Behaviour Policy (Web)

2024-25

Every Student Thriving

Contents

Appendices:

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to thrive; learning in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- **Behaviour in schools: advice for headteachers and school staff 2024**
- **Searching, screening and confiscation: advice for schools 2022**
- **The Equality Act 2010**
- **Keeping Children Safe in Education 2024**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions at school**
- **Special Educational Needs and Disability (SEND) Code of Practice**

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons,in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude; Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Persistant defiance,
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);

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- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments;
    - Sexual jokes or taunting;
    - Physical behaviour such as interfering with clothes;
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited/banned items. These are; Knives or weapons; Alcohol; Illegal drugs; Stolen items; Tobacco and cigarette papers (smoking paraphernalia; E-cigarettes, vapes, snus; Fireworks; Pornographic images;
- 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

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Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which is on the school website

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

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5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils where needed
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy; the school's key rules and routines
- The recognition they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and

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wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Support and induction will be provided for pupils who arrive mid year.

6. School behaviour curriculum

6.1 Responding to good behaviour

Our first aim is to reward students for 'doing the right thing' as **often as possible** and as a result our expectations regarding behaviour are clear. Students need to be ready to learn, respectful, responsible and kind. John Colet School is a place of learning; anything behaviour that prevents learning will be taken very seriously.

Praise and encouragement are vital in promoting good behaviour. The Recognition System is just one way that we can celebrate the achievement and success of our students in all aspects of school life as we encourage them to strive to excel. **Our aim is a 7 to 1 ratio (recognition:consequence)**

6.2 Rules and Consequences

Pupils are expected to be Ready, Respectful, Responsible and Kind. These rules need to be displayed in every classroom and used by all staff in conversations with students about values and behaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move calmly around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Please see appendix 1 (John Colet Fundamentals) these outline classroom and 'corridor' routines. They clarify specific expectations of conduct, with a focus on outlining successful behaviour, and the key habits and routines pupils are expected to develop. The list is not exhaustive.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

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6.3 Mobile phones

The approach to pupils using their mobile phones during the school day is, in line with DfE's mobile phone and behaviour guidance. For more detail please see Mobile phone and electronic device procedure.

We have not implemented an outright ban of mobile phones or electronic devices (such as tablet computers, kindles and so on). We are aware that students have phones for emergency reasons but have preferred a **"No use, No See, No Hear"** approach.

It is required that mobile phones/electronic devices are switched off whilst at school including during lessons, in the time between lessons, at break-times and at lunch-times This is a **gate to gate** policy from arriving on school premises until leaving school premises.

Mobile phones should be switched off and unseen in the school bag; otherwise confiscation will be an immediate consequence. (Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006). If they are confiscated, parents/carers can collect them after school from the school office.

Smart watches can be worn during the school day but the camera, messaging and call services must be disabled. They will be confiscated if their use contravenes the aims of the procedure as listed in the mobile phone procedure. Smart devices are prohibited from being worn in examinations.

6.4 Responding to behaviour

1. Consistent, Calm Staff Behaviour; Positive relationships
2. Relentlessly Teach Learning Behaviours (Ready Respectful Responsible Kind)
3. 1st Attention to Best Conduct
4. Classroom routines
5. Personal Follow up

Classroom management

Staff will: Endeavour to apply consistent, calm behaviour to build positive relationships with pupils, they will teach learning behaviours (Ready, Respectful, Responsible, Kind) and establish clear classroom routines; They will where possible pay first attention to best conduct and use personal follow up to repair relationships where possible.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour

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standards.

The school sanctions inappropriate behaviour with a graduated system of consequences:

- C1 Verbal warning;
- C2 Lunch detention;
- C3 after school Detention;
- C3+ SLT detention,
- C4 internal isolation
- C5 External suspension
- C6 Permanent exclusion

When dealing with behavioural issues in school, to aid consistency, staff refer to guidance listing offences and the level of consequence. The list of offences is not exhaustive, circumstances and context will be taken into account when deciding consequences. The school makes the final decision on sanctions.

In addition staff may use other responses.

For example;

- a verbal reprimand and reminder of the expectations of behaviour,
- setting of written tasks such as an account of their behaviour;
- expecting work to be completed at home, or at break or lunchtime;
- loss of privileges – for instance, the loss of a prized responsibility; school-based community service, such as tidying a classroom;
- letter or phone call home to parents/carers;
- agreeing a behaviour contract; putting a pupil 'on report';
- sending a pupil out of class. (Step out/ exit room/ On call),
- restorative justice, meeting with School Community Police Officers.

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7. Safeguarding

7.1 Safeguarding

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 be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy on the website for more information .

7.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder;
- Hurting themselves or others;
- Damaging property;
- Committing an offence;

Incidents of reasonable force 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/carers

7.3 Search screening and confiscation (see search and confiscation policy on school website)

7.4 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

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- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

7.5 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the relevant senior member of staff will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.7 Zero-tolerance approach to sexual harassment and sexual violence

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

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:

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

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:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.7 Dealing with prejudice; racist/homophobic, biphobic, transphobic, disabled, sexist language and actions.

Schools are required to record and respond to racist incidents and incidents of discrimination regarding protected characteristics . If an incident involves a pupil but happens outside of school, we dp not have the same requirements but will want to offer support to the child and their family.

We will investigate all possibly racist incidents in school. If we conclude the incident wasn't racially motivated, record this information and deal with it according to normal school procedures. (The recommended definition of a racist incident is 'any incident which is perceived to be racist by the victim or any other person.' This would follow with incidents relating to other protected characteristics.)

7.8 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Teaching staff and non-teaching staff can give detentions, non-teaching staff will discuss with their line manager before issuing a sanction .

Pupils can be issued with detentions during break, after school or in exceptional circumstances on INSET days.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed from lessons will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour. The exception is issues of uniform; a student may be removed from class if they do not conform to uniform rules. Every effort will be made to help the student rectify the uniform issue.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by LSA, Pastoral staff, teaching staff or SLT. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school may consider interventions and/or an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Mentoring; Peer; Inclusion unit; Pastoral Team
- Meetings with Student Engagement Officers
- In-house intervention courses eg Low mood and self Esteem
- Use of teaching assistants
- Referral to school nurse
- Referral to Counselling
- Short-term behaviour report cards
- Step out/ Reset strategy
- Long-term behaviour plans (Attitude to learning support plan; Pastoral support plan)
- Curriculum adjustment (learning in alternative space Inclusion unit, Learner support)
- Multi-agency assessment (inc Boxall)
- External support (EG Aspire, My Future self matters, Early Help referral YOS, Youth Centre, FFS)
- Alternative provision

Staff will record all incidents of removal from the classroom on SIMS, along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy on the school website for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour may include;

- Short, planned, movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding of neurodiverse students
- Use of separation spaces (Learning support or inclusion) where pupils can regulate their emotions during a moment of sensory overload and reset.

9.2 Adapting sanctions for pupils with SEND

Reasonable adjustments will be made for students with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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Examples of reasonable adjustment may include:

- Change of venue for a sanction
- A sanction with movement breaks, an alternative consequence for example an session of education instead of a detention.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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.

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/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the HOY/ STL Pastoral staff
- A report card with personalised behaviour goals
- ATL plan
- A PSP plan
- External support

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11. Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will be co-ordinated by the inclusion unit.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Reasonable adjustment

Behaviour management will also form part of continuing professional development with annual refreshers.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents (annually)
- The data will be analysed every term with key summaries presented to the governing board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By key group SEN FSM LAC

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

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13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least biannually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the well-being committee.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti Bullying Policy

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Appendix 1 : John Colet Fundamentals

Student
CLASSROOM CONDUCT

Ready Respectful Responsible Kind

1	Calm corridor behaviour
2	Sit according to seating plan or as directed by staff; No talking as register is taken.
3	Start work promptly.
4	Speak in full sentences, using subject vocabulary
5	Take a pride in your book and work. Underline with a ruler, secure loose sheets, no doodles in book
6	Complete independent work silently
7	Standard quiet signal : "1..2..3... Eyes on me"
8	Answering questions: No calling out
9	Be your BEST SELF: Try hard, work hard, don't give up.
10	Orderly dismissal: Stand behind chairs in silence and wait to be dismissed, correct uniform

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Student
OUT OF CLASSROOM CONDUCT

Ready Respectful Responsible Kind

1	Be on time - line up quietly - contribute to calm corridors
2	Blazers on - Shirts in- Skirts unrolled- Follow jewellery rules
3	Hands off: have consideration for others; avoid pushing, or boisterous behaviours
4	No unkind comments or physical contact
5	No shouting, inappropriate language or 'banter'
6	Keep to the left, move sensibly between lessons
7	No see, hear or use of mobile phones (inc. earphones)
8	No eating or loitering in corridors or toilets
9	Respect the school buildings and environment
10	No more than one person in a toilet cubicle

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Appendix 2 :Responding to good behaviour

The table below details how students' effort, progress and achievement will be recognised.

Recognition Code	Behaviour	Time	Who	Reward	Value
R1 Character	Demonstrating JCS values; Ready, Respectful, Responsible and Kindness	All the time	All staff	R1C logged on system. automatic message sent home and to student.	1 point
R1 Academic.	Demonstrating JCS learning values; Resourceful,Resilient, Readers	All the time	All Staff	R1A	1 point
R2 Character	Significant contribution to the school community /community, demonstrating our values Ready Respectful Responsible and Kindness	All the time	All Staff	R2C logged on system. automatic. message sent home and to student.	3 points
R2 Academic	Sustained excellent effort or progress in a subject area demonstrating our learning values Resourceful, Resilient, Readers	All the time	All Staff	R2A logged on system. automatic message sent home and to student.	3 points
R3 Character HOY/HOH	End of Learning Cycle for exceptional effort/ attitude to learning Or to reward excellent contribution within a Year Group/ House	End of LC Or All of the time	HOY/HOH	R3C HOY logged on system. automatic. message sent home and to student.	10 points
R3 Academic STL	End of Learning Cycle for exceptional effort/ progress/achievement. Or to reward excellent contribution within a department	End of LC Or All of the time	STL	R3A STL for exceptional effort/ progress/achievement	10 points
R4 Character	Exceptional service to the school community/ community demonstrating our values Ready Respectful Responsible and kindness	All the time	Headteacher	R4C Headteachers Commendation	10 points
R4 Academic	Exceptional learning demonstrating our learning values Resourceful, Resilient, Readers	All of the time	Headteacher	R4CHeadteachers Commendation	10 Points
R5 Academic	Outstanding effort or progress over a year in a single subject area demonstrating our learning values Resourceful, Resilient, Readers	End of Year	STL	R5A Subject Certificate	30 points
R5 Character	Outstanding service to the school community/ community over a year contribution to community demonstrating our values Ready Respectful Responsible and kindness	End of Year	HOY HOH	R5C Character Certificate	30 points

N.B. Award R1 and R2 by right click off sims register

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Cumulative points recognition

	KS3	KS4	KS5
Bronze	90	90	25
Silver	140	140	55
Gold	170	170	75
Platinum	210	210	95

Celebration of Success

- Communication to parents and students R point notifications sent to home
- Cumulative achievement points threshold for Bronze, Silver, Gold and Platinum awards.
- Postcards can be used by departments but make sure an R1 or R2 logged as well.
- Weekly: Tutors celebrate individual reward point totals in form time.
- Half termly: Head of House celebrates house points totals in assembly.
- Recognition points will be added up and students will be invited in to receive award badges.
- House points will be awarded to competition winners and displayed on School Website.
- HOY to celebrate Year group achievements regularly in assembly
- Award badges will be collected at the end of each academic year. Platinum badges can be retained.
- Verbal praise

School's Annual Prize-giving Event

- Achievement and effort for the whole year will be recognised at the school's annual prize-giving event, to which parents will be invited.
- Points add up to house cup.

NB: Departments order postcards from
http://www.schoolstickers.com/en-gb/products/postcards
Departments can offer their own bespoke awards but these must be as well as not instead of the whole school system.

Attendance Awards

100% attendance: Students will be recognised at the end of each term and emails will be sent home and R4 (10 points awarded). In the Summer term, 100% attendance for the whole year will be recognised. Students with improved attendance will also be recognised by the attendance officer.

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Appendix 3: Consequence ladder

CONSEQUENCE	EXAMPLE BEHAVIOURS (Not exhaustive lists)	
C1 **Verbal Warning**	• Not fully equipped, • Uniform infringement • Late to lesson up to 5 minutes; Late to registration/assembly; • Lack of effort, • Not engaging appropriately in class, • Chewing gum, • Talking over a teacher or out of turn, • Inappropriate language in class, • Eating in lesson, • Dropping litter	• Disrupting the lesson/ learning of others, Inappropriate behaviour around school; HW deadline missed; • HW incomplete poor standard; Forgotten Chromebook/Chromebook not charged; • Misuse of Chromebook.
C2 (May result in break or lunch time detention)	• **Continued C1 behaviours** • Swearing/foul language in conversation • Classwork concern • Lateness to school/ registration	• Forgetting PE kit (second time) • Chewing gum • Inappropriate use of IT facilities • Littering • Incorrect uniform
C3 **45 or 75 minute detention after school**	• **Continued C2 behaviour** • late to lesson 5m+; Lateness after 9am • Failure to attend lunchtime detention • Lack of respect to or about a member of staff; • Lack of respect to a member/members of the school community(D disability R racism L sexual orientation and gender); • Going out of bounds, • Deliberate dishonesty; • Damage to property;	• Abuse of school ICT systems/Social Media (loss of internet privileges); • Being in the vicinity of smokers; • Not following staff instructions; • Removed from a lesson, • Late to school x2 (Attendance officer); • Sixth Form persistent lateness; • Not meeting bicycle passport expectations;
C4 **Inclusion room**	• **Failure to attend a C3+ detention, Two + C3s in one day,** • Deliberate defiance, • Physical aggression, • Bullying;Smoking/vaping onsite or in school uniform;; • Possession of smoking/vaping equipment, • Theft; • Graffiti, • Vandalism	• Behaviour that seriously disrupts the school day. • Intimidating behaviour. • Refusal to cooperate/ attend exit room • Inappropriate use of social media or online technology, • Misbehaviour in a C3+detention, • offensive behaviour (inc language) relating to race; sexual orientation/gender identity; disability.
C5 **Suspension from school**	Continued accrual of C points indicating persistent disruption to the running of the school or continued disruption of the learning of others or serious misbehaviors (See appendix 4.)	

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Appendix 4: Serious Misbehaviours may lead to a student receiving a Suspension or Permanent Exclusion depending on the specific circumstances surrounding the incident and individual concerned (examples provided, not an exhaustive list)

Physical assault against a student . Includes:

- Fighting (incl play fighting)
- Violent behaviour
- Wounding
- Obstruction or jostling

Verbal abuse/threatening behaviour against a student . Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic/racist/transphobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon*

Bullying. Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Transphobic bullying
- Racist bullying
- Religious bullying
- Gender bullying
- Peer on Peer abuse

Sexual Misconduct. Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti
- Sexual violence
- Upskirting / Panting

Physical assault against an adult Includes:

- Violent behaviour
- Wounding
- Obstruction or jostling

Abuse. Includes:

- Racist, homophobic, transphobic
- Abusive taunting and harassment
- Derogatory abusive statements
- Swearing that could be attributed to abusive characteristics
- Abusive graffiti

Damage . Includes:

- Damage to Academy or personal property ● Vandalism to Academy or personal property
- Arson*
- Graffiti

Possession of prohibited items. Includes:

- Knives or weapons* (any implement or device that can be used with intent to inflict damage or harm)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes.
- Fireworks
- Pornographic images (physical or digital)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to threaten or cause personal injury to, or damage to the property of, any person (including the student)

Persistent Disruptive Behaviour . Includes:

- Repeated breaches of the Academy rules
- Challenging behaviour
- Disobedience
- Truancy
- Truancy

Theft. Includes:

- Stealing Academy property
- Stealing personal property
- Stealing on an Academy outing
- Selling and dealing in stolen property
- Fraud/cyber-fraud

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Verbal abuse/threatening behaviour against an adult. Includes:

● Threatened violence
● Aggressive behaviour
● Swearing
● Homophobic/racist/transphobic abuse and harassment
● Verbal intimidation
● Carrying an offensive weapon*

Substance related. Includes:

● Possession of illegal drugs
● Inappropriate use of prescription/over the counter drugs
● Drug dealing and supplying drugs (passing to others)*
● Smoking/vaping
● Nicotine related products
● Alcohol abuse
● Substance abuse
● Being in the company of someone using a prohibited item/substance

Other includes:

1. Incidents which are not covered in the categories above (again this list provides examples and is not exhaustive)

2. Bringing the Academy and/or the community into disrepute

3. Endangering the safety of the Academy community, for example tampering with academy safety equipment

4. Any criminal offence committed on Academy premises, trips or when representing the Academy*

PERMANENT EXCLUSION AS DEFINED BY THE DFE:

"The decision to exclude a pupil permanently should only be taken:

- **in response to a serious breach or persistent breaches of the school's behaviour policy;**

   and

- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school."**

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Appendix 5: Remote Learning Proposed Rules for Future if needed

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents please read the rules and ensure your children follow them. You should contact your child's form tutor if you think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning:

- Students to be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Follow the safeguarding guidance for online learning.

Appendix 6: Equipment list (Ready to learn)

PENCIL CASE to house the equipment below
2 x blue or black pens
1 x red pen
Pencil
Rubber
Sharpener
Ruler
Reading book
A highlighter
Chromebook
Scientific Calculator
Headphones with a jack (for Chromebook)

For Maths and Science: Protractor and a pair of compasses

Extras (these are useful, but not essential):
Coloured pencils/ pens

Remember: some days you will need items for certain lessons e.g. PE kit, Food Tech equipment.

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