

Behaviour Policy

The Japanese School in London

Authorised by Head Teacher	April 2019
Approved by The School Running Committee	May 2019
Interim Review Due to OFSTED requirement	Oct 2019
Next Review	Apr 2020

Introduction

This policy sets out the standards of behaviour required of pupils attending The Japanese School in London. (The School)

In following these guidelines staff should always maintain a sense of proportion, apply common sense to situations and promote the highest of standards in their own behaviour and that of the pupils.

Aim

All pupils should be polite, helpful and considerate; they should behave sensibly and with sensitivity towards others.

Good behaviour in lessons is essential for pupils to learn successfully and behaviour that inhibits learning in lessons will not be tolerated. The very highest standards of conduct are expected and insisted upon, not only in the School building and during lessons, but trips and visits.

Good behaviour is promoted at the School in a number of ways and there is a strong pastoral ethos at the School, which encourages positive moral, social and spiritual attitudes. Members of staff are expected to act as positive role models, as senior pupils.

This policy applies to all pupils when they are on the School premises, or in the care of the School in any way; on journeys to and from School, on School trips or during School-related activities at any time; during online activities associated with the School; it includes conduct that may occur away from School that affects the welfare of a member or members of the School community or which brings the school into disrepute.

Guidelines

The school premises should be maintained to promote pupils' pride in their environment, appropriate behaviour around the building and respect for the fabric of the school.

The quality of the curriculum and classroom experience will significantly affect behaviour and all staff must accept responsibility for promoting the highest of standards.

The school should ensure that all aspects of equal opportunities permeate the work delivered by teachers. This work should promote respectful and tolerant behaviour.

The school has high expectations of the pupils where serious and consistent hard work is the norm.

This hard work should be rewarded by a sense of achievement as well as success in examinations.

Beyond the classroom, high standards of behaviour are also to be expected on all enrichment and extra-curricular activities, including trips.

The Role of All Staff All staff should:

Be aware that gender, race, social background and culture stereotypes and assumptions should be guarded against when dealing with pupil behaviour.

Be alert to signs of bullying and harassment and act swiftly and firmly in accordance with the school policy.

Give the pupils the opportunity to take responsibility for promoting good behaviour.

Make full use of the rewards system which involves teachers' praises and encouragement for pupils of all abilities both for academic and other achievements.

Positively reinforce good behaviour and marginalise poor behaviour by both verbal and written recognition.

Ensure that the school offers a welcoming environment for all visitors who have a right to be at school.

As a sanction, the school has no exclusion. If any concerns on, communicate with parents at the earliest opportunity over a pupil's poor behaviour as well as their achievements in school.

Develop an active partnership with parents.

Be aware that pupils' behaviour at home may differ from that in school and take this into account when discussing their children's behaviour.

Be committed to maintaining good standards of behaviour and, where possible, helping children to improve those standards.

Act to stop poor behaviour and promote good behaviour whenever and wherever they see it.

In the Classroom Teachers should:

Make clear the rules of their learning area (classroom, laboratory, etc.) and explain why they are necessary at the beginning of the academic year.

Be a good role model by being punctual, well prepared and having specific objectives for lessons.

Offer pupils challenging lessons that are differentiated to pupils' needs. Have high expectations of work and behaviour.

Create a balance of firmness, friendliness and formality based on mutual respect. Use a variety of teaching and learning methodologies.

Make effective use of praise and public affirmation for good behaviour as well as good work.

Recognise that classroom management skills can be learned and be willing to analyse their own performance and that of others and to share good practice.

Pupils

Pupils will respond to the expectations placed on them by all adult members of the school community.

They should:

Share responsibility for their own learning Be actively involved.

Be rewarded and publicly affirmed for all kinds of achievements. Take positive action against poor behaviour by their peers.

Parents

Have the responsibility to support the school in all that it is trying to achieve as a community as long as they are informed of the changes.

Have the right to be kept informed of children's achievements and ill-discipline.