

# *Behaviour Management Policy*

*September 2021*



**THE JO RICHARDSON**

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

# Behaviour management

At the Jo Richardson Community School, we expect our inclusive values and ethos to underpin all aspects of the behaviour of our students and staff. All members of the school must behave courteously and respectfully towards each other, so the learning environment is positive. Unacceptable behaviour will never be tolerated, and every member of the school community is empowered to challenge anyone behaving in an antisocial manner. They can do this by using the robust, consistent and clear systems that are in place.

The core of our approach focuses upon our students accepting responsibility for their own behaviour and learning. We aim to support students in developing self-discipline based on mutual respect, clear boundaries and maintaining faith in a consistent system. Key to this expectation is the need for staff to develop the correct skills and attitude to manage behaviour effectively. A wide range of interventions are available to support this expectation. We also use the LBBB pyramid of SEMH to identify levels of need and targeted support. Our ethos is further supported through the work we do to develop an individual's character and the ACHIEVE agenda. We want our students to leave us with a set of qualifications they are proud of but with an approach to life that means they will continue to thrive as adults in the modern world.

A summary of this policy is published in student planners, and it will be regularly discussed in assemblies and parent meetings. It is a key part of the home – school agreement and it will also feature as a part of the induction for new staff. Our students know what is expected of them and the consequences of failing to reach this expectation.

This policy has been produced in consideration of the documents below.

- Ofsted Framework
- Ofsted schools' use of exclusions
- The Equality Act 2010
- Education Act 2002
- Exclusion from maintained schools, academies and student referral units in England
- Statutory guidance for those with legal responsibilities in relation to exclusion DfE 2017
- Behaviour and discipline in schools - Advice for headteachers and school staff – DfE – January 2016
- Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - January 2018
- Use of reasonable force - Advice for headteachers, school staff and governing bodies - July 2013
- School attendance DfE August 2020
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018
- Sexual violence and sexual harassment between children in schools and colleges 2021

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- London Borough of Barking and Dagenham's local guidance for those with legal responsibilities in relation to exclusions
- London Borough of Barking and Dagenham's SEMH Handbook
- The legal and policy framework for contextualised safeguarding approaches
- Home Office guidance for preventing youth violence and gang behaviour
- UKCCIS Sexting in schools and colleges

## **This policy aims to:**

- provide a consistent approach to behaviour management and fulfil the Governors' responsibility towards all staff and students
- promote a high standard of behaviour
- define what we consider to be unacceptable behaviour, including bullying and harmful sexual behaviour
- promote good relationships, so that people can work together with the common purpose of helping everyone to learn, and be inspired to do their very best
- develop self-discipline, respect and acceptance of responsibility for actions

- outline how pupils are expected to behave both inside of school and in the local community
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions

## Key principles

- the form tutor is central to the pastoral system. The pastoral system is focused upon student welfare and support, not punishment. Our 'Fit for School' assessment underpins this role. It is carried out every morning and it assesses students' readiness for learning. All staff understand ACE (Adverse Childhood Experience) factors and the need to be trauma ready
- subject staff/HoDs are responsible for appropriate punitive action as well as the "repair and rebuild" process to help students return to learning in each curriculum area. We expect a "seek first to understand before demanding to be understood" approach to be applied in all areas
- HoYs are responsible for punitive action as well as the "repair and rebuild" process if incidents occur outside of lesson time (including outside of school). This reflects a school's power to discipline beyond the school gates
- the student planner is the key tool of communication between staff and parents/carers. It actively promotes students' personal organisation and effective home/school partnership
- all behaviour support systems aim to minimise confrontation between staff and students. Therefore, all systems must have clarity and be implemented with consistency
- the reporting and recording system is seamless and triggers the appropriate documentation and contact with parents. There is a Pastoral Support Assistant (PSA) attached to each year group to ensure consistency
- all systems are simple, accessible and manageable
- Student Support Panel (SSP) meets every week to discuss complex cases and every student who has reached a Level 5 exclusion or above. Our Inclusion Team form this panel and every meeting has a pre-release agenda; meeting minutes document any action points. Students discussed at this panel have a detailed student profile which is regularly updated to record events, interventions and actions. The aim of this panel is to quickly identify those who require early help of statutory intervention
- The Safeguarding Team meet outside of this once per week to ensure any action points are followed up and new information is considered
- the Office staff (wherever possible) are responsible for the administration of the system. Teaching staff should spend a minimal amount of time involved in administrative tasks

### Our policy is based on the premise that:

- each student has the right to learn
- each teacher has the right to teach without interruption
- every parent has the right to be informed about their child's behaviour, so they have the opportunity to work in partnership
- parents are expected to support the school
- success is celebrated

### Code of Conduct

The JRCS Code of Conduct aims to promote the key issues of respect and self-discipline. This Code gives clear guidance with regard to the school's high expectations of their behaviour both inside and outside the school. The Code of Conduct is printed in the Student Planner.

## Roles and responsibilities

### The role of the Governing Body

- The Governing Body is charged with a duty to set the framework for the School's Pupil Behaviour & Discipline Policy. In drawing up this statement of general principles, the Governing Body consults with the Headteacher, staff, parent(s)/carer(s) and students. It will ensure that this policy is communicated to students and parent(s)/carer(s), is non-discriminatory and that expectations are clear. Governors will receive information about the number and nature of exclusions. Governors will observe behaviour as part of link and other visits.

- Governors will provide challenge and review in line with the LBBB local guidance for those with legal responsibilities in relation to exclusions.
- The resulting policy will be subject to annual review.

### **Role of the Headteacher**

- To ensure the highest standards of behaviour are enforced and maintained.
- To actively promote positive behaviour for learning.
- To praise and reward students and conversely apply sanctions as appropriate.
- To ensure staff model exemplar behaviour and are positive role models for the students.

### **Role of the Deputy Headteacher (Pastoral)**

- To devise, implement and review the behavioural policies and practice.
- To ensure the highest standards of behaviour through praise and reward and sanctions as appropriate.
- To oversee all behavioural incidents and monitor inclusion provisions.
- To liaise with external agencies as appropriate.
- To provide CPD as appropriate.
- To support and develop the pastoral team to ensure the team is effective and consistent in delivering positive behaviour for learning.
- To support and work with parents to support students.

All Assistant Headteachers are responsible for the pastoral development of the students in their allocated year group. This includes rewards and sanctions. They are expected to uphold the high standards in the school and role model the behaviour expected.

### **Role of the Inclusion Manager**

- To promote positive behaviour for learning across the school.
- To use praise, reward and sanction as appropriate. This will involve supporting in The Space and working with the Learning Support Unit (LSU).
- To identify and address contextualised themes and to share safeguarding information as appropriate during SSP meetings.
- To oversee any alternative provisions and to develop positive relationships with the associated students and parents.
- To liaise with the SENCO to ensure all students with SEMH needs are supported.
- To liaise with outside agencies as appropriate.
- To provide CPD to year teams as appropriate.
- To champion the progress of LAC and previously LAC students.

### **Role of the Director of SDD (SENCO)**

- To promote positive behaviour for learning across the school.
- To ensure that all students with SEND are effectively developed and supported.
- To ensure appropriate CPD for staff to help address the needs of SEND students to develop positive behaviour for learning.
- To liaise with outside agencies and associated professionals as appropriate.
- To ensure effective communication with parents/carers and school staff.
- To provide teaching staff with CPD and strategies to support learning with the specific SEND students they teach.
- To celebrate success in assemblies.

### **Role of Heads of Year**

- To promote positive behaviour for learning across the year group and school.
- To use praise, reward and sanction as appropriate. This will involve supporting in The Space and working with the Learning Support Unit (LSU).
- To celebrate success in assemblies and address contextualised themes.
- To develop positive relationships with students and parents/carers.
- To liaise with the SENCO and Student Development to ensure all student needs are addressed.
- To liaise with outside agencies as appropriate.
- To provide CPD to year teams as appropriate and effectively line manage the Pastoral Support Assistants.
- To lead assemblies/activities for their year group which enforce positive behaviour for learning and address emerging themes.

## **Role of Heads of Department**

- To promote positive behaviour for learning across the school and especially in their department area.
- To be confident in enforcing the behaviour policy and use the appropriate sanctions in line with the policy.
- To be positive role models who uphold the principles of this policy by supporting staff.
- To use praise, reward and sanction as appropriate.
- To develop positive relationships with students and parents/carers.
- To create a positive climate for learning where all students feel safe and valued.
- To ensure their department delivers lessons that are well prepared and that students are provided with appropriate activities.

## **Role of all staff**

- To be confident in enforcing the behaviour policy and use the appropriate sanctions in line with the policy.
- To be consistent in implementing all expectations (students and staff) and in applying rewards and sanctions.
- To deliver lessons that are well prepared and that students are provided with appropriate activities.
- To ensure that the physical well-being and safety of students is protected.
- To be a good role model, particularly in terms of punctuality to school and lessons, attendance and dress. All staff should be smartly dressed.
- To treat students with courtesy and respect.
- To praise good work and behaviour whenever possible.
- To promote positive behaviour for learning through positive reinforcement and rewards. This will create a positive climate for learning.
- To inform parents/carers and Heads of Department / Heads of Year (if appropriate) of any behavioural concerns.
- To carry out restorative practice with students when appropriate.
- To carry out safeguarding duties effectively.

## **Role of students**

- To demonstrate positive behaviour inside/outside of lessons and on the journey to and from school.
- To act as excellent ambassadors for the school.
- Older students are to be positive role models for younger students.
- To follow school rules.
- To positively engage with the ACHIEVE agenda.
- To take opportunities and fulfil their own potential with the support of staff and their parents/carers.

## **Role of parents/carers**

- To be familiar with and support our Behaviour Policy.
- To communicate immediately with the school if they have any concerns.
- To reinforce positive behaviour for learning with their children.
- To ensure that their children adhere to our school rules.
- To share in their child's success and be a part of school celebrations.
- To encourage excellent attendance and a strong work ethic.

## **This policy has three parts:**

Section A – Procedures and key information

Section B – Praise and reward

Section C – Sanctions and consequences

## **Section A – Procedures and key information**

All students understand their role in school. This is clearly explained in both the code of conduct and home – school agreement. The Teaching and Learning Policy also highlights bottom line requirements when considering routines and expectations in the classroom / around school.

## 1 - Negative events

### **Any negative issues must be recorded using the whole school system Bromcom.**

<https://docs.bromcom.com/knowledge-base/how-to-enter-behaviour-data/>

Reminder – to add an event you must do the following things:

- 1 – Select a student;
- 2 – Click action;
- 3 – Click behaviour event.

You will then be asked to select an event:

- 0 = FYI to log information or interventions (NOT CP related);
- 1 = Relate standard 1 behaviour as highlighted below;
- 2 = Relate standard 2 behaviour as highlighted below;
- 3 = Relate standard 3 behaviour as highlighted below.

Whilst an entry is not a punishment in itself, it does formalise proceedings. Staff should:

- use reports as described in the discipline system. The negative event is not a system to refer problems to others (except for out of class situations). It is a means of circulating information. Where help is required, and this applies in any case of Standard 3 behaviour, personal contact must be made, with either the HoD, or, in more serious cases where a period of exclusion may be appropriate, with a member of SLT via the on-call system.
- ensure that they follow the key protocols of the system. This includes:
  - never assigning an event to someone else without talking to them first;
  - ensuring that any incidents of a racist or sexual nature are recorded and SLT are informed as a matter of urgency;
  - SLT must also be informed if a member of staff has been hurt or a reasonable force has been used. The bound book must be completed.

## 2 - Truancy

Truancy and leaving school without permission is a Standard 3 (-3 on Bromcom) behaviour and will, in most cases, lead to a medium or high level consequence. The time missed from lessons will also have to be made up under the supervision of SLT. If students leave the site without permission and they do not arrive straight home, the police will be contacted.

The following sanctions may also be applied at the discretion of the Headteacher:

- removal from extra-curricular activities;
- removal from non-core curriculum trips;
- removal from representing school at sporting activities;
- removal from School Council/Student Voice representation;
- removal from responsibility in school (Office Assistant, tours, Progress Evening Assistant, etc).

Truancy within school is a Standard 3 behaviour

## 3 - Whole-school agreed routines

In order to ensure consistent standards of behaviour across the school, we have agreed a number of routines that all staff are expected to follow:

### **Entry and exit from classrooms**

- students should not enter a classroom without a member of staff being present. This is in line with our safeguarding policy
- HoYs are responsible for the behaviour of students queuing up outside the building or in communal areas during social time. They are also responsible for behaviour beyond the school gates
- teachers should make sure they are on time to lessons and stand at the door when seeing in groups. The greeting sets the tone of the lesson. This is also the case when meeting Year 7 and Year 8 students on the lines. Lateness to lines should be followed up by the classroom teacher
- tell the students where you want them to sit as they enter as reflected in the seating plan. Every member of staff should have a current seating plan
- make students enter the classroom again if necessary if you're not happy with the way they enter the room initially

- ensure coats are not worn, equipment, books and planner are on desk, bags are on the floor, and students are sitting in silence before you take the register. The register is key every lesson to ensure students are accounted for. This must be completed within the first 15 minutes of the lesson using Bromcom
- stand at the front and wait for silence
- pens down means pens down
- stop taking the register, make eye contact with the class and ask who is talking if you are interrupted
- when dismissing a group, ensure that everyone is standing behind their desks in silence
- ensure all chairs are under desks, and the rows are tidy
- check the corridor to ensure it is clear. This will avoid congestion and overcrowding
- dismiss students row by row, standing in the doorway
- coats, hats, scarves or gloves are only allowed to be worn on Main Street. Once students enter a ground floor corridor or go upstairs they must be removed
- students must leave the classroom in a tidy state. Any worksheets or other paper left on the floor or on desks may be considered as littering at the discretion of the teacher. Teachers should take pride in their classrooms and expect students to do the same
- HoDs are responsible for the behaviour standards in their areas. They must model the behaviour that is expected and ensure the standards are high
- HoDs must support the teachers in their department with behaviour management. Behaviour is everyone's responsibility in this school
- Bottom lines are key. Students like routine and to know what is expected of them

### **Corridor/stair movement**

All of us have a responsibility, led by SLT and CLT, to model, teach and demand the following:

- walking on the left in a direct fashion without blocking the way
- walking quietly
- walking calmly, taking care not to damage the walls and notice-boards
- walking with purpose. Students must not waste time between lesson changeovers. They are responsible for their learning and must act in a professional way
- no eating or drinking on the first and second floors
- uniform is worn correctly at all times

### **Monitoring 'hot-spots'**

SLT, HoYs and PSAs have a responsibility to assist in the smooth movement of students in identified difficult areas.

### **Out of class**

- no students should be allowed out of class to go to the toilet if they do not have a note in their planner counter-signed by Student Services unless you are absolutely convinced it is a genuine case
- staff should record in student planners whenever a student is out of class and make a note (T) in their teacher planner
- where groups are working 'around' the school, they should be specifically allocated a place by the member of staff concerned, and regularly monitored. During double lessons, consideration should be given to arrangements during changeover
- students must be supervised during lesson time. Allowing them to leave your class could result in a significant safeguarding issue. Teachers are responsible for the students in their care

### **Other**

- students should not bring the following items into school: hooded tops, cans or glass bottles, laser pens, trading cards, chewing gum, correction fluids, lighters, matches, offensive or adult publications, cigarettes (including e-cigarettes), vapes, vape equipment, dangerous implements including knives (or any pointed items such as scissors), make-up, toy guns (including water pistols), items of great value or anything that has been classed as a banned item over the course of the academic year
- any banned item found by a member of staff will be confiscated and placed in a locked cupboard in the main School Office. Parents will be required to collect these items from the School Office, other than on the last day of each half-term when they may be collected by students themselves
- students are not permitted to wear jewellery
- JRCS is a mobile-free school. Mobile phones must remain in a student's bag, switched off

More information can be found in the following policies:

- Drug, Alcohol, Tobacco and Weapons Policy

- Searching, Screening and Confiscation Policy
- Use of Reasonable Force Policy
- Anti-Bullying Policy

### **Routines for Sixth Form Students**

The routines outlined above are also applicable to Sixth Form students with the following adaptations:

- students may enter classrooms without the teacher if the teacher has allowed this
- dismissal from lessons will be less formal. Dismissal should usually be at the normal lesson change time and never more than five minutes early
- Students are permitted to wear jewellery
- Mobile phones may be used in the common room only

### **4 - Mobile phone policy**

JRCS is a 'mobile-free zone'. Students must not use or show their mobile phones at any point whilst they are in the school building or grounds. They may have their phones switched off in their bags and lockers.

If such items are brought into school, students do this at their own risk.

In the event of an emergency and parents need to contact a student, they must telephone the school reception. Students are never to use their mobile phones to communicate with parents during the school day. Such use will result in sanctions for the student and confiscation of the phone.

If students do use a mobile phone during the school day it will be treated as a banned item.

Please see the Searching, Screening and Confiscation Policy.

### **5 - Use of reasonable force**

Staff have the power to use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Please see the Use of Reasonable Force Policy.

### **6 – Anti-bullying statement**

At Jo Richardson Community School, we believe that all students and staff have a right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying of any kind is unacceptable here; it is wrong and will not be tolerated. Students must say something if they see something.

Please see the Anti-Bullying Policy for more details.

## **Section B – Praise and reward**

### **1 - ACHIEVE and the KS3 credit system**

All members of the school community will do things that deserve to be praised. We understand the need for balance in any system and our structures make sure positive behaviour, mindset and homework are also acknowledged. This makes it possible for every student to experience positive feedback and it reflects our motto "Success for All".

ACHIEVE is central to our positive behaviour incentive approach. If students demonstrate a learning behaviour that reflects an ACHIEVE category, they will be issued a letter of commendation (LOC). If students obtain LOCs in all seven categories in an academic year, they will be classed as a 'Gold Seagull' student. This is available to all year groups.

In KS3, a credit system is also used which is linked to an inter-form challenge. Students can achieve personal certificates, prizes and rewards for their form, depending upon the number of credits they achieve. This is recorded centrally on Bromcom, but students can keep their own records via their planner if they wish.

All of the above generate positive action points with parents/carers. This could be in the form of a certificate, phone call or letter.

Staff are also encouraged to catch students being good and communicate this with parents/carers. This forms a significant part of our positive culture for learning. We never want to become a school where parents only hear from us if there is a negative situation.

HoYs review this positive data on a weekly basis and use it in assemblies to create a success drive culture. An example of a weekly snapshot report is below. Every action does make a difference.

Event	Event Description	Total
CRWOR	Credit Classwork	1443
CRCON	Credit Contribution in Class	174
LOCEn	LOC Engage	77
CROUT	Credit for outside of class	25
LOCEs	LOC Establish	22
LOCCo	LOC Commit	20
CREEXC	Credit Extra-Curricular	5
LOCIn	LOC Involve	4
LOCVa	LOC Value	4
LOCAs	LOC Aspire	1

#### Summary of rewards (not an exhaustive list)

- Annual summer reward trips
- Termly reward celebrations linked to report data (see below)
- Weekly assemblies to celebrate success
- Regular use of words of encouragement and praise
- Encouragement via prompt and positive marking of work
- Displaying student work in classrooms and corridors
- Postcards/letters/LOCs home
- The Gold Seagull
- Certificates home
- Positive phone calls home
- Annual celebration events

## 2 - Regular reporting deadlines

Every subject regularly reports to parents about students' mindset, behaviour and homework using the following values:

1 = Excellent

2 = Good

3 = Satisfactory

4 = Cause for concern

5 = Poor

This then generates a ranking in the year group and category. Each category has clearly defined actions:

Average score	Ranking	Outcome
1	Platinum	£50, meet Headteacher, LOC, reward trip
1.25	Gold	Meet Headteacher, LOC, reward trip
1.5	Silver	LOC, reward trip
2	Bronze	Letter home
2.5	Green	"Well done" message on ranking letter to student
3	Yellow	Tutor report
3.25	Orange	Head of Year report
3.5	Red	Assistant Headteacher report

## Section C – Sanctions and consequences

Sanctions and consequences provide reinforcement that certain behaviour is unacceptable / inappropriate and reassurance to those impacted. This helps students to develop a sense of right and wrong. Whilst important, they should be applied sparingly and consistently with context. This context is a reflection (not an excuse) of the demographic we serve. We have a red line with context approach to behaviour management because we always consider the students' circumstances. We are a trauma ready school.

### 1 - Inclusion

The role of the Inclusion Team in relation to behaviour is to provide support for students who regularly break the Code of Conduct. Heads of Year and tutors have the role of monitoring student behaviour and using the various support systems to try to modify behaviour. This is supported by the work of the Pastoral Support Assistants (PSA) attached to each year group. The school's catalogue of provision and Student Support Panel (SSP) are central to this. The Inclusion Team forms a 'Team around the Child' (TAC) to ensure students are supported so they can concentrate upon their academic studies and the development of their character.

**The underpinning principle is that wherever punishment is necessary, the following should be considered:**

- will the punishment improve behaviour or is a more suitable alternative available?
- staff should do everything possible to avoid the punishment of whole groups for individuals' misconduct - always try to seek out those who deserve to be punished - the students and their parents will respect this
- ringleaders should be picked out, but avoid making individuals scapegoats for a group's activities
- the extent to which the exclusion will change the behaviour needs to be considered
- student records need to be checked to establish the situation with interventions. Have they had enough time to work? Has the student had enough support to manage their behaviour?
- rapid movement up the exclusion ladder must be avoided. Students should always be raised as SSP if their behaviour is showing signs of a significant downward trend

### 2 - Facilities

To support our inclusion agenda, we have three very distinct facilities:

#### The Space

This is a specialist facility manned by SLT, HoYs and PSAs. In the case of Standard 3 behavioural issues (medium – high) during lesson times, HoDs can call for guidance from SLT. The member of SLT on duty will offer advice over the phone and support the HoD to de-escalate or resolve the issue.

If all measures have been exhausted, or it is decided by SLT that the student should be removed, the student will be escorted to The Space by the PSA on duty. At this point, the member of SLT on duty will investigate the issue and decide on an appropriate way forward. At all times, it should be the aim of all staff to de-escalate a situation and return students to lesson, when appropriate. The Space is not a long-term provision. The anticipated turnaround period from call to action is one hour.

#### The Learning Support Unit (LSU)

Students complete their internal exclusion in the LSU with a dedicated team of behaviour specialists. This is a self-contained provision on the first floor. The room itself is well equipped and there is an opportunity for group work and reflection. At the back of the provision is an office, a key working room and a mentoring room. Each of these provisions add value to the work that occurs in the LSU. The intention of this facility is to rectify behaviour through reflection. Our motto is "twice should be enough". By that we hope to develop a situation where students realise the error of their ways before they have lost too much learning time.

#### Internal Exclusion Unit (IEU)

Unfortunately, and despite our best efforts, sometimes twice isn't enough. Students continue to work their way up the exclusion ladder and they will require a significant amount of time with access to smaller group support. At this stage we will have done the following:

- provided students with a keyworker
- met with parents three times
- applied the measures in the catalogue of provision
- carried out a SNAP B / Boxhall profile
- raised and discussed students at our multi-disciplinary meeting – SSP
- worked with external agencies if appropriate

The above means that we have a good insight into the student and the catalysts for the behaviour. We seek first to understand before demanding to be understood. At Level 6, students need some time to come to their own conclusions because our interventions have failed to have the desired impact. We also have the option of students completing their IEU time in another educational setting.

### **3 - Behaviour categories**

The following are three broad categories of behaviour difficulty which identify who is responsible for dealing with poor behaviour. Standard 1 relates directly to the Code of Conduct.

**Standard 1** Teacher / Tutor / PSA

**Standard 2** CLT: HoD (for classroom situations) / HoY (for out of class situations)

**Standard 3** Low Level - HoY (for out of class situations)

Medium Level - SLT two-hour detention after school on Friday and SLT Saturday morning  
detention two hours 30 minutes

High Level – Exclusion

Behaviour within JRCS is divided into three main standards of seriousness:

<p><b>Standard 1: Teacher / Tutor / PSA</b></p> <ul style="list-style-type: none"> <li>• talking at the wrong time</li> <li>• forgetting equipment, Planners or homework</li> <li>• arriving late (including lateness to the lines)</li> <li>• preventing others from working</li> <li>• wasting time</li> <li>• making only the minimum of effort</li> <li>• making fun of others</li> <li>• interfering with other students' possessions</li> <li>• eating in class</li> <li>• uniform issues</li> </ul> <p><b>Consequence: 20 min detention with the class teacher / tutor</b></p>	<p><b>Standard 2: HoD/HoY</b></p> <ul style="list-style-type: none"> <li>• regularly causing problems at Standard 1 or refusing to co-operate with the member of staff at Standard 1 (this includes missing a 20 minute detention)</li> <li>• rudeness to staff or students</li> <li>• spitting</li> <li>• play-fighting</li> <li>• use of inappropriate or offensive language</li> <li>• cashless catering card misuse</li> <li>• misuse of ICT</li> <li>• throwing without intent to disrupt or harm</li> <li>• Arriving late for examinations</li> <li>• Health and Safety issues in the corridor</li> </ul> <p><b>Consequence: 1 hour detention</b></p>	<p><b>Standard 3: HoY/SLT</b></p> <p><b>Low Level: HoY 1 hour detention</b> (for initial behaviour or more minor offences)</p> <ul style="list-style-type: none"> <li>• chewing gum on site</li> <li>• intentional littering</li> <li>• defacing books/property</li> <li>• letting down the good reputation of the school in public</li> <li>• throwing snowballs or water</li> <li>• Inappropriate behaviour during social time</li> </ul> <p><b>Medium Level: SLT 2 hour detention</b> Incidents listed above where the context and level of provocation/intent suggest an SLT 2 hour detention is more appropriate</p> <ul style="list-style-type: none"> <li>• repeat behaviour or failure to respond to HoY/HoD intervention</li> <li>• truancy</li> <li>• inflammatory behaviour which leads to fighting</li> <li>• accidental but serious damage</li> <li>• smoking/vaping in school uniform off site</li> <li>• in possession of smoking/vaping paraphernalia</li> <li>• repeated misuse of cashless catering card</li> <li>• repeated misuse of ICT</li> <li>• throwing with intent to disrupt or harm</li> <li>• mobile phone use</li> <li>• Poor behaviour during examination</li> </ul> <p><b>High Level: Exclusion (our red lines)</b> Students move up the exclusion ladder a stage at a time or, in the most extreme cases, could face a permanent exclusion</p> <p>(Levels 1-10. Level 10 = permanent exclusion)</p> <ul style="list-style-type: none"> <li>• regularly causing problems at Standard 2 or refusal to co-operate with HoD/HoY</li> <li>• stealing</li> <li>• dangerous refusal to follow instructions</li> <li>• refusal to leave the classroom when asked by a teacher</li> <li>• deliberate dangerous behaviour</li> <li>• highly offensive or discriminatory language to / or about any staff or students</li> <li>• Serious misuse of social media</li> <li>• false accusations about staff</li> <li>• breaching the internet and website policy</li> <li>• physical abuse of/assault on student/staff</li> <li>• deliberate damage, vandalism, or graffiti</li> <li>• drug related incidents (including alcohol and vaping)</li> <li>• repeat smoking/vaping off site in school uniform</li> <li>• smoking/vaping on school premises</li> <li>• assault upon another student</li> <li>• sexualised behaviour or harassment against a member of staff or student</li> <li>• involvement with pornographic materials including electronic images</li> <li>• carrying or storing and offensive weapon</li> <li>• inappropriate physical contact with students or staff</li> </ul>
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## **Behaviour outside of school and beyond the school gates**

Students who breach the school's Behaviour Policy or the Student Code of Conduct whilst off site but in school uniform or on school business such as trips and journeys, sports fixtures or on a work experience placement, will be dealt with in the same manner as if the incident had taken place in school. This includes behaviour in the immediate vicinity of the school or on journeys to and from school. We will work in partnership with local businesses, residents and the police to help ensure that our local community is a safe and a harmonious place. We will support with the identification of our students in the local area and will act to support the eradication of anti-social behaviour in the community. We take our contextual safeguarding responsibility very seriously and we will work with the police and other appropriate agencies to keep our students safe.

## **Searching, screening, and confiscation**

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. This is in line with the guidance provided by the Department for Education 2018.

Whilst staff can search a student if they agree, it is requested that a member of SLT is called first. This is to protect all parties involved.

Please see the Searching, Screening and Confiscation Policy .

## **Malicious accusations against staff**

There may be occasions when students need to raise issues about the actions of a member of staff. There are clear and well communicated pathways in place for them to do this. Student voice is at the heart of school policy. However, where the allegations are malicious or fabricated, the school will consider the most appropriate course of action. This could result in a fixed term or permanent exclusion, as well as referral to the police if appropriate.

## **Uniform**

Students are always expected to be in full school uniform (as explained in the planner). This includes appropriate shoes. If a student attends school in incorrect uniform the following things must occur:

- Parents / carers must write a note in the student's planner explaining the situation;
- This must be shown to the student's tutor during registration and the fit for school assessment. The tutor will then sign and allow the student 48 hours to rectify the situation;
- If the uniform has not been corrected after 48 hours it then becomes a Standard 1 consequence which will result in a 20 minute detention with the tutor;
- If the situation continues, a Standard 2 consequence will be applied by the HoY. The behaviour management stages will increase until the student is in correct uniform

Please see Appendix 1 - uniform issues.

## **Punctuality**

Students must be punctual to school and lessons. Lateness will not be tolerated unless there is there is a justified reason.

**Late to school** – Appropriate entrance doors will close at 8:35am every day. Students arriving after this time must make their way to reception. If they arrive at reception before 8:35am they will be allowed in because the register is not taken until 8:40am. Students arriving after this time without a note or medical appointment card will be asked to sign in and they will be given a late sticker. They will be marked a L on the register This means they must meet their PSA at the end of the day to sit a 20-minute late detention. This is classed as a Standard 1 behaviour. If students are late twice in a half term, it will be escalated to a Standard 2 behaviour and passed to their HoY. Once it reaches a Standard 2, parents will be sent a text message to inform them about the lateness. The behaviour management stages will increase until the student improves their punctuality or a satisfactory explanation results in the situation being authorised.

**Late to lesson** – If students arrive to lessons after the bell or if they are late to lines, it is classed as a Standard 1 behaviour and it will result in a detention with their class teacher. If the students are late twice in a half term, it will be escalated to a Standard 2 behaviour and addressed by the HoD.

Lateness must never be tolerated.

Please see Appendix 2 – late procedures.

#### 4 - Classroom discipline plan

<b>Standard 1</b>		<b>Classroom teacher</b>
STEP 1	1 <sup>st</sup> time rule is broken	<b>State</b> the rule as a reminder
STEP 2	2 <sup>nd</sup> time rule is broken	<b>Warn</b> the student of potential consequences
STEP 3	3 <sup>rd</sup> time rule is broken	<b>Act</b> by either moving the student or seeing them at the end of the lesson, plus possibly punish (eg, short detention)
STEP 4	4 <sup>th</sup> time rule is broken	<b>Time out.</b> Student removed from the classroom (one student for maximum of five minutes only). A negative event must be completed plus possible direct contact home by class teacher. If difficulty cannot be 'sorted out' refer to Standard 2
<b>Standard 2</b>		<b>Departmental support</b>
STEP 5	Standard 2 behaviour or referral from Standard 1	Remove student from lesson to designated colleague - HoD to support class teacher A negative event must be completed plus possible sanction and direct contact home by HoD
STEP 6	Regular disruption of lesson	Formal contact with home by HoD Subject report considered Withdrawal from lessons by HoD (limited period only) Failure to co-operate with HoD, refer to Standard 3
<b>Standard 3</b>		<b>SLT</b>
STEP 7	Standard 3 behaviour or referral from Standard 2	Personal referral to SLT for immediate isolation
STEP 8		SLT to gather facts and establish the exact circumstances before deciding on appropriate action (usually exclusion – see later in this policy for different types of exclusion)

#### 5 - Out of class discipline plan

<b>Standard 1</b>		<b>Teacher</b>
STEP 1	Standard 1 behaviour	Give a verbal 'telling off'. Correct the behaviour (this may include confiscation). Where appropriate, send the student back to 'walk again' properly. If the student is co-operative, no further action required
STEP 2		If the student fails to respond appropriately, move immediately to Standard 2

<b>Standard 2 Pastoral support via HoY</b>		
STEP 3	Standard 2 behaviour or failure to co-operate at Standard 1	Complete negative event to refer matter to HoY.
STEP 4	Failure to co-operate with the HoY or regular Standard 2 misbehaviour	Refer to Standard 3
<b>Standard 3 HoY/SLT</b>		
STEP 5	Standard 3 behaviour or referral from Standard 2	Referral to HoY/SLT for investigation. Gather facts and establish the exact circumstances before deciding on appropriate action which may lead to exclusion

## 6 - On report system

In common with most schools, JRCS uses a weekly report to monitor student mindset/behaviour/work. Students causing particular concern can be placed on this report.

- a colour coded design for each of the five levels of weekly report has been agreed in order to develop consistency and to give a clearer message to students and parents in terms of what we are trying to achieve when a student is placed on report. By including targets on the report, all staff will be monitoring and commenting on the agreed areas
- it is essential that the supervising teacher agrees a maximum of three targets which the student will aim to achieve. The targets should be achievable and specific
- each student should then be set an appropriate numerical target for each day. If this target is not met, they should usually go up to the next report level
- The report system has levels built in, which support the overall pastoral/SDD monitoring of students
- Failure to reach targets whilst on Level 5 report will result in exclusion

Level	Type	Colour
1	Student self-monitoring	Pale blue
2	Tutor	Green
3	Head of Year	Yellow
4	Assistant Head for year group	Pink
5	Pastoral Deputy Head	Red

## 7 - The detention system

Level 1 detentions are communicated with parents via the school planner. The individual teacher / tutor / PSA will keep their own record of this. If the student fails to attend the matter will be directed straight to the HoD / HOY.

### HoD / HoY detention process

A Level 2 detention can be issued if:

- a student misses a Level 1 detention
- the behaviour is repeated
- the behaviour is serious enough to require an immediate Level 2 detention

1. **Teacher / PSA has** an incident requiring a HoD detention. Teacher emails or speaks to HoD/ HoY to get their agreement/support.
2. **HoD / HoY** checks teacher / PSA has carried out Level 1 (detention/call home if appropriate) and **agrees detention**.
3. Teacher **adds the negative event on Bromcom**, eg, **Persistent no homework (HOD Det)**.
4. **HoD / HoY** sees student to ensure it is in their planner and discuss the concern.
5. **HoD / HoY** arranges the time and date of the detention and staff the session themselves. They then call the parents directly.

# Adding the detention on Bromcom

## Behaviour Entry

Date\* 17/03/2021 09:19:59  

Event Type Negative 2

Event\* Select an Event... Score

Comments

Outcome

1 to 1 meet Attendance Community Department Post Letter

Group

Teacher\*

Affected Students

Affected Staff

Referee(s)

Select an Event...	Score
Missed 20 minute detention (Missed20)	-2
Missed Intervention (MISIN)	-2
Other (HOD Det) (OTH)	-2
Outside Class Behaviour (HOY Det) (OCB)	-2
Persistent -1 Issues (HOD Det) (PERS1)	-2
Persistent Class Disruption (HOD Det) (PCDIS)	-2
Persistent lateness (HOY Det) (PLATE)	-2
Persistent No Homework (HOD Det) (PNOHW)	-2
Poor Vima (PVMA)	-2
Reschedule HOD Detention (HOD Det) (RESCHEHOD)	0
Reschedule HOY Detention (HOY Det) (RESCHEHOY)	0

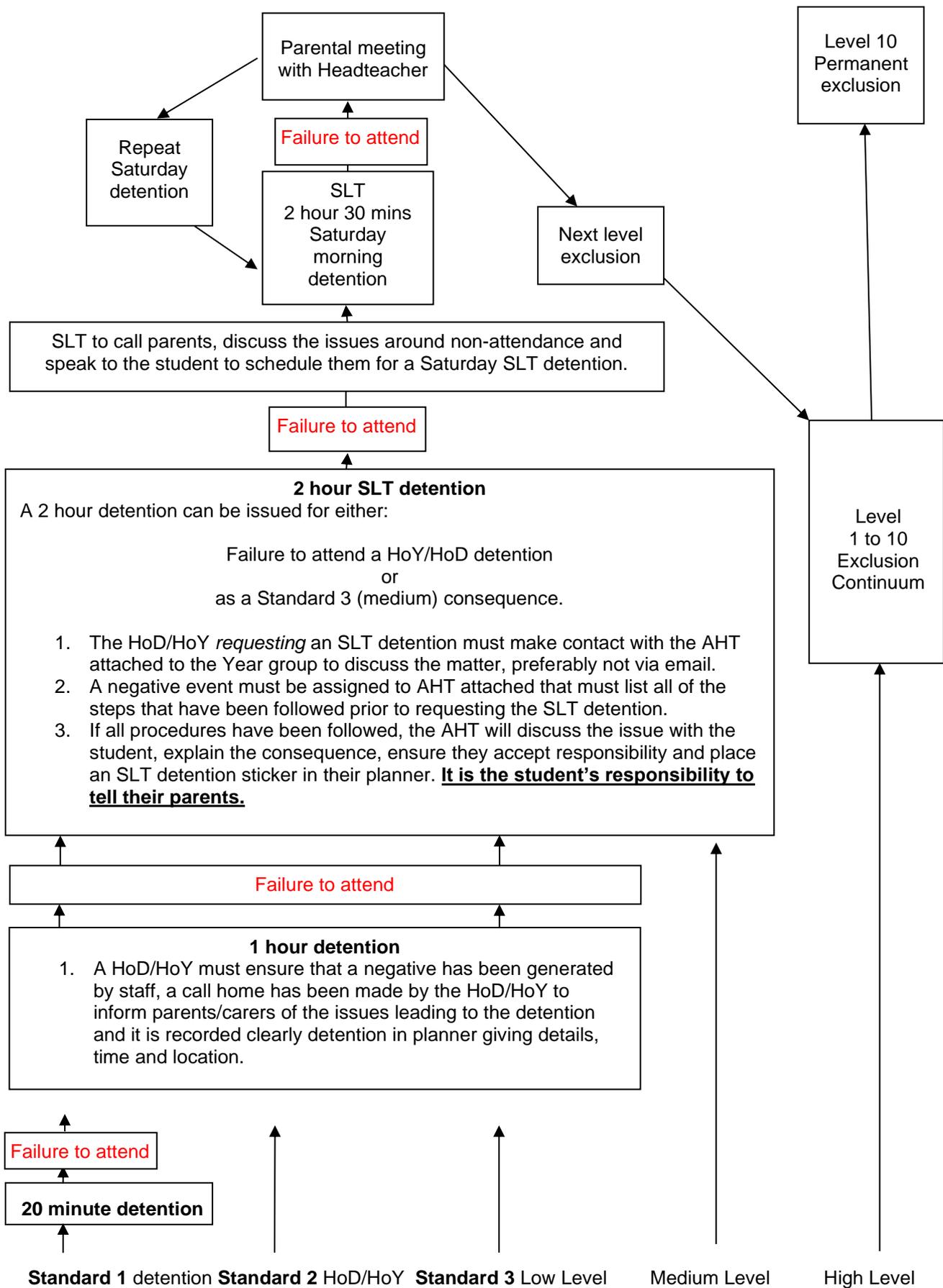
Total 11 items found

Select Students...

Select Staff...

Select a Location...

Brierley, Callum



All detentions, regardless of duration, **must** be recorded in the Student Planner. Those lasting for longer than 20 minutes must have a minimum of 24 hours' notice, or longer if a parent has requested this on the permissions page of the Planner. Once completed, all detentions must be clearly signed off in the Planner.

Parents who wish for 48 hours' notice of any detentions that their son/daughter is given must write directly with their request to the Headteacher. If this permission is granted, it will be recorded on the Permissions page of the Planner.

### **Standard 1 behaviour: classroom teacher (Bromcom -1)**

Subject teacher sets a 20 minute detention for the same or following day. Detentions of over 20 minutes must be set for the following day at the soonest. All staff must record detentions in the calendar section of the student's Planner and include the following details:

- their staff code
- reason for detention
- duration of detention
- location of detention
- start time of detention

When the detention has been completed, the member of staff should sign across the note of the detention. Tutors and other staff should **not** be asked to record detentions, only to reinforce them. Whenever possible, students should be seen on the same day, for a short period, particularly for a 'first offence'. The short detention serves two purposes:

- it recognises that staff are already giving up a considerable amount of time in detaining students
- students need to see that it is in their interest to complete the subject detention, so that their behaviour can be discussed, rather than have the time increased or have the matter referred to more senior staff

The aim of initial detention is to provide an opportunity to resolve the situation.

### **Standard 2 behaviour: HoD/HoY (Bromcom -2)**

If a student fails to attend an initial detention and does not provide evidence of an appropriate reason for their non-attendance, the subject teacher/tutor will refer the detention to the appropriate HoD/HoY who will then set a one-hour HoD/HoY detention, giving 24 hours' notice.

A phone call to the student's parent/carer should be made by HoD/HoY at this stage and the outcome recorded on Bromcom. The date of detention and a record of it being written in planner by HoD/HoY should be added to the negative event, eg, "detention set for DD/MM/YY – in planner."

### **Standard 3 behaviour: HoY / SLT ((Bromcom -3)**

If a student does not attend HoD/HoY detention, the negative event should be forwarded to the AHT for the year group and the HoD/HoY must make contact with the AHT attached to the Year group to discuss the matter and request an SLT detention, preferably not via email – **strategies to de-escalate the SLT detention will be discussed.**

If appropriate, the AHT will then speak to the student and issue the detention via the planner. **Parents will not be called about this detention.** It is the student's responsibility to explain the situation to their parent once they have accepted responsibility. Only SLT can assign these detentions.

SLT detentions run from 3.00pm – 5.00pm every Friday (where possible). All students with an SLT detention are expected to report to the allocated room by 3.15pm at the latest. A member of SLT will then take a register and supervise the two hour detention.

Should a student fail to attend the detention, a member of SLT will contact the parent/carer to discuss the issues around non-attendance and speak to the student to schedule them for a Saturday SLT detention. Additionally, if a student is set three Friday SLT detentions in a half term, they will be subsequently set a Saturday SLT detention.

### **SLT Saturday morning detentions:**

- SLT Saturday detentions can only be generated by SLT
- the member of SLT attached to the student's year group must call home to inform parents and will place a sticker in the student's planner

- SLT Saturday morning detentions will be calendared weekly with one member of SLT. The SLT Saturday morning detention will run from 8.30 – 11.00am
- students will be required to wear full school uniform and will be met in the Castle Green entrance by a member of SLT at 8.30am
- if a student attends later than 8.45am or is not in full school uniform, once the context has been established, they may be sent home and the SLT member will contact parents and arrange for them to attend a meeting between 8.15 – 8.45am on the following Monday with the SLT attached to the student's year group. After reinforcing expectations, it will then be re-set as 2 hour 30 minute Saturday morning SLT detention for the following Saturday. Any subsequent issue will lead to a formal meeting with the Headteacher
- if a student has failed to attend and/or the parents have been unable to be contacted, a formal meeting with the Headteacher will be arranged before the student is allowed to return to lessons. The next level of exclusion will normally be actioned and the student will be required to repeat the Saturday morning SLT detention

## 8 - Standard 3 behaviour: exclusions

The school uses a range of escalating exclusions. During a period of exclusion, students will not be permitted in lessons; instead, they will work in isolation in a specially designed and supervised area. Whenever a student commits a Standard 3 High Level event, reference will be made to previous records to check that any interventions that are in place have had time to work (all interventions are fully explained in the inclusion catalogue of provision which can be obtained from the Office Manager).

All students move through the following stages, each time they are excluded. The levels are fixed but the number of days can increase at SLT discretion.

Level	Details	Staff responsible
1	Internal 1 day	PSA makes call and organises the intervention
2	Internal 2 days	PSA makes call to explain the exclusion and the next level of intervention
3	Internal 3 days	LSU holding call due to serious nature of the level  HoY call to arrange a meeting  Keyworkers and LSU attend
4	Internal 4 days	LSU holding call  HoY call to arrange a meeting  Keyworkers and LSU attend
5	Internal 5 days (8:30am – 4:30pm) Student discussed at SSP	The LSU makes the holding call followed by a call from the AHT  Meeting with AHT, HoY, LSU and keyworker  AHT takes responsibility for ensuring the appropriate interventions happen. They monitor this student and take responsibility for them to try to avoid a L6 exclusion
6	External 1 day (FTE) Internal 5 days in the IEU (8.30am – 4.30pm)  Student discussed at SSP	Meeting with AHT and Pastoral Deputy  Keyworker and LSU are invited to attend

7	External 2 days Internal 5 days in the IEU (8.30am – 4.30pm) Student discussed at SSP	Meeting with Pastoral Deputy Keyworker and LSU are invited to attend HoY organises the work to be sent home
8	External 3 days 20 days exclusion in the IEU following an individual plan	Meeting with Pastoral Deputy Keyworker and LSU are invited to attend HoYs organise the work to be sent home
9	External 5 days KS3 PRU placement 6 weeks KS4 10 day exclusion to include 5 days in PRU Gradual reintegration via the LSU	Meeting with the Headteacher HoYs organise the work to be sent home
10	Permanent Exclusion	Meeting with Headteacher and Governing Body

For every **five school weeks** students have without a major incident they move back one stage.

The above is a guide. However, students may be fixed term excluded at any stage on the ladder. Students may also be permanently excluded if the behaviour event is serious enough to merit this consequence. The Headteacher will make these decisions. HoYs will organise work to be sent home with a student.

Internal exclusions are at the discretion of the school and do not qualify as legal or formal exclusions. The Department for Education's statutory guidance on exclusions does not apply to internal exclusions, because they do not impact on a student's education by removing them from school premises. The internal exclusion facilities are called the Learning Support Unit (LSU) and the Internal Exclusion Unit (IEU).

Internal exclusion serves as a serious sanction directly below a fixed term exclusion but above less serious sanctions such as detentions. Internal exclusion is used to prevent students from engaging with the school community but without this impacting on their academic learning.

Internal exclusions are imposed for serious and/or persistent breaches of the code of conduct. Patterns of behaviour may also be considered. The decision to internally exclude a student will depend on the individual circumstances and is at the discretion of the Headteacher / SLT. Where a student has failed to meet the expected standard of behaviour, an appropriate sanction will follow.

There is no statutory maximum period for internal exclusion. In most cases a period of internal exclusion will last no longer than five school days and will often be imposed for one or two days.

When a longer period of internal exclusion is required, the student may be moved to another local school or a Pupil Referral Unit with appropriate provision.

We never put internally excluded students into isolation. Internally excluded students are supervised at all times and are based in a purpose-designed facility. The aim is to continue learning, prevent a reoccurrence of the offending behaviour and to ensure reintegration when the period of internal exclusion is over with support as appropriate. We use the time to assess the student and their circumstances to establish if any extra support or external agency involvement is required.

In accordance with DfE guidance, there is no right of formal appeal for internal exclusions. This is because they do not result in missed education or the removal of a student from school premises. If a parent/carer wishes to raise a concern about the internal exclusion, they should follow the procedure detailed in the school's Complaints Policy.

JRCS follows the DfE Guidance on Exclusions (updated September 2017). A full copy of this guidance is available on the DfE website. We will only fixed term exclude when absolutely necessary. However, we will never shirk from taking appropriate action. We recognise that fixed term exclusions cause disruption to students' learning which might negatively influence their future behaviour and will therefore only ever fixed

term exclude for serious incidents. In rare cases, we may have to consider permanent exclusion. Sometimes this will be for an isolated incident.

Behaviour likely to result in fixed term exclusion:

- persistent and seriously disruptive behaviour
- confrontational behaviour/obscene language towards students or staff
- offensive, racist, sexist or homophobic language
- Sexual violence or harassment
- behaviour causing a health and safety risk
- direct defiance of a member of staff
- serious vandalism
- disruption in the local community
- theft
- fighting/assault
- carrying a potentially dangerous weapon/implement on the journey to or from school
- bringing a potentially dangerous weapon/implement onto the school site
- behaviour likely to bring the school into disrepute

Behaviour likely to result in permanent exclusion:

- physical assault upon a member of staff
- serious physical assault upon another student
- serious sexual assault upon another student
- use of or possession of illegal substances (including so called 'legal highs') either on site or whilst in school uniform or on a school trip or visit
- possession of knives, or other weapons including BB guns and other instruments that can be used as weapons, either on site or whilst in school uniform or on a school trip or visit
- actual, intended or threatened use of a potentially dangerous weapon/implement on school site, to or from the school, or anywhere when wearing school uniform or representing the school
- posing a serious and/or repeated health and safety risk
- repeated incidents of serious misbehaviour or repeated disruption to the learning of others
- serious sexual misconduct including distribution and production of inappropriate images
- criminal offences committed on the school site, whilst representing the school or whilst on the way to or from the school
- other serious reasons at the Headteacher's discretion.

*"Permanent exclusion should only be used as a last resort, 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 in the school"* (DfE September 2017).

Urgent situations will continue to be dealt with by all SLT who will provide a 'holding' response until appropriate action is carried out by the attached Assistant Head / Pastoral Deputy. The Local Authority will always be informed and a referral to the Rapid Response panel will be made.

For **students with EHCPs** on a Level 6 -10 exclusion, there needs to be discussion between the Pastoral Deputy and the Director of SDD about the nature/length of any punishment. We will also inform the SEN team in the Local Authority.

For any LAC students, there needs to be a discussion with the designated teacher before any fixed term exclusions can be granted. This will go through the Virtual Head and the LA (as per the guidance issued by the LA).

We may also consider alternative placements for students. This will be in consultation with parents / carers, Governors and the Local Authority.

**Regardless of the level of exclusion, the person managing the exclusion should take the following steps:**

#### **Step 1**

- consult with the Assistant Head or Pastoral Deputy and/or HoY
- check the next exclusion level and ensure all interventions have had time to embed
- inform the student of the decision

- inform the parents by phone on the day of the incident. This is key
- ensure Bromcom is updated with all of the relevant information

### **Step 2 (only relevant for fixed term exclusions)**

- in some cases on the day of the incident, the student will be sent home at the earliest opportunity following parental contact. Parents/carers must collect students from the school premises.
- when a student is sent home for a fixed period of time, it is the Head of Year's responsibility to send work home
- The School Office will ensure Bromcom is updated

### **Step 3 (only relevant for fixed term exclusions)**

- all fixed term exclusions are recorded, and the Local Authority is informed
- a letter is sent to the parents/carers explaining the reason for the fixed term exclusion

### **Step 4**

- exclusion meeting (or phone call in case of Level 1-2 exclusions) takes place
- keep a record using the appropriate pro-forma, then pass to the Office Manager (this must not be passed on until the contact has been made)

### **Step 5**

- all paperwork is then collated by the Office Manager as soon as possible
- all interventions will be recorded using the code system
- student profiles must be updated

### **Meeting format**

- speak to the parents/carers first and ask the child to wait outside the meeting room
- after discussion with the parents/carers, call the student in and explain the outcome in a matter-of-fact way
- the Record of Exclusion Meeting form should then be signed by all parties
- any interventions must be discussed and documented on the exclusion paperwork

### **Internal exclusions**

- all internal exclusions will be based in either the LSU of the IEU
- students on exclusion will complete independent work from work-packs and appropriate school/ coursework provided by their teachers
- SDD will take a lead role in providing work for excluded students who are on School Action Plus/SEN Support or who have a Statement of SEN/EHCP
- any student who does not abide by the exclusion rules will complete further exclusion time. Students' behaviour whilst on exclusion will be monitored by LSU staff
- students will be escorted to lunch by the LSU staff
- students can only go into the LSU if they are excluded or being given a documented period of respite
- students will not be admitted into the LSU unless they have a ticket from the Office
- students should not be presented to the LSU until they accept the situation and they are clear about the current exclusion level

### **Fixed term exclusions (up to 45 days per academic year)**

- the Headteacher makes the decision
- students are excluded by the Headteacher for serious breaches of the Code of Conduct (as explained above)
- telephone contact is made with the parents/carers immediately
- a letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Local Authority
- teaching staff must provide work for the student. This is co-ordinated by the Head of Year
- following the exclusion, the parents and student must attend a formal reintegration meeting
- JRCS will follow at all times the guidance issued by the DfE
- the Local Authority will provide an alternative placement from day six of the exclusion

### **Permanent exclusion**

- the Headteacher makes the decision

- a letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Body and the Local Authority
- teaching staff must provide work for the excluded student for the first five days of exclusion. From day six the Local Authority will provide an alternative placement until any appeals have been heard and a final decision is reached
- a Governing Body hearing will be convened to deliberate upon the exclusion; the parents/carers, student and the school will be expected to attend. A Local Authority representative will chair the meeting
- the Headteacher, supported by relevant staff will present the case for a permanent exclusion. The parents/carers and student will be able to make representations to the school and Governing Body
- the Governors can either uphold the permanent exclusion or reinstate the student
- if the Governors uphold the decision to permanently exclude, the parents/carers do have the right to appeal to an Independent Review Panel. The panel can:
  - uphold the permanent exclusion
  - recommend that the Governing Body reconsiders their decision
  - quash the decision and direct that the Governing Body considers the exclusion again
- if a student is reinstated, the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of reintegration will be agreed to ensure that all involved do their best to achieve a successful return to school

## 9 – Behaviour contracts

There may be occasions when the school will draw up a behaviour contract which must be agreed and signed by both parent and student prior to return after exclusions. If the terms of this contract are broken, this will lead to the student's further, and possibly permanent, exclusion.

## 10 – Police involvement

If an act of misbehaving seems likely to constitute a violation of the criminal law, the Headteacher may make a decision on the evidence available to involve the police liaison officer. The police and the courts may make decisions based on somewhat different criteria than that of the school.

IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE INDEPENDENT OF EACH OTHER.

## 11 – Outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the full range of external support available.

## Training

The Governing Body will ensure that appropriate high-quality training for all staff on all aspects of behaviour management is provided to support the implementation of the policy.

## Formal statement of intent



**JRCS HAS A ZERO TOLERANCE  
APPROACH TO PEER-ON-PEER ABUSE.  
STUDENTS ARE ASKED TO SAY SOMETHING IF THEY  
SEE SOMETHING. STAFF ARE ASKED TO REMAIN  
VIGILANT AT ALL TIMES AND REPORT AS A MATTER  
OF URGENCY**

**IT COULD HAPPEN HERE**

## **Inclusion statement**

This statement represents Jo Richardson Community School's response to the moral imperative of inclusion.

*Our school is one in which the learning and teaching, achievements, attitudes and wellbeing of every young person matters. Our motto "Success For All" is at the heart of every decision made. Effective inclusion is demonstrated by the ethos of the school and by the school's willingness to offer new opportunities to students who may have experienced previous difficulties. Teachers continually monitor and evaluate the progress that each student makes. Students are identified who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. Practical steps are taken – in the classroom and beyond – to meet students' needs effectively and to promote tolerance and understanding in a diverse society.*

All of the school's policies underpin the principle of inclusion and should be read in relation to the foregoing statement.

## **Review**

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures to ensure the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents/carers. The outcome of the review will be communicated to all those involved, as appropriate. Any updates will be publicised via the school website.

## **Key requirements and legal duties**

This policy responds to the requirements of the Education Act, 2011 and the Education and Inspections Act, 2006. This includes that all schools must have a behaviour policy which must be available to all parents and prospective parents. JRCS acknowledges its legal duty under the Equalities Act 2010 and in respect of students with SEND.

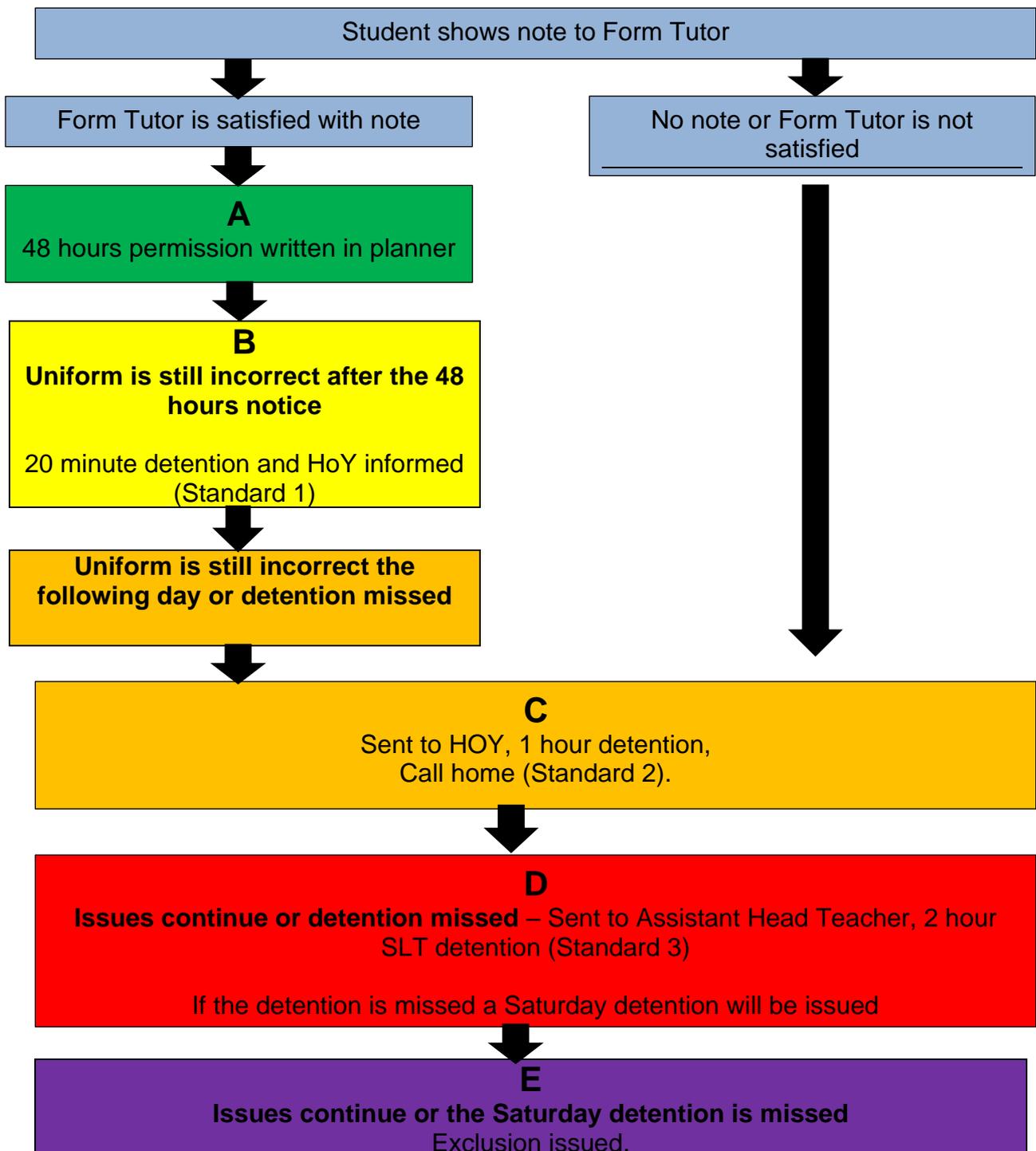
## APPENDIX 1 – UNIFORM ISSUES (addressed in tutor time)

Students must always be in full school uniform. Students will not be allowed into lessons with the following:

*Jewellery      False Nails      False Eyelashes      Bright, unnatural hair colour*

Tutors will be ask students to remove the items above where possible. If this is impossible, they will be sent to main street to see the Year Team.

If students have inappropriate (but black) shoes and or trousers/skirts, the following will occur. If uniform breaches are not black, they must progress straight to stage C



*If there is a repeat of uniform issue the student should be sent straight to the HoY (Stage C)*

## APPENDIX 2 – LATE PROCEDURES

### Late to school

**Late to school** = Sticker in Planner from the school office or from the tutor.  
Marked with an L on the register



**A**  
Late detention 20 minutes with Pastoral Assistant (Standard 1)



**B**  
**Late x 2 or failure to attend detention**  
Pastoral Assistant sends text to parent and assigns a CFC to HoY  
1 hour HOY detention issued (Standard 2)



**C**  
**Late x 3 or failure to attend detention**  
HoY actions CFC letter home and forwards to SLT for 2 hour SLT detention  
  
**If students fail to attend this detention,**  
they will be issued with a Saturday detention.



**D**  
**Late x 4 per half-term**  
Excluded next level and SLT call parents  
  
A punctuality report is considered.