



## Behaviour Policy

Applicable to:	Responsible Officer	Date Adopted	Date to be reviewed:
All Staff	PDW	September 2022	August 2023

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## Section 1 - A Positive Culture

### 1. Introduction and Vision

The Behaviour policy is underpinned by the school's vision and values. The policy sets out the key expectations for the behaviour of students at John Mason School, the procedures through which we recognise those who consistently meet our expectations & the procedures by which failure to meet those expectations will be managed.

Our students have a desire to succeed and a strong affiliation to our community. Their aspirational attitudes ensure they are ready to learn, respectful in their conduct and safe in their behaviours. Our positive and supportive relationships nurture student's unique character.

This Policy is written with reference to the following advice and guidance:

- [Behaviour and Discipline in Schools DfE July 2013 \(last updated Jan 2022\)](#)
- [Behaviour in Schools DfE July 2022](#)
- [Ensuring Good Behaviour in Schools DfE September 2012 \(last updated Jan 2022\)](#)

- [Exclusions from maintained schools, Academies and student referral units in England – DfE 2012 \(last updated July 2022\)](#)
- [The Education Act 1996 Use of reasonable force - Advice for headteachers, staff and governing bodies DfE July 2013](#)
- [Keeping Children Safe in Education \(2022\)](#)

And should be read in conjunction with the relevant school's procedures relating to

- Attendance
- Anti-bullying
- Safeguarding

## **2. School Values and Behaviours**

We are proud of our values. We aim to ensure both Students and Staff display them in their actions and conduct. We use them as a foundation for our learning and development and feel that they are the key to our Character Education provision:

- Passionate about learning
- Keen to inspire
- Valuing ourselves and each other
- Determined to be the best that we can be
- Proud of our creativity

These values are underpinned by three essential behaviours that we expect from all stakeholders:

- Ready
- Respectful
- Safe

School values are 'recognised' in the form of House Points and our Assembly programme. Additionally tutor activities are based on these values and behaviours.

## **Values, Ethos and Responsibilities**

In designing our approach to behaviour for learning we accept the following premises:

1. Good behaviour is more than the absence of "bad behaviour". It is a positive culture of tolerance, help and effective learning where students and staff support each other as a community. It includes and is reflected in interactions with adults, coping with challenges and good study habits.
2. Good behaviour is a shared community ethos that needs to be modelled by all members of the community. The role of a visible, proactive leadership is fundamental in creating a positive behaviour culture.
3. All students, whatever their background, are capable of achieving high standards of good behaviour with appropriate support. The standards laid out in the behaviour policy are aspirational but inclusive of all members of the community.

4. Some members of our community may need additional support in achieving the standards of good behaviour. Reasonable adjustment should be used as a tool to facilitate good behaviour in the same way as it can facilitate learning.

In order to achieve this, expectations of members of the community reflect the roles they can play in creating a positive culture. Particular responsibilities include:

#### **School leaders**

- Will be visible and proactive in supporting all team members with addressing behaviour issues, ignoring no opportunities to enforce the school's behaviour expectations.
- Will ensure that our expectations are clearly communicated to the whole community with messages regularly reinforced e.g. through briefings, assemblies, newsletters, tutor time.
- Will support team members through a centralised system of detentions with minimal administrative demands, to ensure that they can focus on building positive relationships.
- Will provide staff with opportunities for continual professional development to hone their skills throughout the year.
- Regularly survey key stakeholders including staff about the school's culture for behaviour in order to make appropriate adjustments to expectations and ensure that we are ambitious for all our students.

#### **All team members will**

- Maintain consistently high behaviour standards in line with the school's policy.
- Be proactive in seeking support in addressing behaviour issues either with individuals or groups.
- Record behaviours, both positive and negative, in line with the policy to allow leaders an overview of patterns within the school and facilitate the administration of centralised recognition & consequences.
- Proactively support students in making repairs after high-level incidents including removal from the classroom in order to promote positive relationships and a better understanding of learning behaviours.
- Model the language of behaviour (Ready, Respectful and Safe) and expectations in all settings through being warm / strict and using positive framing.

#### **All Students will**

- Strive to maintain high standards of behaviour and meet the student standards.
- Be proactive in seeking support and guidance when it is needed.
- Report behaviour that does not meet the core standards of Ready, Respectful or Safe to support staff in ensuring that the school is a positive learning environment.
- Use consequences and engage with repairs as a chance to reflect on behaviour and make adjustments.
- Retain behaviour standards in all settings and all times to model the culture of John Mason to the whole community.

See Appendix A for KS3-4 student Standards

### **Parents / Carers are requested to**

- Be respectful to staff and the school community.
- Be proactive in seeking support for their child, informing school of any changes to individual circumstances or additional needs.
- Be proactive in alerting school to any achievements or accomplishments outside of school.
- Be proactive in discussing worrying trends in behaviour or attendance by contacting the form tutor or the Director of Key Stage.
- Proactively support the school by discussing any positive or negative incidents with their child.

### **3. Building a Culture of Positive Behaviour**

We recognise that the importance of creating a positive behaviour culture is vital to securing excellent outcomes, student engagement and high attendance. The following skills are particularly important in achieving this:

- Intrinsic rather than extrinsic motivation in learning behaviours,
- Self-regulation and self-reflection,
- Self-efficacy and self-belief,
- Coping skills and resilience.

We will take a proactive approach to building a culture of positive behaviour. In order to do this we will:

1. Teach learning behaviours through our tutoring and character education programmes to ensure all students understand behavioural expectations and the rationale behind these.
2. Encourage self reflection from students through conversations, repairs and in time spent in centralised detentions.
3. We will ensure that positive behaviour is recognised. This may take the form of: acknowledging positive behaviours to individuals or across the wider community; recognition of consistently high behaviour standards from teachers, tutors and school leaders targeted at individuals or groups; communication home by phone, email or in writing to recognise and reinforce positive learning behaviours; particular celebration events that recognise key behaviours.

## **Section 2 - Support and Interventions**

### **4. A Personalised “Child-Centred” Approach**

There will be fortnightly ‘Year Inclusion Meetings’ for each year group attended by: Student Managers, DoKS, AHT, SENCO and Inclusion Manager. The meetings follow a ‘team around a child’ approach and consider students who may require additional intervention; which may be in the form of targeted intervention from the school’s Learning Support Centre, or may include referrals to outside agencies such as the School Health Nurse, Community Police, CAMHS, The Hub, or School Counsellor. Such Interventions will also be considered in response to isolated negative attitudes to learning and attendance or patterns of observed or reported behaviours.

## 5. Praise and Recognition (House Points and Attendance)

### Recognition

At JMS, we have high expectations of all our students and therefore we want to recognise the consistent hard work and efforts our students make every day in the classroom and with homework, as well as recognising the extra efforts they make to our school community. Our recognition system is about helping our students become good citizens, be prepared for life beyond school and reflect our JMS values;

- Proud of our creativity
- Passionate about learning
- Keen to inspire
- Valuing ourselves and each other
- Determined to be the best we can be

Our recognition system will automatically use regular progress checks to allocate House Points to students for:

- Attitude to learning
- Homework/ learning outside of class
- Attendance
- Improvements since previous data checks for the above

This means students who do the 'right things' all the time in the classroom and for homework will duly be recognised for it. Students who show positive improvements from the previous progress check will also be recognised for taking steps to improve.

Additionally, the progress checks we all do regularly will be more meaningful for students and staff as House Points will automatically be allocated and then recognised by different members of the school.

Where Faculty specific bespoke systems exist they follow the same principles of recognition over time.

House points are therefore allocated in 5 ways, all recorded on BROMCOM so staff can see an individual student's total.

See Appendix C for areas of recognition and responsibility for allocation.

Points will be collected throughout the academic year. At the end of each half term, letters will be sent home to Parents to those students who have reached a milestone as detailed below. These students will also be recognised by the (Director of Key Stage via assemblies/ tutor team as appropriate).

Through a staged system the top 5 students from each year group will meet the Headteacher and an available governor, the Deputy Headteacher will then meet the next 5. The next 5 will meet the Assistant Headteacher for Behaviour and Attitudes. The next 5 will meet the SLT link for the year group along with the DOKS.

Points total	Recognition type
50 HPs	Bronze letter awarded
100 HPs	Silver letter awarded
150 HPs	Gold letter awarded
200 HPs	Platinum letter awarded

### Key Stage Recognition Events

At the end of each term the Director of Key Stage will organise recognition events for the term.

This will include recognition of attendance, progress & behaviour. House competition winners and House point standings will also be announced.

## **6. Learning Support**

Our Teachers, Special Educational Needs Coordinator (SENCo) and the team of Teaching Assistants support students who have an identified learning difficulty. This is done either by supporting students in lessons or withdrawing students to work one-to-one or in small groups in the Learning Support Faculty.

### Stretch and Challenge

Students whose attainment is particularly high in a subject or activity are given additional support to extend and challenge them, either in lessons or in additional learning activities.

### Early Intervention

Learning Support provides supportive interventions to prevent incidences of poor behaviour. Referrals are made, where appropriate, to outside agencies such as CAHMS to further support students in their education and personal development.

### Alternative Curriculum

In some cases, a student's curriculum offer can be adjusted and/or refined to ensure they access the best learning possible and learning that enables them to succeed. This can be in the form of College courses, external agency support, reduced timetables or curriculum changes. Where reduced provision is enacted, OCC Reintegration Timetable Guidance will be followed.

## **7. Reasonable Adjustment.**

Where the misbehaviour of students is related to a disability and/or additional needs the Headteacher will ensure reasonable adjustments to sanctions are made to enable those students to be included within the School community. These will include: Ensuring that staff

have had training in the nature of disabilities and additional needs, and how they should treat students with additional needs;

Ensuring that staff are aware of any students with such additional needs;

Ensuring that help is sought from the Local Authority to enable the School to make reasonable adjustments;

Ensuring that School resources are committed to assist in making reasonable adjustments;

Making reasonable adjustments to School organisation or of the timetable of particular students.

Making reasonable adjustments to the manner in which consequences are carried out.

## **8. Student Transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **9. Support**

We aim to fully support all community members who are the victims of violence, abuse, exploitation.

## **10. Malicious allegations against a member of staff**

Should a student make an accusation against a member of staff, it will be investigated by the Senior Leadership Team under the direction of the Headteacher and the Designated Safeguarding Lead (DSL); where appropriate the Local Authority LADO should be contacted. If the outcome of the investigation concludes that there has been a malicious accusation, the consequence applied to the student will be decided by the Headteacher.

## **11. Levelling Behaviour - the graduated consequences**

The whole community at John Mason School benefits from a clear Behaviour for Learning Policy; we want all students to learn effectively within a safe, calm and purposeful environment. Where students do not meet the expected level of behaviour/conduct, staff should use the graduated consequences guidance listed.



## Ready, Respectful, Safe - Consequence Level Guidelines



Progressive scale 1-7 Sanctions can apply to individual or groups	Levelling principle	Examples
Recorded in Bromcom by teacher	<b>Corrective 1 (C1)</b>	A reminder of expectations and opportunity to correct a mistake that hasn't had a significant negative impact on others. Not meeting one of the 9 JMS Student Standards as a rare occurrence. Inadvertent disruption Slow to engage with learning Lack of equipment Careless, inappropriate language
	<b>Corrective 2 (C2)</b>	An alert to a behaviour that is disrupting others' learning experience or environment and needs to be speedily corrected. Repeatedly not meeting one of the 9 JMS Student Standards despite a previous warning. Repeated C1 behaviour A disruption that is not respectful or safe Incident on way to/ from school or in the community Rude or dismissive tone or body language Offensive language heard
	<b>Corrective 3 (C3) 1 hour after school detention</b>	A consequence that requires you to reflect on behaviour that has significantly impacted the wider community. Deliberately or persistently not meeting one of the 9 JMS Student Standards despite multiple previous warnings. Repeated C2 behaviour Any serious disruption that is not respectful or safe. Truancy a lesson Walking out of class without valid reason Refusing to move from an out of bounds area Refusing to hand in mobile phone/jewellery/non-uniform items Smoking/vaping (including having equipment on their person) Indirect offensive or aggressive language about staff, students or situation Argumentative responses Damage to others' property

Recorded in Bromcom by pastoral team	<b>Corrective 5 Isolation (8.30-4.10)</b>	A high-level intervention for behaviour that has required intervention from senior staff. A serious event where the student has not demonstrated being Ready, Respectful or Safe. Failure to adequately engage with a previous corrective. Missed or failed C3 detention Failing to go to Faculty Parking on instruction. 2x C3 in 1 day 5x C2 in 1 week Direct offensive or aggressive language about staff, students Leaving school site without permission Fighting/ Minor physical assault Substance abuse, C5 upwards
	<b>Corrective 6 AZE- 11-4.10 including a meeting with Parents</b>	A significant flouting of school values that has required senior staff to involve parents/carers. A significant event where the student has not demonstrated being Ready, Respectful or Safe. A series of serious events where the student has not demonstrated being Ready, Respectful or Safe. Swearing at staff C5 Failed isolation ( C5) Significant Physical assault Persistent disruptive behaviour Refusal to leave a class
	<b>Corrective 7: Fixed Term Suspension</b>	A severe flouting of school values that has required senior staff to remove the student from the school community for a length of time.

<b>Homework 20 min lunchtime detention</b>	A consequence for missing a homework deadline despite offers of support to ensure that they are able to meet the deadline set.
<b>Lateness</b> 1 late/day = break detention 2 late/day = lunch detention 3+ late/day = after school	A consequence for the number of instances of lateness per day or for a cumulative number of minutes late. Arrival after the majority of the class is considered late.
<b>Uniform (minor)</b> 1st/ half term, C2 - Tutor note in planner to avoid additional consequences. 2nd offence/half term C3 - Tutor to call home. 3rd offence in a half term C3 - DOKS to call home.	An infringement of the uniform policy which can be resolved quickly. <ul style="list-style-type: none"> <li>No school tie</li> <li>Prohibited jewellery</li> <li>Make up/nail polish</li> <li>Non-school jumper/hoodie</li> <li>Rolled up skirt</li> </ul>
<b>Uniform (serious)</b> Refer to the Director of Key Stage. C3 + loss of social time until resolved.	An infringement of the uniform policy which cannot be resolved quickly and efficiently. <ul style="list-style-type: none"> <li>Prohibited hair colour</li> <li>Incorrect school shoes/trainers</li> <li>Leggings</li> <li>Non-tailored shorts</li> </ul>

## 12. Behaviour Points

Behaviour incidents of a C2 or above are recorded on BROMCOM as appropriate by the member of staff. These points are monitored by the pastoral and inclusion team.

Where staff are concerned with the frequency of points being recorded, discussions will take place with the tutor and/ or Director of Key Stage who will advise on appropriate support. This will be discussed at the Year Inclusion Meeting.

### **13. Report Cards system**

Students who are demonstrating unacceptable behaviour may be placed on target cards to monitor their behaviour. This has a levelled approach with students moving up/down the ladder when the report is completed/failed. Each stage lasts a minimum of 2 weeks and a maximum of a month unless an extended period is supportive.

Report Card Targets will be set via Ready, Respectful, Safe.

- Green Tutor Report Card: Targets set by the tutor with the student.
- Green Faculty Report Card: Where the concerning behaviour is isolated to one Faculty. Targets set with the class Teacher/ Director of Faculty.
- Yellow HOY / DoKS Report Card: Targets set by the HOY with the student.
- Red SLT Report Card: Targets set with the SLT member linked to the Year group.
- Individual Behaviour Plan (IBP): co-ordinated by the Head of Year / DoKS and involving regular contact home and meetings with parents every 2 weeks. IBPs last between 6 to 8 weeks. Interventions are put in place to support the student including input from Learning Support, alternative curriculum, curriculum refinement and reduced timetables.
- Pastoral Support Programme (PSP): Co-ordinated by the Student Manager / HOY / DoKS, a PSP lasts for 16 weeks and has regular review meetings between staff and Parents with the student. Targets are set and reviewed. At this stage, Students may be referred to IYFAP (In Year Fair Access Protocol) meetings for consultation on further support. If the PSP fails, Governors will meet to determine if the student will need to be permanently excluded.

### **14. Detentions:**

In line with Behaviour & Discipline in Schools (January 2016) parental consent is not required in order to give a detention, however we always seek to work in partnership with parents and carers. To this aim we give notice of approximately 24 hrs when a detention is set.

When a member of staff issues a C2 to a student, they must log this on BROMCOM. If a C3 is issued, the member of staff must record on BROMCOM. This will result in a 1 hour detention after school.

Staff can fail a student's detention for any of the following reasons:

- Failing to attend for no valid reason
- Arriving more than 5 mins after the end of lesson 2, 4 or 5.
- Using their mobile phone
- Not removing their coat (unless permission given to wear it)
- Refusing to follow reasonable requests or instructions from staff
- Failing to follow the rules of the detention Appendix D.

If a detention is failed, please email Student Services and the DOKs who will ensure the next sanction is awarded.

If a student fails to complete homework then please record this on BROMCOM. This will generate a 20 min lunchtime detention.

If a student fails to complete three pieces of homework in a week then they will automatically receive a C3 detention.

For specific guidance on setting Homework please refer to the [Homework Policy](#).

### 15. Isolation, A2E, Suspensions and Permanent Exclusion

Students that are Isolated must report at 8.30am to main reception and wait to be collected.

They will follow a specified day with time set aside for collecting/eating lunch or toilet breaks.

8.30 - 8.45	Behaviour Reflection / Silent Reading
8.45 - 9.45	Discussion with Isolation Lead about Behaviour Reflection  Lesson 1 - Work set by teaching staff
9.45 - 10.40	Lesson 2
10.40 - 10.45	Canteen visit / Toilet
10.45 - 11.05	Break
11.10 - 12.10	Lesson 3
12.10 - 13.05	Lesson 4
13.05 - 13.10	Canteen Visit / Toilet
13.10 - 13.45	Lunch
13.45 - 14.10	Silent Reading
14.10 - 15.05	Lesson 5
15.05 - 15.10	Move to detention room
15.10 - 16.10	After school detention

Any misbehaviour/refusal/defiance whilst isolated will automatically lead to A2E the following day.

The A2E will be organised by the Director of Key Stage and will be completed with the SLT link for the Year Group.

A2E will take place between 10.45am and 4.10pm following a reintegration meeting with parents and the Director of Key Stage. This will take place before the student returns to normal lessons.

For high level incidents or repeated incidents of poor behaviour, the school may suspend a student for a fixed period of time and in the most serious of cases, the school may permanently exclude a student. If the decision is made to permanently exclude, the Headteacher will notify parents, the governing body and the Local Authority straight away. A Governors' Panel will be convened to review the exclusion between the 5th and 15th day of

exclusion. Parents have the right to appeal the decision of the Governors' panel via an Independent Review Panel.

For further information on the legal powers Headteachers have with regards to exclusions please refer to the "Behaviour and Discipline in Schools" guidelines. This can be found on the Department for Education website.

As a school we will endeavour to be inclusive, we will put extra provision in place for those students at risk of permanent exclusion or who show patterns of behaviour. See Appendix E for a list of interventions that will be considered.

In addition to the information below, the Headteacher may suspend or permanently exclude for:

- Persistent defiant behaviour (*following repeated FTEs and interventions*)
- Persistent and targeted bullying (including racist, sexist/prejudiced based bullying)

There will be, however, exceptional circumstances where, in the Headteacher's judgement, it is appropriate to suspend or permanently exclude a student for a first or 'one off' offence:

- Serious actual or threatened violence against another student or a member of Staff;
- Sexual abuse or assault
- Supplying an illegal drug
- Possession, or under influence, of an illegal substance
- Carrying an offensive weapon (schools now have a power to screen and search students for weapons)
- Internet crime against a member of staff
- Actions that compromise the health and safety of others; e.g. damaging fire extinguishers, setting off fire alarm, serious physical assault
- Any other serious/continual breaches of the school's expectations compromising the good order and discipline in the school to be considered on an individual basis

Following a fixed term exclusion, a re-admission meeting will be held with the student, school and Parent/s/ carers. It may be appropriate that supportive external agencies are also present. This meeting will set out the terms of re-admission. If a student fails to follow these or the meeting is deemed unsuccessful by the school then the student may be suspended again until a successful meeting is held.

## **16. Specific Behaviours**

### **Repeated offences**

5 X C2 in a week results in a C3 set by DOKs.

2 X C3 in 1 day results in isolation the next day set by DOKs.

Where students are repeatedly displaying behaviours and breaking the school policy, Directors of Key Stage will determine appropriate intervention in the form of further support and consequences in consultation with SLT and the inclusion team. This can include the removal of social times, students going on Report cards or bespoke support/ intervention packages. For a list of possible interventions see Appendix E.

## **Defiance**

If a student refuses any reasonable request from staff, this is classed as defiance. If, after take up time, the student remains defiant then the student will be parked and given a C3 detention. If they fail to complete this move to Parking, they will be taken to the Hub by On Call. If they fail to attend parking with On Call they are isolated (C5) for the remainder of the day plus a C3 the next day. Fail to move to isolation after take up time results in being sent home that day with A2E (C6) the next day.

## **Off-site Behaviours**

The school will use appropriate consequences for behaviours in any event should they occur off-site, thereby bringing the school's reputation into disrepute or impacting on the positive experience of being a member of staff or a student at John Mason School. Each case will be considered by the DoKS with the SLT lead for behaviour. Consequences range from C2 upwards depending on severity.

School will also work with external partners to address any concerns.

## **Mobile Phones**

JMS operates a 'see it, hear it, lose it' system between 8.30am and 3.10pm. Between these hours, mobile phones will be confiscated by staff if they are seen or heard at school unless students are given specific permission by the teacher. Such circumstances could include learning opportunities, appointment reminders or Parental contact with a teacher.

If the phone is confiscated, it will be kept at Student Services or the Year base until 3.10pm when the student can collect it. On the third offence, phones must be collected by parents. Further incidents may result in the phone being locked in the school safe for a set period of time (2 days-10 days). Parents will be contacted to ensure measures are in place for the safety of the student.

If a student refuses to hand over their phone to be confiscated, On Call should be used and on call policy followed as this is an act of defiance.

## **Theft**

Statements will be taken from students including possible witnesses. Pastoral teams will liaise with the SLT lead for behaviour regarding severity of sanction. Sanctions range from C3 upwards. In more serious cases members of the Senior Leadership Team will meet to discuss the level of consequence and consider police involvement.

## **Damage to School Property**

Staff should inform the Pastoral team / DoF ASAP to launch an investigation. Parents will be invoiced for a contribution towards replacement / repair costs incurred. Sanctions will begin at C3 and move upwards depending on intent/severity. In some rare cases of high level intended damage / arson, this could lead to permanent exclusion.

## **Inappropriate Language**

If inappropriate language is used in conversation in class or on school site, teachers should issue a C2 warning and follow the graduated consequences chart.

Indirect offensive or aggressive language about staff, students or situation (Eg 'this is .....') should be recorded as a C3 & reported to the Pastoral team for investigation. Direct offensive or aggressive language about staff, students (Eg 'You are ..... / '.... off') results in a C5 / C6 (A2E) sanction set by the DOKs; context dependant.

In the event of severe cases or repeat offences, suspensions may be applied.

A repair should always take place with the member of staff, facilitated by the HOY, ideally prior to the student returning to the lesson.

## **Fighting/ physical assault**

The students involved should be moved to separate areas and asked to write a statement. If medical attention is required, this is priority 1 and the admin office should be informed to deploy a first aider. Once statements are taken, the students should be kept apart until either a member of SLT or on call organise separate areas for the students to work in isolation for the remainder of the day. The Director of Key Stage will ensure a repair and consequence is carried out.

Consequences will vary depending upon the level of planning and context behind the incident. It is our expectation that all incidents are reported to an adult before there is any physical altercation as per the 'All Students will' in the Ethos section.

## **Truantiing/ leaving class or site without permission:**

All class registers should be taken in the first 10 minutes of the lesson. If a student has been marked present previously but is not in your class, teachers should email On Call. On Call will search the school site.

If located the students will be taken to their lesson. A C3 will be issued by the subject teacher.

If the student/s are not located then Parents/ Carers will be informed. Where no valid reason is given for non attendance of lesson, this will be classed as truancy and the relevant sanction set by the Director of Key Stage. If Parents are not aware where the student is and we are concerned for their safety, the school may inform the police that the child is missing. Students will receive a C3 detention for truantiing class. Students will be isolated (C5) for leaving the school site.

## **Smoking / Vaping**

Any students found smoking/ vaping in school uniform or on site (including the front of school and in bus bays) or in possession of smoking equipment (including Vape/ e-cigarettes) should be issued with a C3. Repeated offences will result in bespoke intervention and sanctions from Directors of Key Stage such as the loss of social times for an agreed period. Teachers should record incidents on BROMCOM (C3).

In circumstances where the school suspects that a student may be in possession of smoking equipment or has been caught smoking previously, we reserve the right to search their belongings on a random basis, ensuring that we always follow the guidelines discussed with the local police (i.e. – only by staff nominated by the Headteacher, in the presence of a second adult and without any personal contact of any sort).

## **Bullying (Further information in Anti Bullying Policy)**

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online.”

At John Mason School we are determined to ensure all students are safe and value each other.

For further information please see the school Anti Bullying Policy.

## **Behaviour Against Protected Characteristics**

In line with Ofsted's Education Inspection Framework (2021) and School Inspection Handbook (2021) John Mason School works to create a culture where discrimination is not tolerated. We educate and act to show respect for people with the protected characteristics included in the Equality Act (2010).

**Racist Behaviour** - The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture, or ethnic origin'. A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

**Homophobic behaviour** - is behaviour that is based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, lesbian or gay people. Bi people can also be targeted by homophobic bullying if somebody thinks that they are lesbian or gay.

**Biphobic behaviour** is behaviour based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, bi people.

**Transphobic behaviour** is behaviour based on prejudice or negative attitudes, views or beliefs about, or behaviours towards, trans people, including non-binary people.

In all cases of behaviours that are against the protected characteristics of an individual accurate recording under the specific behaviour types must be made on BROMCOM.

Adults will accurately record all behaviours that are against the protected characteristics of an individual on BROMCOM. School Leaders will then decide the appropriate level of consequence and educational support against the levelling principles in the Consequence Level Guidelines. Support will also be provided for the victims.

### **Personal Equipment for Learning.**

The first offence results in a C1.

Repeated offences can result in higher levels of consequence.

The tutor and year team aims to solve the issue in the first instance. Stock is held in the KS office and students should be directed there accordingly.

## **17. Searching**

### “Searching with consent

All School staff can search a student for any relevant item if the student agrees to the search. All searches must be documented on an incident form.

### Searches without consent

Headteachers and staff authorised by the Headteacher, including the Senior Leadership Team, Directors of Key Stages, and all members of staff carrying out their 'On Call' duties, 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. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

### Searches without consent where there is an immediate risk of serious harm

All members of staff have the statutory power to search a student if:

- they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately, and
- where it is not reasonably practicable to summon another member of staff, and
- there are reasonable grounds for suspecting that a student may have a prohibited item in their possession.

In all cases where a search has been made without consent, the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a DSL.

### Search procedure

- Staff should be the same sex as the student being searched and there must be a witness (also a staff member) who should be the same sex as the student being searched.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item that they consider harmful or detrimental to school discipline.
- Staff can carry out a search of a student of the opposite sex and/or without a witness present in exceptional circumstances. They must have a reasonable belief that there is a risk of immediate serious harm to a person. The staff member must be able to justify that the conducting the search was necessary and it was not reasonably practicable to summon another member of staff.
- The search must take place in a suitably private area and never in front of another student, unless a group of students of the same sex are being searched with their consent.
- The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn immediately over a garment that is being worn as underwear and can include hats, blazers, shoes, coats, jumpers, boots, gloves and scarves.
- Should a search not reveal anything and the member of staff reasonably believes that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.
- Should a search not reveal anything and the member of staff reasonably believes that a student may still have in their possession an item that they consider harmful or detrimental to school discipline then a consequence can be applied.
- Any search of a student must be recorded on an incident form and processed in the normal manner. Notifying the DSL must be considered in all cases.

### Prohibited items

Prohibited items include, but are not limited to:

- knives or weapons, genuine or imitation
- alcohol, illegal drugs, tobacco, cigarette papers and e-cigarettes



- stolen items,
- fireworks
- pornographic, violent or abusive videos or images
- any article that the member of staff reasonable suspects has been, or is likely to be, used to cause personal injury to, or damage the property of, any person.
- any article that the member of staff reasonable suspects has been, or is likely to be, used to commit an offence”

*School staff can search a student for any item if the student agrees.*

## **18. Confiscation**

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If the following items are found they must be given to the Headteacher or Deputy Headteacher / Assistant Headteacher Behaviour and the police will be contacted to collect the item and if necessary arrest the student:

- knives or weapons, genuine or imitation
- Illegal substances of any class
- Stolen items (unless they are stolen in school and the decision is made to return them to their owner and the School follows its own disciplinary procedures)
- Pornographic, violent or abusive videos or images where the possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police.

If the following items are found a member of the Senior Leadership Team should be consulted in order to arrange for their disposal.

- Alcohol
- Cigarettes, tobacco and papers, Shisha pens
- Fireworks
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)

If the following items are confiscated because they are against the School rules they should be placed in the Main School Office for parental collection, they should be clearly labelled with the students name.

- Mobile Phones & Ipads (If inappropriately used)

- Any other item which though not dangerous or illegal would be better collected by a parent rather than returned to the student. Large sums of money or expensive jewellery could fall into this category where the teacher deems there is a real risk of a student being robbed or assaulted for such items.

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include inappropriate clothing, food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate).

All confiscations must be listed in the incident report form. Confiscated items may be an indication of a safeguarding matter so notifying the Designated Safeguarding Lead must be considered in all cases.”

## **19. Restraint**

Section 550(A) of the Education Act 1996 – The Use of Force to Control or Restrain students – allows teachers, and other persons who are authorised by the Headteacher to have control or charge of students, to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the student’s own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on school premises, and when he or she has lawful control or charge of the student concerned elsewhere, e.g. on a field trip or other authorised out of school activity.

Where physical intervention has been used as a method of restraint the incident should be reported to the school’s Designated Safeguarding Lead (DSL) or deputy DSL, who will record the incident.

## **20. Uniform**

We believe that school uniform is an outward symbol of valuing membership of the whole school community, showing we are ready to learn and are respectful. Uniformity helps students to focus on our primary purpose of learning and teaching and helps to ensure that this takes place in a healthy and safe environment, therefore, we expect all students to follow our uniform code and be dressed professionally at all times. The uniform code can be found in Appendix B. Students are expected to follow all reasonable requests from staff

regarding their uniform. Failure to do this will be treated as refusing to follow instructions/defiance and will result in further sanctions.

In exceptional circumstances the Headteacher may decide on minor alterations to uniform at short notice in response to extreme weather conditions.

If a student arrives to school with incorrect uniform, the following will happen:

Where possible, the uniform issue will be corrected by borrowing uniform or having the correct uniform brought to school.

Where corrections need to be made consequences will be applied consistently in the following ways:

Minor infringements - issues which *can* be resolved quickly and efficiently.

First Offence that half term - Receive a C2 from the tutor or teacher that half term

Second Offence that half term - Receive a C3 for the second offence, tutor to call home.

Third Offence that half term - Receive a C3 (1 hour after school detention). Director of Key Stage to call home.

Serious infringements - issues which *cannot* be resolved quickly and efficiently.

Where it is not possible to correct the uniform issue a student will receive a progressive consequence depending upon the severity of the issue.

Consequences will range from losing social time to isolation.

Reasonable adjustments can be used by staff and this must be recorded in the student's planner. If they have a note signed in their planner- no further action is needed on that occasion.

Parents, Students and Staff should use the student's planner to communicate uniform issues. Where email is used to inform the school a note must be placed in the planner by the tutor.

## **21. Punctuality**

The numbers of minutes late are correctly recorded by tutors/ teachers on registers. students are late when the mass of the class has arrived and you have left the door from the Meet and Greet.

students who are late receive a late detention at breaktime the next day.

Consequences -

More than one late in a day triggers increased sanction:

1 late = break

2 lates = lunch

3+ lates = after school

3 or more detentions for lateness in a week leads to the student going onto a punctuality report with a support plan led by their tutor in place to get them on time.

Tutor report involves completing a reflection sheet

Students, parents, tutors are informed via email.

In persistent cases parents are called to school.

## **22. Substance Abuse**

If a student is under suspicion of being in possession or using a banned substance, this

should be reported to Student Admin or Pastoral staff ASAP. An investigation will follow coordinated by DOKS / Student Managers with the SLT link to determine information. Students and their possessions will be searched and contact with home will be made. If found to be true, sanctions will be applied ranging from isolation to permanent exclusion depending on severity. Police to be involved as appropriate in discussion with the Safeguarding team / Headteacher.

A record of the suspicion of, or possession of, a banned substance will be recorded on CPOMS.

### 23. On Call

In the event of a student refusing to be 'Parked' (moved to another room) after C3 has been issued by the teacher, 'On Call' will be called for.

On call has 5 main functions:

1. Visiting classrooms to **celebrate** student work, achievement and collaboration
2. Visiting **Hot Spots** per the JMS rota to support colleagues
3. A **Call Out** from a teacher who has a student refusing to move on from their class and into Parking
4. A **Serious Incident/** behaviour e.g.
  - a. Direct and premeditated verbal assault on a member of staff
  - b. Physical attack on a student or member of staff
  - c. Health and Safety issue for others
5. An opportunity to **observe Teaching and Learning/** CPD opportunity.

All staff 'On Call' need to report to the Central Team at the start of their period, collecting the mobile devices and folder (detailing hot spots and strategies for certain students).

If the student refuses to move to Parking as instructed by the teacher, the on call member of staff arrives and takes the student to the Hub where they will stay for the remainder of the lesson then the following social time. Should this be lesson 5 they will need to attend the following day at break.

If the student refuses to go to isolation for on call then a member of SLT should be contacted (ideally SLT year link). They will remain in isolation for the remainder of the day. A call will be made for a detention that evening.

NB: If a student is refusing to move from a classroom for the member of staff on call, the class will need to be moved. This will then result in isolation that day and an A-E the following day.

The school will consider whether or not to inform the police when a criminal offence has taken place. It will also consider whether or not to inform and involve other outside agencies. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

## **Section 4 - Training, Monitoring & Data Handling**

### **24. Training**

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **25. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governors annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log. At each review, the policy will be approved by the Full Governing Body.

### **26. GDPR**

Personal and sensitive data captured in support of this policy will be processed in accordance with the schools Data Protection Policy. Information may be shared with partner agencies for the prevention or detection of crime, or to safeguard children or vulnerable adults.

## **Section 5 - Appendices**

Appendix A. Student Standards

# JMS Pupil Standards



*Ready Respectful Safe*

- We walk directly and safely to lessons, arriving on time to **meet and greet** our teacher politely.
- We **sit** in our allocated place.
- We quietly take out any **equipment** we may need and treat school equipment with respect.
- We begin the **DNA** as soon as we can, completing it as best we can.
- We will strive to meet the steps to success, **seeking help** from our teachers if we need it.
- We are **inclusive**; we value everyone's contributions.
- We will **complete homework** on time and to a high standard.
- We take on the **feedback** we receive and use it to improve our work.
- We accept **correctives** as reminders to adjust our behaviour.

*Determined to be the best we can be*

*Passionate About Learning*

## Uniform Code Years 7 to 11

<b>School Jumper</b>	<p>The school JMS jumper should be worn.</p> <p>If a student opts not to wear the jumper it must in their possession at all times.</p> <p>When summer uniform commences the jumper will not be required in their possession.</p> <p>No other jumper or tracksuit top is allowed to be worn on the school premises.</p>
<b>Tie</b>	<p>The school tie must be worn professionally at all times.</p> <p>Students must wear their tie knotted covering the top button. It needs to be of a reasonable length extending to the navel.</p> <p>A tie is to be worn at all times with the exception of the summer uniform polo shirt.</p>
<b>Trousers</b>	<p>Plain black professional style trousers are to be worn unless the skirt option is chosen.</p> <p>Trousers need to be a regular cut.</p> <p>No jean/denim, tracksuit or legging material is allowed.</p> <p>Tailored black shorts may be worn a part of the summer uniform.</p> <p>Shorts should be a professional length.</p>
<b>Skirt</b>	<p>Plain formal black skirts of professional length are to be worn unless the trouser option is chosen.</p>
<b>Shirt</b>	<p>White long or short sleeved cotton style shirts with a collar must be worn. Shirts must be tucked in at all times. Vests / t-shirts worn under a shirt must also be plain white.</p>
<b>Socks / Tights</b>	<p>Either plain black, grey or white socks are to be worn.</p> <p>Black or natural colour tights are to be worn with a skirt.</p> <p>Orange socks are only to be worn for PE lessons.</p>
<b>Shoes</b>	<p>Plain black low heeled shoes or plain black trainers, both with black laces, are to be worn.</p> <p>No logos, laces or coloured parts of the shoe are allowed.</p>
<b>Hair</b>	<p>Hair colour must be neutral and of a natural colour. Where hair is dyed, it must be of a natural hair colour.</p> <p>Haircuts that include patterns or designs must not be offensive.</p> <p>Haircuts must not be extreme.</p>
<b>Hats / Gloves / Scarves / Coats</b>	<p>These items should be plain (no large logos) and not worn indoors. No caps or hooded tops or tracksuit tops are allowed.</p>
<b>Make-up</b>	<p>Any make up should be discreet and is at the discretion of school staff.</p> <p>Nail varnish is not allowed.</p> <p>False eyelashes and fake nails are not allowed.</p>



<b>Jewellery</b>	<p>In the interests of safety and security jewellery must be kept to a minimum and not exceed the following:</p> <p>Watch – all students are recommended to wear a watch every day. Watches will not be allowed to be worn in examinations or assessments.</p> <p>Earrings – one simple metal, non-jewel plain stud may be worn in each ear.</p> <p>No other jewellery or body piercing is allowed.</p> <p>Clear plastic retainers may be worn with the authorisation of Directors of Key Stage.</p>
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**For the interests of clarity below is what students at John Mason School should not be wearing:**

- Leggings of any type
- Short skirts that are not a professional length. Professional length is just above the knee.
- Non-uniform jumpers, tracksuit tops & cardigans
- Extremes of fashion and hairstyle - Only natural hair colour is allowed and no inappropriate hair accessories. Only discreet make-up is allowed. In practical terms this means no lipstick, eye shadow, eye liner or false eyelashes
- Coloured nail varnish. Nails should be natural in appearance and short in length
- Frilly, fluffy or bright coloured socks worn over tights

**School is the final arbiter of the suitability of any item of clothing and footwear. The school reserves the right to challenge students who do not wear the correct uniform and to inform parents immediately.**

Parents are asked to support the school by ensuring that their child has all of the above uniform and that it is named and worn correctly. This includes subject specific equipment such as PE kit. Parents accept responsibility if injury comes as a result of inadequate footwear in classes/ at School.

Students are expected to follow all reasonable requests in regard to their uniform. Failure to do so will result in sanctions for defiance or refusal to follow instruction.

**Piercings**

Where students have piercings that are not allowed they will be asked to remove or cover them (such as nose/ additional ear piercings).

A call home from the Pastoral team (co-ordinated by the Director of Key Stage) will be made and the student given a period of reasonable adjustment (maximum 10 school days) to have the piercing removed for school.

During the period of reasonable adjustment, the student must keep the piercing covered and will be asked to sit in the detention room during social times.

If this instruction is refused, the student will be isolated and Parents invited in for a meeting with the Director of Key-Stage. The student would then remain isolated until the piercing is removed for school.

## Appendix C - Recognition

	Responsibility for allocation
Attitude to learning (excellence and improvement)	Automated by BROMCOM from Progress Checks as they happen
Homework (excellence and improvement)	
Attendance	Student Managers Monthly in line with KITE mark log on BROMCOM
Extra curricular contributions  & Staff recognition of students meeting school values	All staff, ongoing: Names emailed to Claire T to input or taken from extra curricula registers.  All staff, ongoing: Names added to the Teacher Recognition Sheet and moderated by DOKS. Paula H to input.
House competitions	All staff, ongoing: Names emailed to Claire T to input or taken from extra curricula registers.

Points will be awarded with the following weighting:

Reason	Number of Points awarded
Students on track or above in 100% of subjects	10 points per data check
Students on track or above in 70% of subjects	5 points per data check

Students who improve the number of subjects on track or above since previous data check	5 points per data check (can be on top of those awarded as above)
Students with an average AtL score of 1.5 or better	5 points per data check
Students with an average AtL score of 1.00	10 points per data check
Students who improve their average AtL score from previous data check	5 points per data check (can be on top of 10/20 awarded for average as above)
Homework average score of 1.5 or better	5 points per data check
Homework average score of 1.00	10 points per data check
Students who improve their average score for homework	5 points per data check (on top of those awarded above)
Gold attendance	10 points each Month
Silver attendance	7 points each month
Improved attendance from previous Month	5 points each month (can be in addition to above)
Participation in school event or contribution to wider school community (Eg: sports fixture, drama show, DoE expedition, Leadership)	3 points per event/ contribution/ attendance at club/ rehearsal.
Demonstrating a JMS value as awarded by staff	3 points per moderated recording.
Participate in House event	3 points per event.

#### Appendix D - Rules of Detention / Isolation

## How am I expected to behave while in Detention?

1. You are here because you are putting things right. You have not behaved to the standards that we expect.
2. Make sure your uniform is smart and correct before you enter the room.
3. Make sure you are ready to work or read a book before you enter. You may do homework. You must not sit and do nothing.
4. Enter the room in silence and do not talk until you have left.
5. Stay polite and cooperative at all times.
6. Sit where you are informed to sit and do not turn round.
7. A member of staff will tell you when your detention has ended. At that point leave in silence; if you talk before you have left the room you will be required to complete the detention again.

If you break any of these rules, or disrupt the work of staff or students in any way, you will have to repeat the detention the next day.

#### Appendix E - Intervention List (not exhaustive)

Area	Intervention	Area	Intervention	Area	Intervention	Area	Intervention	Area	Intervention
Behaviour	Report card (Tutor)	Mental Health	SHN referral	Attendance	Attendance support from tutor	Safeguarding	RISKY BEHAVIOURS GROUP WITH SHN	Alternate Provision	SOFEA
	Report Card (DOK)		CAHMS referral		Attendance support from Student Manager		WELFARE CHECK		TRAX
	Report Card (SLT)		SB MH support		Attendance Contract		COMMUNITY POLICE LIAISON		CONNECTED
	student Passport		CAMHS In Reach Group		Letters - FPW/Holiday		NEGLECT TOOLKIT		HEROS
	IBP		School Counsellor		Attendance worker support		EXPLOITATION SCREENING TOOL		SAFE
	EHA		Anger Management Support		Attendance and engagement team support		NO NAMES		GATEWAY
	PSP						MASH		GETTING COURT

	Connecte d						THREE HOUSES		AQUARIU S
	SOFEA Mentoring								