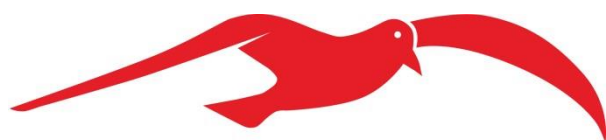


*Behaviour  
Management Policy  
September 2024*



**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.

**Everyone in this building is expected to treat each other with dignity, kindness and respect.**

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 not only 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. Being taught how to behave is vital for all students to succeed personally. This process is built into our teaching of the 5 Rs and character education.

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. Our staff will be regularly reminded and trained to ensure they support the ethos of the school.

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

- Ofsted Framework
- The Equality Act 2010
- Education Act 2002
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – August 2024
- Behaviour in schools - Advice for headteachers and school staff DfE February 2024
- Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies – July 2022
- Use of reasonable force - Advice for headteachers, school staff and governing bodies DfE July 2013
- Working together to improve school attendance DfE August 2024
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023

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
- Supporting students with a medical condition
- SEND code of practice

### **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. Tutors have direct contact with parents and they work with them to ensure each student is well supported. Tutors are provided with time to carry out this role.
- Subject staff/Heads of Department 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. Heads of Department will attend any exclusion or suspension meetings with parents linked to their department or area. This is to address issues quickly and effectively. Communication around behaviour is key. Everyone involved must understand what is expected of them.
- #LearningFirst. We do everything we possibly can to ensure students stay in the classroom. We do not want students to miss significant periods of learning. The plan is that every behaviour intervention is quick, effective and impactful.
- Heads of Year 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. Students are expected to have this with them every day. Failure to meet this expectation will result in the student being issued with a behaviour point. We want to develop good learning habits in our students and self-organisation is a key skill that we believe they will need for their next steps and beyond.
- Planners must remain in good condition. Graffiti will not be tolerated.
- All behaviour support systems aim to minimise confrontation between staff and students. Therefore, all systems must have clarity and be implemented with consistency. We expect our students to behave because they feel it is the correct thing to do, not because they are worried about the consequences.
- 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 suspension 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.

## Bullying

### If you see something, say something

**Bullying** is defined as the repetitive, intentional harming of one 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 (not an exhaustive list):

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, leaving out, talking about, ignoring or spreading rumours.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	<p>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg, gender, race, sexuality).</p> <p>Any action that goes against the principles of the Equality Act 2010.</p> <p>We take our Public Sector Equalities Duty very seriously. The public sector equality duty is <b>a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act.</b></p>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Please see our safeguarding policy and our approach to Child on Child abuse.
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 or gaming sites. We have effective filtering and monitoring systems in place to address any students who attempt to access inappropriate content.

## We are a mobile free school

We have a zero tolerance towards bullying. This is both within and outside of the school building. We regularly remind students of the above motto, and we have a whole pastoral team ready to act and respond.

We also stress to students that the following terms are unacceptable:

- Snake
- Snitch

- Grass
- Or any other related derogatory term

To believe this is to condone the actions of the bully. We create an environment where students can report issues. We also have extensive CCTV in the building. The power of relationships is something we encourage. Every student should have a trusted adult in this building who they can confide in.

We also encourage parents to inform us if there is a problem, this is especially to do with issues that occur online. We never want students to be worried about coming to school. If we are informed about an issue, we can address and resolve it.

## **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.
- They will also review the effectiveness of the policy and hold the Headteacher to account for its implementation.

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.
- Ensuring that the school environment encourages positive behaviour.
- To ensure staff model exemplar behaviour and are positive role models for the students.
- Ensuring that staff deal effectively with poor behaviour.
- Provide new staff with a clear induction into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students.
- 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.
- Provide appropriate training opportunities.
- Ensure this policy works alongside the safeguarding policy.
- Ensure data is logged regularly so no groups of pupils are being disproportionately impacted by the policy.
- Reviewing this policy in conjunction with the Governing Body.

### **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 Standards Room 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 apply the principle of early identification.
- 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 Standards Room 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.
- Monitor the work of Form Tutors in their capacity of student champions. Challenge any areas of concern.

### **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 the Form Tutor**

This is the most important person in our pastoral process. The Form Tutor is the link between school and home. The key parts of the role are defined below (please note this is not a comprehensive list):

- To care for students in their form group;
- To communicate with parents and provide timely information ;
- To take accurate and timely registers and spot patterns for attendance;
- Monitor student interactions;
- Conduct the 'Fit for School' assessment;
- Participate with enthusiasm in all form group activities;
- Oversee the delivery of reports and interact with the outcomes;

- Celebrate student success;
- Acknowledge and address areas for development;
- Support the Head of Year with year team goals and priorities;
- Ensure standards are high and each student leaves the form room ready to learn.

### **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.
- To tell staff if there is an issue.

### **Role of parents/carers**

- To be familiar with and support our Behaviour Management Policy. This is both verbally and in writing.
- To communicate immediately with the school if they have any concerns. This should go via the Form Tutor where possible.
- To reinforce positive behaviour for learning with their children.
- To support school rules and behave in a way that mirrors them. The things you say about the school will influence how your child views the school.
- 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.
- To monitor the school planner and support students with the completion of their homework.
- To communicate in a professional way that follows procedures. Parents should not come to school without an appointment.
- To avoid criticising the school on social media. This is not helpful and it is not the way to address issues. We always want to be the first point of contact for any concerns. That way we can address them quickly and effectively.
- To treat staff with respect and approach issues in a professional / non-threatening way.

Parents are key in this process. We always aim to work with them and support them. Sometimes parents do not support the school and this causes issue. We are very clear that abuse towards any of our members of staff will never be tolerated. We are here to help and we ask parents to respect the role.

### **Our expectations of parents and carers**

We expect parents, carers and other visitors to:

- Respect the ethos, vision and values of our school
- Work together with staff in the best interests of our students
- Treat all members of the school community with respect – setting a good example with speech and behaviour
- Seek a peaceful solution to all issues

- Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct
- Approach the right member of school staff to help resolve any issues of concern

Behaviour that will not be tolerated:

- Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sports team matches)
- Swearing, or using offensive language
- Displaying a temper, or shouting at members of staff, pupils or other parents
- Threatening another member of the school community
- Sending abusive messages to another member of the school community, including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- Use of physical punishment against your child while on school premises
- Any aggressive behaviour (including verbally or in writing) towards another child or adult
- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- Possessing or taking drugs (including legal highs)
- Bringing dogs onto the school premises (other than guide dogs)

If parents fail to meet the standards above, it may be necessary to start the procedure of banning them from school site. This is something we do our very best to avoid.

### **School behaviour curriculum**

Positive behaviour needs to reflect the values of our school, readiness to learn and respect for others. All students in our school will be taught about what the behaviour expectations are. These expectations will be reinforced and sanctioned when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Students are expected to:

- Behave in an orderly and self-controlled way
- Follow classroom routines
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly 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
- Carry a planner and come to school with the correct equipment

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

All behaviour will be logged on the internal system Bromcom.



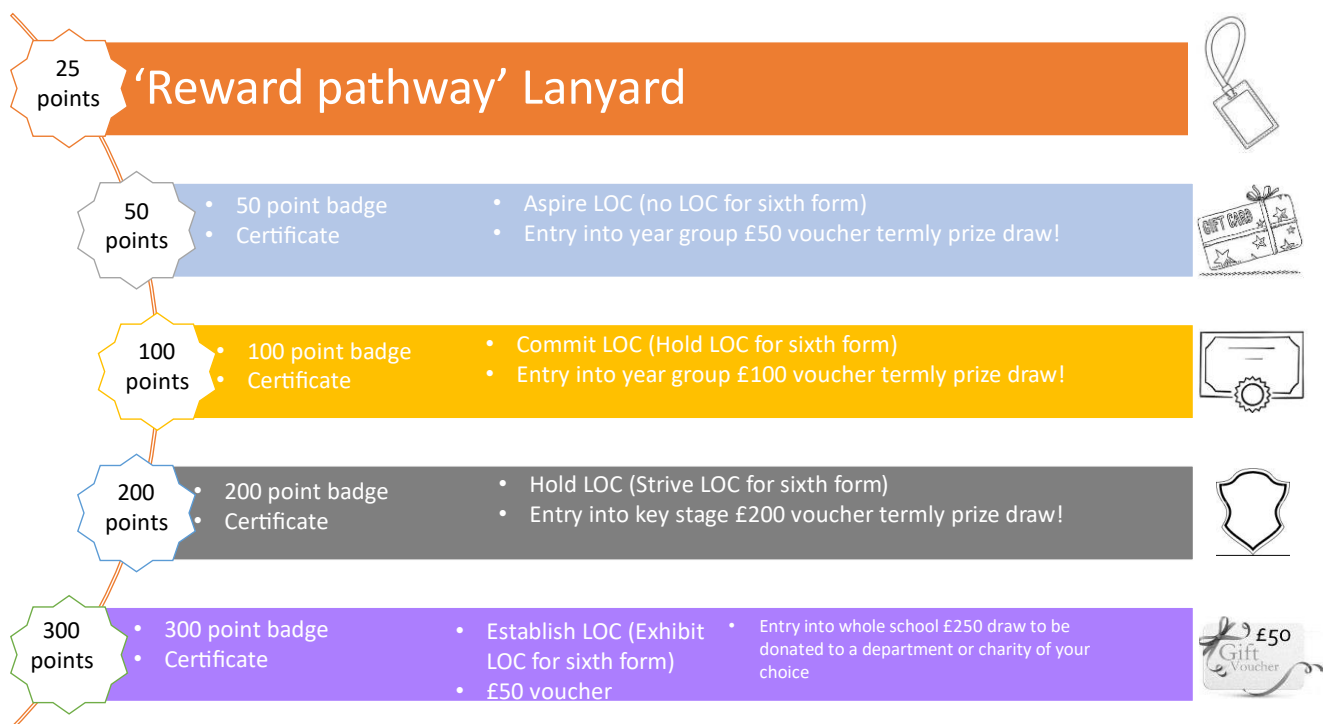
## 1 - Positive behaviour events include:

- Achievement points (please see the slide below for more details)
- Letters of Commendation linked to ACHIEVE
- The Gold Seagull (once all letters of ACHIEVE have been obtained)
- Calls home
- Reward breakfasts
- Reward trips

Ms Salter fulfils the role of Rewards & Success Co-ordinator and she keeps a close eye on the data to make sure students are acknowledged for their achievements.

### Achievement points – the details

All staff are encouraged to award students with points via Bromcom. This action results in a text home to parents and an email to the individual student's Form Tutor. The idea is that any positive event is quickly and effectively celebrated. The other benefit is that the system works on a cumulative nature. The more points a student gets, the more opportunity they have for reward and public acknowledgement. The principle behind this policy is that we always want to cultivate the behaviour we expect to see.



## 2 - Negative events

There will be times when students get it wrong and their behaviour needs to be quickly addressed and improved.

Negative behaviour events include:

- Behaviour points (please see below for more details)
- Detentions
- Exclusions and suspensions

Parents will be informed of every negative behaviour point. The hope is that early warning will provide the team around the students with enough notice to quickly address the behaviour before it becomes a pattern.

### Behaviour points – The details

We are on a mission that has the title #LearningFirst. All staff will do everything they possibly can to keep students in the lesson. This is where the learning happens and where the most progress is made. We are fully aware that students being removed from lesson disrupts their learning and causes gaps to appear. This is very difficult for both the student and the teacher concerned. Behaviour points are a way for staff to acknowledge rule breaking without the student being removed. It should be quick and non-intrusive to the flow

of the lesson. Each year team will monitor the points very carefully and associated consequences will be applied in the student's own time. This is also important for pattern watching.

Examples of things that will generate lesson behaviour points (this list is not exhaustive):

- Incorrect uniform that can be quickly addressed and solved (such as skirt length or low trousers)
- Jewellery that is quickly removed
- Excessive make up
- Lack of equipment
- No planner
- Chewing gum

Anything to do with work rate or attitude to learning will not generate a behaviour point. This is down to each teacher and Head of Department to address using the Teaching and Learning Policy.

As with achievement points, behaviour points are allocated using Bromcom and they work on a cumulative basis.

10 = Break time detention in the Standards Room

20 = HoY detention

30 = SLT detention

40 = Internal exclusion

50 = Alternative placement with the intention of improving behaviour

60 = Suspension from school

### **3 - 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 (tours, Progress Evening Assistant, etc).

Truancy within school is a Standard 3 behaviour.

Truancy from lesson may also result in a referral to our Student Support Panel (SPP). This is because lesson avoidance may be an early warning sign that students are struggling. JRCS is committed to the principles of Emotional Based School Avoidance (EBSA).

### **4 - Whole-school agreed routines**

Please also view the Teaching and Learning Policy.

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 when they are in operation
- 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 and outdoor clothing 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 noticeboards
- 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.** Please request on call and the student will be removed from the lesson. If on call does not arrive, please allow the student to leave on their own
- 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

### **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

### **5 = Other (including banned items)**

- students should not bring the following items into school: energy drinks, 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

## **6 - 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.

This is in line with advice from the Department of Education.

## **7- 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.

## **8 - Anti-bullying statement**

The types of bullying have been highlighted above.

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.

Staff will be vigilant on duty, in corridors and in classrooms. We all want this to be a bullying free school. However, we do need students to come forward and tell us if it is happening to them or their peers.

We will always act.

Please see the Anti-Bullying Policy and Safeguarding Policy for more details.

## **Section B – Praise and Reward**

This section remains under constant review because we are always looking for new ways to celebrate success and raise the aspirations of our students. The key to our system has been introduced above. What follows is a summary of the reporting deadlines and rankings.

### **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 with a member of the Senior Leadership Team, LOC, reward trip
1.25	Gold	Meet with a member of the Senior Leadership Team, 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. We have to be because our students do experience trauma. We are committed to addressing this and providing them with the support they need to move forward.

Negative behaviour events have already been explained in this policy. What follows is more details about our approach.

### 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 suspension 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 suspension ladder must be avoided. Students should always be raised at SSP if their behaviour is showing signs of a significant downward trend

### SLT / CLT On Call

A senior member of staff will be available each hour to support with behaviour. They will carry a radio and the member of pastoral staff in the Standards Room will direct them to where support is needed. This is not an office-based activity. The member of staff on call will be expected to have a visible presence for the entire duration of their session. There will be a Pastoral Assistant on call to support with this process.

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 attend the incident.

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 LSU. The student will then be suspended internally. The HoD who made the call will produce all of the investigation notes and contact the parents to arrange a meeting.

## 2 - Facilities

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

### The Standards Room

This is a specialist facility manned by the LSU and other key pastoral staff. Students are sent to this room if their conduct or appearance does not meet the expectations of the school. Staff will do everything they can in this room to address the problem and get the student back into lessons quickly and efficiently.

Please note – students will not be allowed into their normal lessons if their uniform is incorrect. This is even if they have a note.

### Equipment

Students are expected to have the correct equipment for school each day. However, we do understand that mistakes can happen. If this is the case, we ask students to communicate with their Form Tutor during registration to address this issue. Students should not attend Period 1 with incorrect equipment. Students spend 2.5 hours per week in form group. This is the perfect time to ensure they are Fit for School. (Please note that coming to school with incorrect equipment will be monitored. The situation may be escalated if a pattern is formed.)

Students will complete subject specific work while they are in the Standards Room. It is the responsibility of each Head of Department to ensure appropriate resources are provided.

### 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 students struggle to manage themselves out of the LSU. Students continue to work their way up the suspension 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 / Boxall 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.

## 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) / HoD (for in class situations) Medium Level - SLT two-hour detention after school on Friday High Level – Suspension (internal or external)

Please refer to our Suspension and Permanent Exclusion Policy

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

<p><b>Standard 1: Detention Teacher / Tutor / PSA / HoY mini detention</b></p> <ul style="list-style-type: none"> <li>• talking at the wrong time</li> <li>• arriving late to lesson / form (including lateness to the lines)</li> <li>• preventing others from working</li> <li>• wasting time / lack of progress</li> <li>• making only the minimum of effort</li> <li>• making fun of others</li> <li>• interfering with other students' possessions</li> <li>• Damage to department books or resources</li> <li>• Lack of homework</li> <li>• Forgotten book</li> <li>• Health and Safety issues (e.g. swinging on a chair)</li> </ul> <p><b>Consequence: 20 min detention with the class teacher / tutor or HoY min Tue / Thu</b></p> <p><b>Standard 1 = Behaviour point</b></p> <ul style="list-style-type: none"> <li>• forgetting equipment or planners</li> <li>• eating in class</li> <li>• Uniform issues that are quickly solved. If this is not the case, please request on call</li> <li>• Any other low level issue that does not merit a detention</li> </ul> <p><i>10 behaviour points = Breaktime detention in the Standards Room</i></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>• Food payment system 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> <li>• Regular lateness</li> <li>• Regular uniform issues</li> </ul> <p><b>Consequence: 1 hour detention</b></p> <p><b>Please be aware that parents will be given 24 hours' notice for all 1 hour detentions or above.</b></p> <p><i>20 behaviour points = HoY detention Tue or Thu</i></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>• Regularly chewing gum on site</li> <li>• intentional littering</li> <li>• Regularly defacing books/property / planners</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> <li>• Pushing in the food line</li> <li>• Sitting in the incorrect area (Y7 red chairs)</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>• repeated misuse of food payment system</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><i>30 behaviour points = SLT detention</i></p> <p><b>High Level: Suspension (our red lines)</b> Students move up the suspension ladder a stage at a time or, in the most extreme cases, could face a permanent exclusion (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 SLT/HoD/ HoY</li> <li>• being in possession of smoking/vaping paraphernalia</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> </ul>
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		<ul style="list-style-type: none"> <li>• Serious misuse of social media</li> <li>• false accusations about staff or other students</li> <li>• breaching the internet and website policy</li> <li>• physical abuse of/assault on student/staff</li> <li>• Verbal abuse / hate comments</li> <li>• Any breach of the Equality Act</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 an offensive weapon</li> <li>• inappropriate physical contact with students or staff</li> </ul> <p><i>40 behaviour points = Internal exclusion</i>  <i>50 = Alternative placement with the intention of improving behaviour</i>  <i>60 = Suspension from school</i></p>
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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 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.

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 and the JRCS school skirt. If a student attends school in incorrect uniform, they will work in the Standards Room until the issue is fixed.

Please see Appendix 1 - uniform issues.



## Punctuality

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

**Late to school** – Appropriate entrance doors will close at 8:30am 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 8:35am. Students arriving after this time without a note will be issued with a break time detention. This will be with a tutor from the year team.

**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 20 minute detention. This will be a HoY on either a Tuesday or Thursday. The teacher of the lesson will write the detention in the students' planner and log it using Bromcom.

Please see Appendix 2 – late procedures.

## 4 - Classroom discipline plan

<b>Standard 1 - Classroom teacher</b>		
STEP 1	1st time rule is broken	<b>State</b> the rule as a reminder
STEP 2	2nd time rule is broken	<b>Warn</b> the student of potential consequences
STEP 3	3rd 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	4th 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 - 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 Heads of Department, refer to Standard 3
<b>Standard 3 – SLT</b>		
STEP 7	Standard 3 behaviour or referral from Standard 2	Personal referral to SLT. Student is removed from the lesson
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 exclusions)

## 5 - Out of class discipline plan

<b>Standard 1 – 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, 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 suspension/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 in the Standards Room 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 / HoY 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


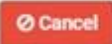
1 to 1 meet Attendance Community Department












Group

Teacher\*

Affected Students

Referee(s)

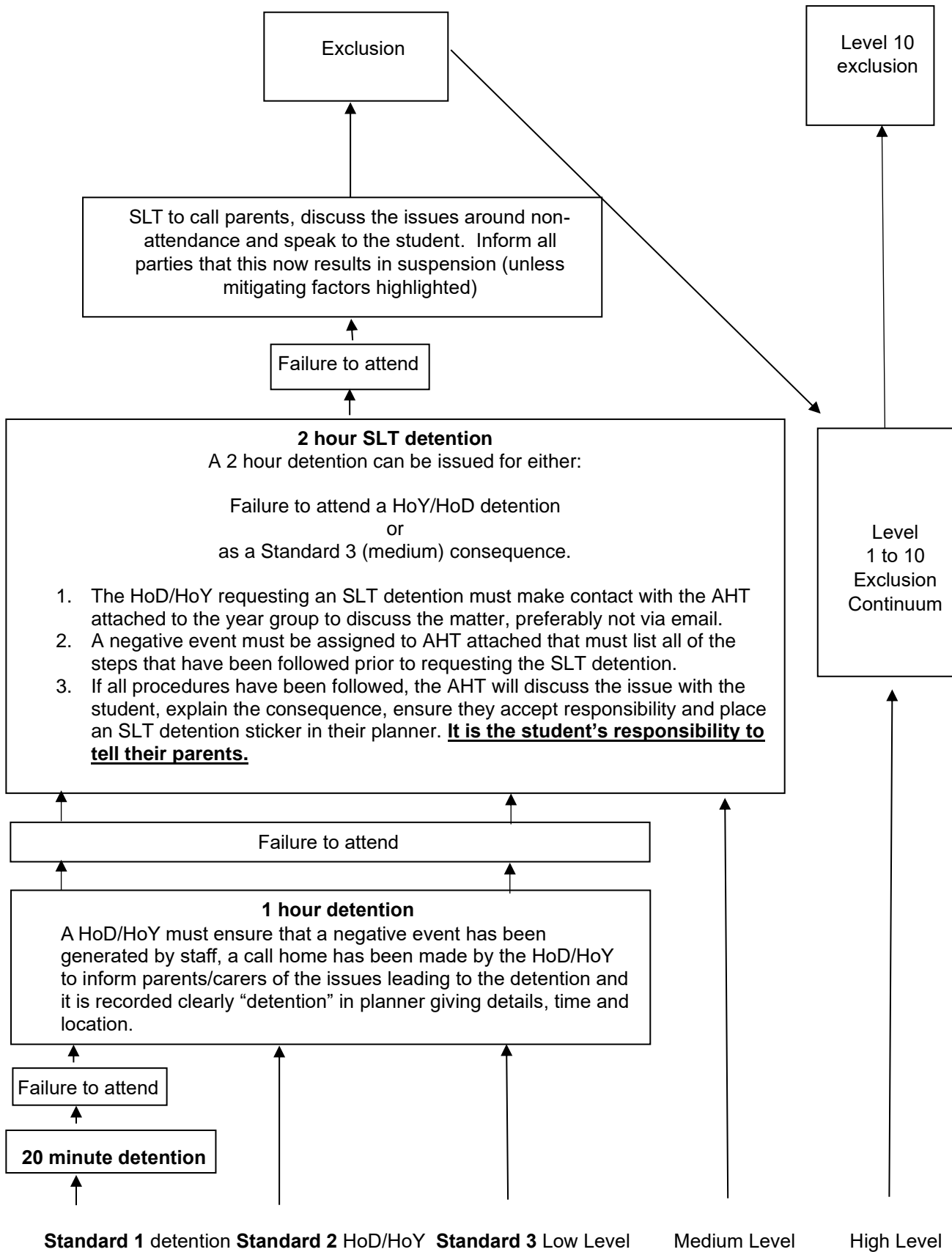
 

Select an Event...	Score
 Missed 20 minute detention (Missed20)	-2
 Missed Intervention (MISIN)	-2
 Other (HOD Det) (OTH)	-2
 Outside Class Behaviour (HOY Det) (OCB)	-2
 Persistent -1 issues (HOD Det) (PERS1)	-2
 Persistent Class Disruption (HOD Det) (PCDIS)	-2
 Persistent lateness (HOY Det) (PLATE)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

Total 11 items found

Select Students... Affected Staff 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 and arrange a suspension (unless new information comes to light).

### **8 - Standard 3 behaviour: Exclusions and suspensions (internal and external)**

The school uses a range of escalating exclusions. During a period of internal exclusion, students will not be permitted in lessons; instead, they will work in a specially designed and supervised area called the Learning Support Unit (LSU). 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 suspended. The levels are fixed but the number of days can increase at SLT discretion.

All students who are internally excluded will be placed in the LSU for one day. This is regardless of their level. The plan is that students quickly address their behaviour and put plans in place to avoid the situation happening again. At the end of each day, a member of the year team will meet with the LSU staff and carry out a discharge meeting. Students will be allowed to leave the LSU if they have managed to complete their exit card.

Please see Appendix 4 for an example of the discharge summary document.

Exit card

- Has the student taken **responsibility**?
- Have they **reflected** on what they have done wrong?
- Have they behaved during the exclusion (**Respect**)?
- Have they shown **resilience** about the improvements that are required going forward?
- Have they engaged with the allocated work? (**Resourcefulness**)

Each of the above criteria need to be addressed before a student can return to lesson. Consideration will also be given to if this is a repeat behaviour. If it is, it is unlikely that students will be allowed to leave the LSU after day one if their behaviour record shows repeat issues. Students will only be kept to the maximum of their level. This will be discussed in their discharge meeting. Any exclusion from a L5 will generate an individual plan depending upon the needs of the student. This may include a bespoke timetable, mentoring sessions, lengthy time in the IEU or assessments.

If students fail to meet the requirements of the exit card, the discharge meeting will be terminated and the student will be instructed to return the following day. From day two onwards the student will be placed in the Internal Exclusion Unit (IEU). During their time in this room, more investigation will occur into the reasons for the behaviour and the support that is required.

#### **Underpinning principles of this approach**

- Students make mistakes and they need support to correct this
- Behaviour is quickly addressed so lost learning is reduced
- Students are taught to manage their own behaviour and the link between action and consequence
- Restorative practice is key – students will not be allowed back into the lesson in question until this has occurred
- Parents are fully involved in the process
- A face-to-face meeting will occur after every event
- Early identification is key
- Students who cannot manage this process will be provided with more support in a smaller, specialist setting
- Where possible exclusions will start at 8.45am. The Year Team will bring students to the LSU or IEU. In rare cases, usually following an act of aggression or confrontation, the students will be taken straight to the setting.

Students in the LSU and IEU will be dismissed after school has finished for the day. This allows time for the discharge meetings to occur and it ensures the school has cleared before the students leave.

Monday - 4:30pm

Tuesday, Thursday and Friday – 3:30pm

Wednesday – 1:45pm

HoDs will attend all exclusion meetings if the issue was classroom based. The teacher is also welcome to attend if it is felt that the R&R process is possible.

<b>Level</b>	<b>Action – All meetings are face to face</b>	<b>Staff responsible</b>
1	PSA meeting with parents	PSA / HoD makes call to arrange the meeting and organises the intervention. This is written up on the return from exclusion paperwork
2	PSA meeting with parents	PSA / HoD makes call and organises the meeting and intervention. This is written up on the return from exclusion paperwork
3	HoY meeting with parents	HoY / HoD call to arrange a meeting Keyworker and LSU attend
4	HoY meeting with parents	HoY / HoD call to arrange a meeting Keyworker and LSU attend
5	AHT meeting with parents	The HoY makes the holding call followed by a call from the AHT  AHT takes responsibility for ensuring the appropriate interventions happen and an individual plan is formed. This will be in consultation with the Director of SDD  They monitor this student and take responsibility for them to try to avoid a L6  Case is placed on SSP agenda and all previous interventions checked
6	Meeting with AHT Student discussed at SSP and individual plan reviewed  At this stage a FTS may be considered due to persistent disruptive behaviour (PDB) / alternative placement	AHT makes the call and arranges the meeting Keyworker and LSU are invited to attend
7	Meeting with AHT and Pastoral Deputy Student discussed at SSP  At this stage a FTS may be considered due to PDB / alternative placement Risk of PEX highlighted	AHT makes the call Keyworker and LSU are invited to attend  Prior to this the AHT will go through the individual plan with the Pastoral Deputy and the Director of SDD
8	Meeting with Pastoral Deputy  At this stage a FTS may be considered due to PDB / alternative placement Risk of PEX highlighted	Meeting with Pastoral Deputy Keyworker and LSU are invited to attend
9	Meeting with the Pastoral Deputy and the Headteacher  Gradual reintegration via the IEU	Meeting with the Headteacher
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 table is a guide. However, students may be externally suspended 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 suspensions 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 external suspension 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. It is a stern warning that the behaviour being displayed is unacceptable.

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 day.

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. Parents will be involved in this process.

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.

HoDs are required to provide the work that the student would be completing during their time in internal exclusion. This is to minimise gaps and ensure that #LearningFirst occurs.

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 suspension (updated August 2024). A full copy of this guidance is available on the DfE website. We will only fixed term suspend when absolutely necessary. However, we will never shirk from taking appropriate action. We recognise that fixed term external suspensions cause disruption to students' learning which might negatively influence their future behaviour and will therefore only ever fixed term externally suspend 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 an external suspension

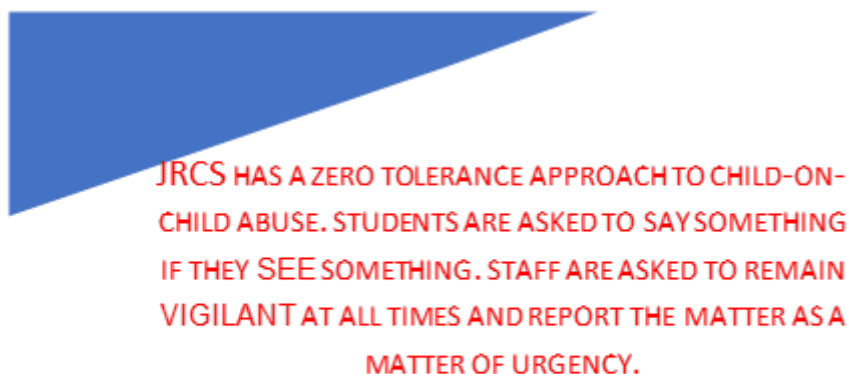
- persistent and seriously disruptive behaviour
- confrontational behaviour/obscene language towards students or staff
- offensive, racist, sexist, or homophobic language
- Sexual violence or harassment
- behaviour causing a health and safety risk
- direct defiance of a member of staff
- serious vandalism
- 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 (this is not an exhaustive list):

- physical assault upon a member of staff / serious threats of assault
- 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
- supply of drugs or illegal items
- 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/implementation 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 (Persistent Disruptive Behaviour)
- 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.

The school's position on Child on Child abuse is very clear



IT COULD HAPPEN HERE

Please see the Safeguarding Policy for more details about Child-on-Child abuse.

*“A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). 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.” (DfE August 2024).*

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 SENDteam in the Local Authority before any final decision is made.

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

For any CP / CIN students, there needs to be a discussion with the linked social worker before any final decision is made.

We may also consider alternative placements for students. This could be on a temporary or permanent basis. This will be in consultation with parents / carers, Governors and the Local Authority.

Managed moves are also considered. This will be in full consultation with parents / decision makers.

Please see the Suspension and Permanent Exclusion Policy for more details.

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

#### **Step 1**

- consult with the Assistant Head or Pastoral Deputy and/or HoY
- check the next suspension 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 suspensions)**

- 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
- this decision will be made by the Headteacher or, in her absence, one of the Deputy Heads. Students must never be sent home without this approval
- when a student is sent home for a fixed period of time, it is the Head of Year's responsibility to send work home in consultation with HoDs
- The School Office will ensure Bromcom is updated. They will also inform the Attendance Team
- The suspensions checklist should be completed
- Parents should be reminded that their child needs to be kept in and supervised during school hours

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

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

#### **Step 4**

- suspension meeting 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 Suspension Meeting form should then be signed by all parties
- any interventions must be discussed and documented on the suspension paperwork
- the student must have a voice

#### **Internal exclusions**

- all internal exclusions will be based in either the LSU of the IEU
- students 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 SEN Support or who have an 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 internally excluded or being given a documented period of respite (one per term)
- students will not be admitted into the LSU unless they have a ticket

- students should not be presented to the LSU until they accept the situation and they are clear about the current suspension level

The Headteacher makes the decision about all fixed term, external suspensions.

#### **Fixed term suspensions (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 suspension, 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 suspension

#### **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 reconsiders their decision
- 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

#### **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/suspensions. If the terms of this contract are broken, this will lead to the student's further, and possibly permanent, exclusion.

#### **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.

#### **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. This includes new staff and ECTs.

#### **Formal statement of intent: 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 Equality 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*  
*Incorrect uniform (including hoodies)*  
*Bright, unnatural hair colour which is unreasonable*

*Students must wear a JRCS school skirt or trousers which are worn around the waist*

Tutors will ask students to remove the items above where possible and issue a behaviour point. If this is not possible or if the student refuses, they will be sent to Main Street to see the year team. The year team will then address the situation and send the student to the Standards Room if no solution can be found. They will work in this room until the issue is rectified. Parents will be fully informed.

Step 1 = Form tutors are the first line of defence. They will remind students and request that said item is removed. A behaviour point will be issued. If they refuse, they will work in the Standards Room for the rest of the day and every day until the item is removed

Step 2 = If that student does remove the item or it is missed during form but is seen by the class teacher Step 1 will occur

Step 3 = HoY will speak to the form tutor about the checks in the morning / identify if the student put it back in after being told to remove. If this is the case, a 1 hour HoY detention will be issued

Step 4 = Repeat will result in multiple behaviour points and the related sanction. HoY to oversee

## APPENDIX 2 – LATE PROCEDURES

### Late to school

**Late to school** = Sticker in Planner from the School Office. Marked with an L on the register



**A**

Late detention 20 minutes at BREAK



**B**

**Late x 4 IN A HALF TERM or failure to attend detention**  
1 hour HoY detention issued (Standard 2)



**C**

**Late x 8 IN A HALF TERM or failure to attend detention**  
HoY actions letter home and forwards to SLT for 2 hour SLT detention

**If students fail to attend this detention, they**  
will be internally EXCLUDED



**D**

**Late x 12 IN A HALF TERM**  
Excluded next level and SLT call parents A punctuality report is considered

## Late to Lesson

### Late to Lesson

Teacher allocates a mini HoY detention. This occurs on a Tuesday / Thursday. This is written in the student planner and recorded on Bromcom. PSA informed



### A

Late detention 20 minutes



### B

**Late x 4 IN A HALF TERM or failure to attend detention**  
1 hour HoY detention issued (Standard 2)



### C

**Late x 8 IN A HALF TERM or failure to attend detention**  
HoY actions letter home and forwards to SLT for 2 hour SLT detention

**If students fail to attend this detention, they**  
will be internally EXCLUDED



### D

**Late x 12 IN A HALF TERM**  
Excluded next level and SLT call parents. A punctuality report is considered

## APPENDIX 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 / failure to follow instructions
- Incorrect uniform / personal presentation
- Low level disruption in the local community

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like 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 items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers / vapes
  - 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)



# APPENDIX 4 – DISCHARGE MEETING

Student name =

Year group =

Reason for exclusion =

Current level =

Current number of behaviour points =

Current number of achievement points =

Year group ranking and colour =

Criteria	Comment	Follow up
How has the student taken <b>responsibility</b> ?		
How has the student <b>reflected</b> on their behaviour?		Does a R&R meeting need to happen?  Can the student return to the lesson?
Summary of their behaviour in the LSU ( <b>Respect</b> )  <i>(LSU staff can prefill if required)</i>		
Have they completed all work tasks to a high standard? Do you have any examples?  Was engagement high?  <b>(Resilience)</b>  <b>(Resourcefulness)</b>		
Was this a repeat behaviour?		
What makes this time different?  Student comment required.	<b>Student to complete before the meeting</b>	

<p>All the criteria were met last time and you are here again. Are you ready for lessons?</p> <p>Why?</p>		
<p>Meeting summary</p> <p>Can the student return to lessons?</p>	<p>Yes?</p>	<p>Has parent meeting been booked?</p> <p>Who with?</p> <p>Date?</p> <p>Does the student need to be raised at SSP?</p> <p>Director of SDD input required?</p> <p>External agency referral needed?</p>
	<p>If no, what is the plan?</p>	

<p>Year team who agreed the discharge =</p>		<p>Signature =</p>
<p>LSU who presented the case =</p>		<p>Signature =</p>
<p>Student agreement =</p>		<p>Signature =</p>
<p>Date</p>		