



Commented [GU1]: It maybe out of place for me to say but can we develop this to have a greater emphasis on repair and support?

Behaviour Policy

Applicable to:	Responsible Officer	Date Adopted	Date to be reviewed:
All Staff	PDW	September 2023	August 2024

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A. Introduction

1. Purpose and Aims:

The Behaviour policy is rooted in the school's vision and values. The purpose of this policy is to set out the key expectations for the conduct of students at John Mason School; the procedures through which we recognise those who consistently meet our expectations and the procedures by which we will manage situations where those expectations are not met.

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 each student's unique character.

The aim of this policy is to

- create a positive culture of conduct
- support effective learning
- promote positive relationships within school and the wider community
- promote self-esteem and self-discipline
- provide a safe environment free from disruption, violence, bullying and any form of harassment
- ensure consistency of response

We recognise that good behaviour is more than the absence of "bad" behaviour. It includes, and is reflected in, interactions with adults, coping with challenges and good study habits.

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 \(2023\)](#) |

Commented [GU2]: Change to 2023

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

- Attendance
- Anti-bullying
- Safeguarding

2. School Values and Conduct

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 Personal Development 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.

In order to achieve a whole school culture, where we value one another and are determined to the best we can be, we have expectations of all stakeholders.

All 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.
- Ensure that our expectations are clearly communicated to the whole community with messages regularly reinforced e.g. through briefings, assemblies, newsletters, tutor time.
- Support team members through a centralised system of detentions with minimal administrative demands, to ensure that they can focus on building positive relationships.
- 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 staff 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.

Commented [MD3]: Character Education is now called Personal Development.

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]

All families and community members will

- 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.

B. Positive behaviour and attitudes to support our community

1. Teaching positive behaviours.

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:

1. Teach learning behaviours through our tutoring and Personal Development 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.

To further support students there are fortnightly 'Student Support Services' Meetings for each year group attended by: Student Managers, Dok's, 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.

Commented [GU4]: This implies referrals to these agencies are for those students who have negative behaviours etc, perhaps it could be rephrased as we often refer to some of these agencies for other reasons.

2. Celebrating positive behaviours

We have high expectations of all our students, and we celebrate the consistent hard work and efforts our students make every day in the classroom and with homework, as well as celebrating the extra efforts they make to our school community.

Our celebration system is about helping our students become good citizens, being prepared for life beyond school and to reflect our JMS values.

Students who demonstrate positive behaviours regularly will be recognised for it. Students who show positive improvements from the previous progress check will also be recognised for taking steps to improve.

Examples of positive behaviours celebrated could include:

- Consistently high behaviour standards
- Positive behaviours towards other community members
- Significant contribution to the wider school community

Positive behaviours may be celebrated by in class verbal feedback, communication home by phone, email or in writing or by termly celebration events.

Additionally, staff will award house points for the positive behaviours demonstrated, by recording it under the relative School Value on BROMCOM .

Commented [MD6]: Are they 'house' points or (positive) behaviour points?

Our aim is to spend significantly more time celebrating positive behaviours than sanctioning those which harm our community.

Our celebration 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

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

Points will be distributed and recorded on BROMCOM throughout the academic year. At the end of each half term, letters will be sent home to families of those students who have reached a milestone as detailed below. These students will also to be recognised in Celebration Events.

Commented [MD7]: 'families of'

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

3. Celebration Events

Students who demonstrate consistently high standards of behaviour will be rewarded with an invitation to meet with senior members of staff.

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

This will include recognition of attendance, progress & behaviour, House competition winners and House point standings within each year group, a tutee of the term and a variety of 'most improved' categories.

Three times a year the school will gather and recognise exceptional achievement across the school.

House competitions and House cup standings for areas including Attendance, Conduct, Sport will be announced and trophies issued. These events will also recognise the cultural life of the school with live performances of both drama and music.

Commented [GU8]: This is becoming quite repetitive of 2. Does it need to be a separate section or can we edit the two into one?

C. Expectations for behaviour and attitudes of students.

1. Uniform expectations

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.

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.

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, with an acceptable authorised reason, then school will work with the parent to help resolve the issue. Parents/carers should contact school via email, or a signed written letter, informing the form tutor of the issue and when it will be resolved. Reasonable adjustments may then be used by staff and will be recorded in the student's planner or a note issued. In these cases no further action will be taken.

2. Punctuality and attendance to lessons

Students are expected to move around the school site calmly, direct to their destination and with the purpose of arriving at lessons promptly, usually within 1 or 2 minutes and a maximum of 3 minutes from the end of their previous lesson. This ensures that they are maximising their opportunity to learn and in lessons and also reduces disruption for other members of the class caused by late arrivals.

Students are expected to stay in class for the full lesson to maximise their opportunity to learn and to reduce disruption to others. Students should aim to use the toilet during their breaks, and between lessons. In exceptional circumstances a teacher may allow a student to use toilets during a lesson in these cases students will use the toilets and they will be asked to make up the lesson time that they have missed later.

3. Homework expectations.

Homework is set for students following the JMS Homework Policy. Homework is an opportunity to maximise the learning opportunities by consolidating and building on the work that is done in class.

Homework will be set with a reasonable deadline by teachers who will then check that it is completed on time. We understand that the resources students have to complete their homework does vary and so if there is an issue in meeting a deadline students are expected to talk to their class teacher before the deadline has passed.

Commented [GU9]: What about other cases, where there is no note?

Commented [MD10R9]: Or where there is a note but the reason is not acceptable?

Commented [GU11]: Hi Paul - you have changed 5 to 3 as I am typing this...good move.

Commented [MW12R11]: I also added the direct to mirror the paragraph below. I take it these are the items that will feature to students in assembly 1. Or is this something that you will want tutors to cover / me to do a student slides message on?

Commented [GU13]: This has not previously been encouraged - and note they only have 3 minutes to travel. Would this be better as for medical passes - go to class, register and then teacher can give a pass if you need to leave. Also means we won't have to unlock the toilets every hour, just break and lunch.

Commented [GU14R13]: There's also a section on toilet use below should they be together?

4. Behaviour and attitude expectations

We expect all students to meet the JMS Pupil Standards. These are displayed on a poster in all classrooms and other areas of the school as a memory aid when needed. A copy of this poster can be found in Appendix 1. The JMS Pupil Standards are:

- 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 (Do Now Activity) 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.

5. Personal Equipment for Learning:

Students are expected to bring the equipment identified in Appendix F with them every day.

Being organised and ready to learn is an essential behaviour for later life and is a habit we encourage students to embed. 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 Key Stage office and students should be directed there accordingly.

6. Specific prohibited behaviours and related consequences:

Defiance:

Students are expected to follow the reasonable instructions they are given. If a student refuses any instruction from staff, this is classed as defiance. If the student remains defiant then the student will be parked and given a C3 detention. If they fail to complete this move, they will be taken to their Key Stage office by On Call. Failing to follow these instructions will result in a student being isolated (C5) for the remainder of the day plus a C3 the next day. Failure 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 Director of Key Stage and an appropriate consequence will be implemented.

Mobile Phones, earphones and other electronic devices:

Students are expected to turn their mobile phones, earphones, Air Pods and other devices off and put them away before 8:30am and not get them back out until 3:10pm. If a device is seen or heard during the school day then it will be confiscated. Exceptions to this rule will take place in special circumstances and with permission, and under supervision, of a

Commented [MW15]: alter appendix annotations

Commented [GU16]: This is not a prohibited behaviour.

Commented [GU17]: Would it not be the same day, if the incident happened early enough?

Commented [MD18]: When would they be 'moved to isolation'? Or do you mean 'failure to move to the KS office'?

Commented [GU19]: Do we want take-up time here; it was crossed out earlier.

Commented [DS20]: A2E used to involve following a different day structure. I am not convinced that the current version of A2E is efficient use of time or seen as an escalation from isolation.

Commented [GU21]: Do they ever do the isolation they refused?

member of staff.

If the phone is confiscated, it will be kept at Student Services and the student can collect it at the end of their day. On the second offence, phones must be collected by parents. Further incidents may result in the phone being locked in the school safe for a longer period of time. Parents will be contacted to ensure measures are in place for the safety of the student.

Commented [GU22]: This is imprecise.

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

Sixth Formers may use mobiles within the dedicated sixth form area but not other areas of the school site.

Theft:

The John Mason School community does not tolerate theft. When a theft is suspected 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 depending on the details of the incident.

Damage to School Property:

The John Mason School community does not tolerate damage to property. Staff and/or students should inform the Pastoral team or Director of Faculty when they suspect damage has occurred intentionally or unintentionally. If damage has been inflicted deliberately parents will be invoiced for a contribution towards replacement or repair. Sanctions range depending on the details of the incident.

Inappropriate Language:

All members of the John Mason School community are expected to use appropriate language while on site or when representing the school in any capacity. If inappropriate language is used in class or in conversation on school site, teachers will issue a C2 warning and follow the graduated consequences chart.

Indirect offensive or aggressive language about staff, students or situation will be recorded as a C3 & reported to the Pastoral team for investigation. Direct offensive or aggressive language about staff, students will result in a C5 or above sanction set by the DOKs.

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, violence, assault and offensive weapons:

Physical contact of any kind will not be tolerated. Students caught fighting will be moved to separate areas and asked to write a statement. If medical attention is required, this will be prioritised. Students may be placed in isolation, suspended for a fixed term or permanently excluded.

Students caught carrying an offensive weapon, including items of sporting equipment for no good reason, may be placed in internal exclusion, suspended for a fixed term or permanently excluded.

In some instances, it may be appropriate to refer students to the community police officer where fighting, violence or discrimination have been raised as a concern. The purpose for this is educational.

Truantiing/ leaving class or site without permission:

We expect all students to attend all lessons. Students who do not attend lessons cannot learn. Students who fail to attend lessons, despite support from class will receive a C3 from their subject teacher.

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 lesson, teachers will email "On Call" and student services will investigate further and issue a C3 if no good reason for the student's absence is found.

If the student/s are not located then Parents/ Carers will be informed. 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 and this sanction will be higher if they are found to have left the school site. If students are found truantiing by staff and refuse to return to class they will be taken to the key stage office who may place them in isolation for the rest of the lesson.

Smoking / Vaping:

The School is a non-smoking / non-vaping site and it is illegal under the age of 18. Students caught smoking or vaping on the school grounds will receive a fixed term suspension. Students caught with smoking or vaping paraphernalia will have this confiscated, receive detention and parents will be informed. Those caught in the company of smokers / vapers will also receive detention.

Bullying:

Every member of our community has the right to come to school without threat of being bullied. 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

Commented [GU23]: This has never been implemented - we ask staff to use their judgement when emailing on call as there are so many gaps in the system e.g. music lessons and interventions that don't get recorded in BromCom.

Commented [GU24R23]: Suggested "without good reason" to allow room for judgement when you hear 'he's gone to his music lesson' etc.

Commented [DS25]: I think that if found truantiing, students should be taken to isolation/hub and prepared for a successful next lesson. It was often the case that students were brought to lesson and caused disruption or refused to engage and got C3.

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

Misogynistic behaviour is behaviour, including things you say, that could make others think that you dislike or wish to hurt women.

Where behaviour falls into one of these categories, a higher level of consequence is likely to be applied than would be attached to the behaviour alone. School Leaders will decide the appropriate level of consequence and educational support against the levelling principles in the Consequence Level Guidelines, considering the intent behind the behaviour and the impact on the victim and other members of the school community. Support will also be provided for those affected by such behaviour.

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.

7. Items which students are prohibited to bring onto school premises or on school trips.

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"

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.

Commented [GU26]: Should be included as per last year's training, Andrew Tate stuff etc.

Commented [GU27]: This was the definition we shared in assembly based on Pink's training session. NB clarity over nuance; we could make this more sophisticated for the policy.

D. Sanctions applied when behaviour and attitudes do not meet expectations.

1. Consequences for not meeting uniform expectations.

If a student arrives to school with incorrect uniform and no note, 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; or parents will be contacted to allow the student to travel home to change.

Consequences will range from losing social time to isolation.

2. Consequences for not meeting punctuality and attendance expectations

If a student is late to lesson the number of minutes late are recorded by tutors and/or teachers on registers. Students are late if they arrive 3 minutes after the end of the previous lesson, or significantly after the rest of their class where their previous lessons was nearby. Students who are late receive a late detention at break time the next day.

More than one late in a day triggers increased sanction:

- 1 late = break time detention.
- 2+ lates = after school detention.
- 3 or more detentions for lateness in a week leads after school detention and the student going onto a punctuality report led by their tutor.

Students, parents, tutors are informed of lateness via MCAS and in cases of persistent lateness parents will be asked into school to discuss further interventions.

In exceptional circumstances a teacher may allow a student to use toilets during a lesson, in these cases students will use the toilets and they will be asked to make up the lesson time that they have missed later. When this takes place, the teacher will log a C0 on Bromcom to allow the monitoring of lesson absence and ensure that learning is not being impacted over time. Where lesson time toilet use is common DOKs will ask tutors to discuss with students in the first instance and may ask parents into school to discuss further interventions.

If a student is found to be truanting a lesson they will automatically be given a C3 for truancy.

3. Consequences for not meeting homework expectations

If a student fails to complete homework then this is recorded on BROMCOM. Students will then attend a 20 min lunchtime homework support session where the homework is

Commented [DS28]: This whole section seems longer than it needs be. It is repetitive of what has come before and I think could be more succinct.

Commented [DS29]: I think examples would support consistency of application.

Commented [MD30]: How is the cumulative number of offences tracked?

Commented [DS31]: bell? We have been using after second bell = late (reg, P3 and DEAR and judgement (P1, 2 and P4), rather than timed, given it varies significantly depending on distance students have to travel.

Commented [GU32]: Can we just confirm this is current.

Commented [DS33]: What is the mechanism for this?

Commented [GU34]: This has been covered earlier.

completed. This recorded on Bromcom for the specific affected subject.

4. Consequences for not meeting behaviour and attitude expectations

At JMS we have high expectations of conduct. When a student falls below these expectations we aim to support them through the following actions. When a student's conduct or work fails to meet our standards, an appropriate consequence will be used. No student's behaviour must be allowed to spoil other students' opportunities for learning. Consequences will be applied consistently and fairly. Students will be given an opportunity to reflect on the consequences of their actions and where necessary, for example in the event of using racist language take part in additional educational opportunities to prepare them better for their future.

They include:

- C1 – A reminder of expectations and an opportunity to correct a mistake.
- C2 – An alert to a behaviour that is disrupting others' learning experience or environment and needs to be speedily corrected.
- C3 – After school detention. This is where a student is parked to learn in another area and / or where a behaviour has significantly impacted the wider community.
- C5 – Isolation. A high-level intervention for behaviour that has required intervention from senior staff. The C5 students join the C3 after school detention at 3.10pm.
- C6 - Alternative to suspension - Meeting with parents'/carers' isolation followed by an after school detention. A significant flouting of school values that has required senior staff to involve parents/carers.
- C7 – Fixed term suspension
- Permanent exclusion will be used in serious cases

C1 will be used by staff in the moment. When a member of staff issues a C2, C3 or above it will be recorded on BROMCOM.

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:

1. Ensuring that staff have had training in the nature of disabilities and additional needs, and how they should treat students with additional needs;
2. Ensuring that staff are aware of any students with such additional needs;
3. Ensuring that help is sought from the Local Authority to enable the School to make reasonable adjustments;
4. 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.
5. Making reasonable adjustments to the manner in which consequences are carried out.

Commented [MD35]: What happens if they don't attend the support session (so far there has been no consequence)? Are all faculties running support sessions?

Commented [DS36R35]: Science haven't been due to the volume of students who would be invited every week.

Commented [MD37]: Doesn't C5 also come with an afterschool detention?

5. Logging 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 Team Meeting.

Recognition Points minus Behaviour Points are used to work out Conduct Points. These are reported to parents and used to calculate the House Conduct Trophy.

6. Consequences for repeated offences

If a student receives five C2 sanctions in a week this will automatically result in a C3, set by their DOK.

If a student receives two C3 in one day this may result in that student being isolated for all or part of the next day set in order to re-set our expectations of their behaviour. This will be actioned by their DOK.

Where students are repeatedly displaying behaviours and breaking the school policy, the DOK will determine appropriate intervention in the form of further support and consequences in consultation with SLT and the inclusion team. For a list of possible interventions see Appendix E.

7. Follow up - for (C1) or C2 sanctions.

At the end of a lessons, students who have received a C1 or C2 are likely to be asked to stay behind for a short conversation with their teacher to ensure the student understands why they were given the C1 or C2 and that they know how to meet their teacher's expectations and avoid repeating this behaviour in the future.

8. Detentions - for (C2 and)C3 sanctions.

Whilst parental consent is not required in order to give a detention ([Behaviour and Discipline in Schools DfE July 2013 \(last updated Jan 2022\)](#)) 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 log this on BROMCOM. The student will need to stay behind for a short conversation with their teacher to ensure they knows why they were given the C1 or C2 and how they can better meet their teacher's expectations and avoid repeating this behaviour in the future.

If a C3 is issued, the member of staff must record on BROMCOM. This will result in a 1 hour centralised detention after school the next day (or Monday if the C3 is issued on a Friday).

Commented [DS38]: Should a student not be isolated on the day if they have had two C3s?

Commented [MD39]: Does this need to be repeated?

Students are expected to be 'Ready, Respectful and Safe' in detention. For the successful completion of a detention students will need to do the following:

- Attend the detention, arriving less than 5 mins after the end of P5.
- Continue to have their mobile phone turned off and in their bags.
- Wear full uniform.
- Follow all reasonable requests & instructions from staff.
- Follow the rules of the detention (see Appendix D)

If a detention is not completed successfully, Student Services and the DOKs are emailed. They ensure the escalated sanction is awarded.

9. Isolation - for C5 sanctions.

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

Commented [DS40]: Is this (and lunch) going to be somewhere other than the isolation room?

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

10. Alternative to Suspension (A2E)- for C6 sanctions.

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.

11. Suspensions for C7 sanctions

The Department for Education's guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil Movement Guidance for maintained schools, academies, and pupil referral units in England September 2023 states

'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school'.

For high level incidents or repeated incidents of poor behaviour, the school may suspend a student for a fixed period of time. Students who are suspended for a fixed period of time are at risk of permanent exclusion if their behaviour and attitude does not improve. 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 D for a list of interventions that will be considered.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

There will be exceptional circumstances where it is appropriate to suspend or permanently exclude a student for a 'one off' offence. Examples of such offences are listed here:

- 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)

Commented [GU41]: Called A2E earlier and in the next lines - which term do we want?

- 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 suspension, 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.

Following a student's suspension from school, a meeting must be held with parents/carers to discuss the incident and to ensure that no further suspensions take place. It is imperative that parents/carers attend this meeting, before students can return to mainstream classes, in order to ensure that any potential barriers are identified, and support implemented if appropriate. This meeting will set out the terms of re-admission.

Repeat Suspensions – The role of the Governor's Disciplinary Committee (GDC).

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- it would result in the pupil missing a public examination or national curriculum test

The DE guidance specifies how the GDC should operate.

In addition, the Governor's Disciplinary Committee can be convened to discuss the behaviour of a student who may have had repeated suspensions or whose behaviour and conduct is a cause for concern. These meetings are called Governors' Warning Hearings. Parents/carers along with students would be invited to attend to discuss the concerns the school has, regarding the student's behaviour, conduct and choices, alongside interventions and support that is in place. These meetings will indicate that the student is at risk of permanent exclusion. Following consideration of the evidence presented the committee will decide whether a Governors' Warning is appropriate for the student.

12. Permanent Exclusion

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 '[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)' which can be found here:

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

13. 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. Responding to a **Call Out** from a teacher who has a student refusing to move on from their class and into Parking
4. An opportunity to **observe Teaching and Learning**/ CPD opportunity
5. Supporting in dealing with **Serious Incidents** (gathering statements, situating students & initial incident management).
Examples include
 - 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.

All staff 'On Call' need to report to Student Services at the start of their duty, collecting the mobile devices and relevant data.

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 Key Stage Office 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 until breaktime.

If the student refuses to go to Key Stage Office for on call then a member of SLT should be contacted (ideally SLT year link).

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.

14. Searching students

If students are suspected to have brought a prohibited item onto the school site, or on a school trip, then it may be necessary to conduct a search of their person, bags and locker to ensure the safety of staff and students.

Searching with consent

School staff can search a student for any relevant item if the student agrees to the search. The reason for the search will be clearly explained to the student. Following the search the staff responsible for leading the search will record on CPOMS who was searched and the reason for the search. Parents must be informed of the search, and the reason for conducting it, before the student leaves the school site.

Commented [MD42]: Earlier it says they should be taken to their KS office. Which should it be?

Commented [MD43]: Earlier it says refusing isolation is A2E. So they wouldn't stay in isolation would they?

Commented [GU44]: Who is this information for at this point?

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

- When a student is being searched, whenever possible, a member of staff of the same gender should be present.
- 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 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.
- 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 CPOMS. Notifying the DSL must be considered in all cases. Parents must be contacted.

15. Confiscation of prohibited items.

If students are found to have brought a prohibited item onto the school site, or on a school trip, then these items will be confiscated by staff. 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, Vapes
- Fireworks
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)
- Aerosol cans
- High caffeine content drinks

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 student's name.

- Mobile Phones & Tablets (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.

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.

16. 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.

Commented [GU45]: vapes

Commented [GU46]: Toys that resemble dangerous objects and weapons or which cause disruption to the smooth running of the school e.g. water pistols.

Commented [GU47R46]: This comes 7 pages after the list of prohibited items!

17. Restraint

In circumstances where there is a risk of harm to students, staff or property it may be necessary for a member of staff to restrain a student. Restraint must be justifiable, reasonable and proportionate. Section 550(A) of the Education Act 1996 (The Use of Force to Control or Restrain students) allows teachers, and other authorised persons to use such force as is reasonable in 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 on a school trip.

Where physical intervention has been used as a method of restraint the incident must be recorded in CPOMS and should also be reported to the Headteacher. A Restraint form must be completed as soon as possible, uploaded to CPOMS and assigned to the headteacher.

E. Interventions to support improvements in behaviour and attitudes over time.

1. Support.

We aim to fully support all community members who are the victims of violence, abuse, exploitation. This is achieved internally with support from staff and externally through referrals to outside agencies e.g. SAFE

Commented [DS48]: Numbering has gone wrong

2. Report Cards system

Students who are demonstrating dysregulated or disaffected behaviour may be placed on report cards to monitor their behaviour. This has a levelled approach with students moving up/down the ladder when the report is completed successfully / needs to be revisited. 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 / Dok's 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 / Dok's 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 / Dok's, 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.

3. 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.

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.

4. 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 provision or curriculum changes. Where reduced provision is enacted, OCC Reintegration Timetable Guidance will be followed.

5. Communication with students.

Expectations will be clearly communicated with students at the start of every new year through a combination of assemblies, tutor time activities and classroom teacher instruction. When students join the school mid-way through a year, expectations will be shared with them as part of their transition process.

6. Communication with parents and carers.

Behaviour is monitored through Bromcom by tutors, Heads of Year, Directors of Key Stage and SLT. Parents and carers are able to see behaviour entries and associated comments in Bromcom.

Where issues seem to arise over time a member of staff will contact home to discuss with parents so that they are fully informed of any concerns the school may have. This will start with the class teacher or tutor in the first instance.

7. Training

Staff are provided with training on managing behaviour, as part of their induction process and at regular opportunities throughout the year with behaviour management forming part of continuing professional development.

8. 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.

9. Monitoring of this policy.

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.

Commented [MD49]: Bromcom?

Commented [MD50]: Are we switching on the comments? This is not currently the case.

Appendices

Appendix A -Student Standards

The following poster is displayed in classrooms as a reminder of our expectations:



The poster is titled "JMS Pupil Standards" in a large, bold, blue font. To the right of the title is a graphic of three interlocking cubes in blue, orange, and yellow. The poster features a list of ten bullet points detailing student expectations. On the left side, the phrase "Ready Respectful Safe" is written vertically in a blue, sans-serif font. On the right side, the phrase "Determined to be the best we can be" is written vertically in a smaller, orange, sans-serif font. At the bottom center, the phrase "Passionate About Learning" is written in a yellow, italicized, sans-serif font. The entire poster is enclosed in a thin blue border.

JMS Pupil Standards

- 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.

Ready Respectful Safe

Determined to be the best we can be

Passionate About Learning

Appendix B – Uniform Code Years 7 to 11

Clothing item	Details
School Jumper.	Worn or in possession in Autumn and Winter terms. Not required in Summer term. No other jumper, hoody or tracksuit top is allowed to be worn on the school premises
Tie.	To be worn professionally at all times in Autumn and Winter terms. Not required in Summer term if wearing a polo shirt. Students must wear their tie knotted covering the top button. It needs to be of a reasonable length (extending to the navel).
Trousers.	Plain black professional style trousers are to be worn unless the skirt option is chosen. Trousers need to be a regular cut. No jean/denim, tracksuit or legging material is allowed. Tailored black shorts may be worn as part of the summer uniform. Shorts should be a professional length.
Skirt	Plain formal black skirts of professional length are to be worn unless the trouser option is chosen.
Shirt	White long or short sleeved cotton style shirts with a collar must be worn in Autumn and Winter terms. Shirts must be tucked in at all times. Vests / t-shirts worn under a shirt must also be plain white.
Socks / tights	Either plain black, grey or white socks are to be worn. Black or natural colour tights are to be worn with a skirt.
Shoes	Plain black low heeled shoes or plain black trainers, both with black laces, are to be worn. No logos, coloured laces or coloured parts of the shoe are allowed.
Hair	Hair colour must be of a natural colour. Haircuts that include patterns or designs must not be offensive. Haircuts must not be extreme.
Hats / Gloves / Scarves / Coats	These items should be plain (no large logos) and not worn classrooms. No caps or hooded tops or tracksuit tops are allowed.
Make up	Any make up should be discreet. Nail varnish is not allowed. False eyelashes and fake nails are not allowed.
Jewellery	In the interests of safety and security jewellery should be kept to a minimum and not exceed the following: <ul style="list-style-type: none"> • Watch. • Earrings – one simple metal, non-jewel, plain stud may be worn in each ear. No other jewellery or body piercing is allowed however clear plastic retainers may be worn with the authorisation of Directors of Key Stage
<p>For clarity students at John Mason School should not be wearing:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	

Commented [MD51]: Can they wear black, grey or white socks over their tights?

Commented [MD52]: Should this say 'in lessons' rather than 'indoors'?

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.

Appendix C – Celebration

Celebration points will be awarded by the following people:

Behaviour to be celebrated	Responsibility for allocation
Attitude to learning (excellence and improvement)	Automated by BROMCOM
Homework (excellence and improvement)	Automated by BROMCOM
Attendance	Attendance Officer provides names. Admin team add points.
Extra curricular contributions	All staff email Clarie T with names. Clare T checks extra curricular registers.
Recognition of students meeting school values	All staff log through BROMCOM.
House competitions	All staff email Clarie T with names. Clare T checks extra curricular registers.

Commented [MD53]: Is this still the case? It hasn't been.

Celebration points are awarded with the following weighting:

Behaviour to be celebrated	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 1.0	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 (e.g.: 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

Commented [DS54]: Have these been changed compared to previous years?

Appendix D – How am I expected to behave in isolation and detention

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 professional 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.
 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.

Commented [MD55]: This is new. Will we fail students who have nothing to do?
What about phones? It was requested last year that phones are handed in for detentions.

Commented [DS56R55]: I think we should aim to provide work that is different to homework.

Appendix E – Interventions which may be used to promote improved behaviour, attendance and safeguarding.

Behaviour:

- Report card (Tutor)
- Report Card (DOK)
- Report Card (SLT)
- student Passport
- IBP
- EHA
- PSP
- Connected
- SOFEA Mentoring

Mental Health:

- SHN referral
- CAHMS referral
- SB MH support
- CAMHS In Reach Group
- School Counsellor
- Anger Management
- Support

Attendance:

- Attendance support from tutor
- Attendance support from Student Manager
- Attendance Contract
- Letters - FPW/Holiday
- Attendance worker support
- Attendance and engagement team support

Safeguarding:

- Risky behaviours group with SHN
- Welfare check
- Community police liaison
- Neglect toolkit
- Exploitation screening tool
- No names
- MASH
- Three houses

Alternative Provision:

- SOFEA
- TRAX
- Connected
- Heros
- SAFE
- Gateway
- Getting court
- Aquarius

Appendix F – Equipment list

The following poster is used to share expectations of equipment both with students in school and in communication with families:

