with other members of staff or the Safeguarding Team and ensuring that appropriate records of incidents and sanctions are logged.

RESPONSIBILITIES OF STAFF

Staff are responsible for:

- implementing the behaviour policy consistently, calmly and with care;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents through CPOMS

The senior leadership team will support staff in responding to behaviour incidents. In order to encourage positive behaviour staff should:

- Meet and greet on arrival at the classroom.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a mechanism for positive recognition throughout the lesson: verbal praise, "praise the behaviour you want to see" and positives
- Be calm and give pupils choice and time to modify their behaviour after a verbal warning.
- Never ignore or walk past pupils who are behaving badly.

RESPONSIBILITIES OF PARENTS

Parents are expected to:

- support their child in adhering to the pupil code of conduct;

- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly.

8.1 Pre-Prep (inc. EYFS and Nursery)

Our system of rewards includes:

- Verbal praise and written praise for good work
- Stickers and hand written certificates
- TYES for effort from Year 2 (more than achievement, although inevitably effort will often lead to high achievement) which are celebrated both in the classroom and in the House, where they add to the total achieved by the children in that Animal house, with a cup awarded termly.
- Certificates for Pupil of the week (good work and behaviour) to be awarded during assembly
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the school's newsletter, which is widely circulated, so that the community can celebrate success.

8.2 When dealing with misbehaviour, the following is considered:

- The boundaries for what is considered to be acceptable behaviour at St John's Beaumont by teachers and other members of staff, in PSHE lessons and in assemblies.
- Minor breaches of discipline are generally dealt with by the teacher for that class, or the member of staff on duty when the problem occurs.
- The staff member should deal with the problem in a caring, supportive and fair manner.
- Members of staff should listen to the pupil's explanation and must ensure that the child understands why the behaviour is unacceptable.
- Generally, if a problem has arisen and been dealt with by another member of staff the teacher for that child should be informed. This should then be recorded if necessary on CPOMS.
- Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

8.3 When speaking to children about their behaviour, this must be done with sensitivity. It is not part of our policy to shame children in front of others, and it is vital that we give children the opportunity to:

- Understand the behaviour they are accused of
- Have a chance to explain or deny that behaviour
- Understand what is expected of them in the future

9. ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

9.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

9.2 Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Contacting parents
- Liaising with external agencies (Surrey Children's Services, The Police etc.)
- Suspension
- Permanent exclusion

9.3 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    i. Manage the incident internally
    ii. Refer to early help
    iii. Refer to children's social care
    iv. Report to the police

Please refer to the Child Protection and Safeguarding Policy for more information.

10.MALICIOUS ALLEGATIONS

10.1 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Master will discipline the pupil in accordance with this policy.

Please refer to the Child Protection and Safeguarding Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Senior Leadership Team will also consider the pastoral needs of staff accused of misconduct.

11. PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder;
- hurting themselves or others;
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents.

12. CONFISCATION

12.1 Any prohibited items (listed in sanctions chart) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

13. ADDITIONAL PUPIL SUPPORT

13.1 St John's Beaumont recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Poor behaviour can often be symptomatic of poor self-esteem, mental health issues, unhelpful coping strategies and poor relationships at home or at school. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

14.2 The school's SENDCo and DSL will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The SENDCo meets with the DSL fortnightly to discuss the needs of pupils who may be struggling. 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.

14.3 When acute needs are identified in a pupil, 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. If adequate support cannot be provided within the structure of the school, transitional measures will be investigated with the parents, always in the best interests of the child.

14. DEALING WITH SERIOUS OR COMPLICATED INCIDENTS

14.1 For serious or complicated incidents that need to be investigated in detail, the DSL or Head of School will lead the investigation and maintain a timeline of actions and decisions on CPOMS. If necessary, the safeguarding governor will be informed. Where there is a 'victim' and 'perpetrator', the school recognises the need to inform the victim and their parents of actions taken and any sanctions given.

15. SAFEGUARDING

15.1 The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may 18 be linked to them

suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow the Child Protection and Safeguarding policy.

16.PUPIL TRANSITION

16.1 To ensure a smooth transition to the next year, pupils have move-up/transition session with their new class teacher/tutor. In addition, staff members hold transition meetings to ensure behaviour is continually monitored and the right support is in place.

17.2 Information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Staff can also access this through CPOMS if needed. Information on behavioural issues may also be shared with new settings for those pupils transferring to other schools.

17. APPENDIX 1: BEHAVIOUR REFLECTION SHEET

(prompt for discussion or written for older pupils)

Name: _____Class: _ Date: _

We all make mistakes. It's important that we admit our mistakes and try to learn from them. Here are some questions to help you think about what went wrong and how to improve in future.

1. What happened? Why?

2. Who was involved? What did they do?

3. Who else has been impacted by this behaviour? Why? (Other pupils? Teachers? Parents?)

4. Which Jesuit Pupil Profile virtue could you improve on? Why?

5. Why do you think you behaved in this way?

6. What could you do differently in future in a similar situation?

7. Do you need any help to get this right next time? How can we help?

8. What do you think would happen if you did the same thing again?

9. What have you done/could you do to try and make amends?

10. Is there anything else you want to tell us?

18.APPENDIX 2: BEHAVIOUR REFLECTION SHEET FOR DETENTIONS

Name: _____Class: _ Date: _

Reflection, impact, consequences

1. Tell us about the incident – what did you do and why.
2. Who has this had an impact ton how? How do you think they feel?
3. How are you feeling now about what has happened?
4. What can you do to make amends?
5. How can we help?
6. What will you do differently in the future?
7. How can you reassure us that you won't do something like this again?
8. What do you think the consequences would be if you did a similar thing again in the future?

Online Safety

Tell us what you know about how to behave appropriately online. Bullet points are fine.

1. What would you say to other children of your age about doing the right thing online? How would you help them avoid making a similar mistake?
2. Tell us what you have learned from this incident?
3. How will you behave online in the future? Inappropriate language

1. Do you understand what the words you used actually mean?
2. Do you understand why they might be hurtful to others?
3. What do you think the impact on the person receiving a message with explicit or unkind language could be?

Support

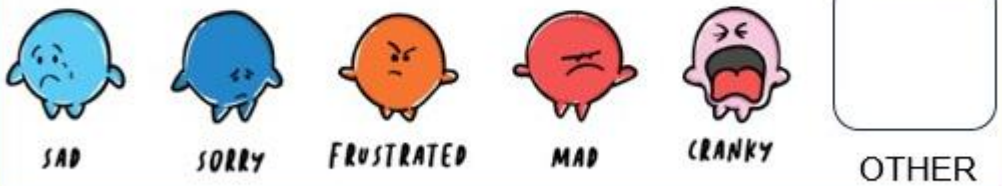
1. How can we (both family and teachers) support you to move forward in a positive fashion?
2. How are you feeling at the moment? What can we do to help?
3. Do you know where you can go to ask for help? Give us examples.
4. Is there anything else you would like to tell us at this stage?

19. APPENDIX 3: RESTORATIVE BEHAVIOUR REFLECTION SHEET FOR TIME OUT OR DETENTIONS.

Time Out Reflection

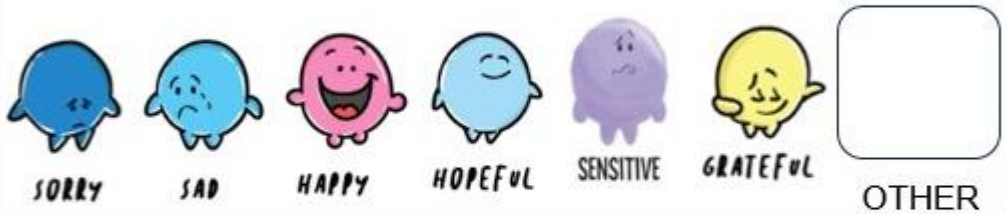
What happened? What were you thinking of at the time?

How do you feel? What have you thought about since?



1. Who has been affected by what you have done? How?
2. What could you do next time?
3. What can be done to put it right?
4. What help do I need to do this?

How do you feel now?



Are you ready to return to class?

✔ ✘

Self-regulation: The ability to monitor, evaluate and self-correct

Pupil _____ Teacher _____

20. APPENDIX 4: CONDUCT ON MINIBUSES

When we are on minibuses, we are...

Ready	Safe	Respectful
We are on time for the bus We have equipment and kit that we need We check that we have all our things with us when we get off the bus	We wear our seatbelts at all times We listen to the driver and follow instructions We are calm We talk quietly and sensibly We face forwards at all times	We are always kind and safe with our behaviour We are respectful of the driver We consider others on the bus and behave sensibly We look after our minibuses and take our rubbish home.

We do the right thing, even when no one is looking.

21. APPENDIX 5: SANCTIONS CHART FOR PUPILS

Incident Level	Examples	Consequences
Disruptive Behaviour Figurative term: White Cloud	Not listening Fidgeting / rocking on chair Talking out of turn Calling out / silly noises Disturbing others / chatting Unkind language of treatment of others Not on task / lack of homework Wandering Talking / running when moving around school or lining up Talking in Assembly Willful disorganisation / lateness Careless treatment of own or other's property Not working in a group or with individuals Inappropriate responses to reminders or prompts. E.g. 'Yeah' or shrug. Any other disorderly conduct or poor effort	Dealt with by subject teacher or supervising teacher. Miss up to 5 minutes of playtime. Loss of privileges e.g. golden time. Letter/note of apology Initials on the board Warning given by adult (maximum 3 warnings then escalation to next level).
Challenging Behaviour Figurative term: Grey Cloud WHO?	Unwillingness to cooperate/follow instructions Rudeness or minor challenge to authority of adult Persistent homework problems Deliberate disruption of lessons Physical behaviour Swearing Deliberate misuse of property, or disregard for school environment	• Loss of TYE • Loss of break or lunch playtime • Apologies, verbal or written. • Warning about representational activity. • Warning about loss of forthcoming events.

Investigated and dealt with by subject teacher or supervising teacher. Class Teacher/Tutor alerted. Parents told through speaking to them at pick-up, phone call or email. Meeting with parents may be required if there is repetition of this level of behaviour.	Spitting on the floor Name-calling Misbehaviour in changing rooms Out of bounds Repeated instances of amber level behaviour	• Warning given by adult (maximum 3 warnings then escalation to next level)

Incident Level	Examples	Consequences
Serious misbehaviour Figurative Language: Storm Cloud WHO? Investigated and dealt with by class teacher / tutor. Head of School alerted Head of School (involved directly if case of bullying). Formal meeting with parents.	Severe disruption to lesson to point where lesson cannot continue Bullying (of any form) Spitting at others Organised, unprovoked, premeditated violent behaviour or dispute with others Vandalism (e.g. drawing on tables or walls) Verbal abuse of staff Swearing or foul language with intention to cause harm Leaving area without permission Theft Lying Possession of electronic device Misuse of IT equipment /internet Repeated instances of red level behaviour or loss of three TYEs in a week.	Strategies: • Time out in another class. • Summon member of SLT for support • Effort / behaviour report card with clear targets Sanctions: • Loss of break or lunchtime • After school detention • Loss of representational activity • Loss or exclusion from forthcoming events • Further loss of privileges • Head Master's detention (Friday 5-6pm) • Internal exclusion: pupil in school but separated from other members of the community (up to 2 days)

Severe misbehaviour Figurative Language: Hurricane WHO? Investigated and dealt with by Head of School. Head of School (& Head Master where necessary) hold formal meeting with parents.	Repeated instances of Storm Cloud behaviour. Use, or intended use of weapon to cause harm. Child-on-child abuse Possession of items prohibited under the school rules: • Knives, guns, catapults and other weapons; • Inappropriate adult content (including on electronic devices); • Alcohol and energy drinks; • Cigarettes (including vapes / e-cigarettes); • Drugs, including illegal drugs and inappropriate prescription medicine. • 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 pupil) Head Master to be made aware of all cases of Bullying (inc. those against protected characteristics)	Sanctions: • Temporary exclusion (up to 5 days at home) • Permanent exclusion

Appendix 6: St John's School Rules

22.APPENDIX 7: OUT OF BOUNDS SCHOOL MAP