



Behaviour for Learning Policy

Rights & Responsibilities

John Masfield High School is committed to the provision of excellent and enjoyable learning for all. High standards of discipline and behaviour in lessons play a major role in ensuring this aim is achieved. It is equally important that students feel safe, secure and valued in and around the school site. These aims are both possible as a result of the school adopting a robust approach to behaviour, which recognises that all students have rights, and that with rights come responsibilities.

Policy Aims

1. To promote the core values of JMHS so that all members of the school community are conscientious, considerate and co-operative.
2. To help students recognise that all members of the school have rights and responsibilities.
3. To create an environment where each member of the school experiences excellent and enjoyable learning where students are able to make good progress and be a part of a safe and supportive environment.

These aims will be achieved through

1. Having high expectations of all members of the school with a focus on being conscientious, considerate and co-operative. We believe that excellent and enjoyable teaching through our teaching and learning standards provides a platform for positive behaviour.
2. Staff setting an example through their personal conduct and the delivery of high quality lessons, which create an excellent relationship with students.
3. Having a clear and easily understood set of rules, sanctions and rewards.
4. Provision of high quality training and guidance for staff to help students improve their behaviour and manage their emotions
5. Thorough supervision of students outside lessons.
6. Working in effective partnership with parents/carers and any relevant external agencies.

Support for students whose behaviour is a barrier to learning

All staff at JMHS work hard to encourage students to reach their full potential and have positive values for life. We recognise that for some students their behaviour is a barrier to their learning or to the learning of others and in order to remove some of these barriers we use a wide range of support interventions. These include:

1. Pastoral support plans.
2. Mentoring meetings and reviews.
3. Report cards with SMART targets.
4. Counselling.
5. Differentiated curriculum models.
6. Positive peer group involvement.
7. Small group intervention in our student service centre.
8. Targeted time out and emotional management strategies.
9. Self confidence and emotional resilience support.
10. Involvement of a wide range of external agencies, including Pastoral Support Plan placements in our Local Authority Pupil Referral Units.
11. Strategy Guides which inform staff of barriers, triggers to barriers and successful strategies.
12. Individual Behaviour Plans, as part of an SEN Individual Education Plan.

Rewards and Sanctions

Rewards

All staff aim to praise students working well, behaving sensibly and making good contributions to the school community. Good work, good conduct and good contributions are acknowledged and recognised in a variety of ways. These include:

1. Praise and encouragement
2. Marking of work and positive feedback
3. Awarding of House Points.
4. House Point Certificates and Badges.
5. Respect commendations.
6. Praise Postcards.
7. Headteacher Achievement Awards.
8. Prizes presented at Presentation Evening.
9. Involvement with school trips and extra curricular activities.
10. Celebration assemblies and events.

Sanctions

Penalty Points

Poor punctuality undermines progress, disrupts the positive learning environment, and will be challenged accordingly. Students who are late to a lesson will be given a penalty point, which will be recorded on SINS. If a student is late three times in a half term to a lesson, they will be given an S3 lunchtime detention. If a student is late to registration their time of arrival will be noted and the owed time will be served in a detention with their House Leader.

The sanctions outlined below demonstrate typical procedure.

Si — First Formal Warning A student not conforming to JMIS expectations will be given a formal verbal warning. The member of staff will explain what the student has done wrong and will explain what is required to prevent any further issues. This is intended to quickly resolve any issue and prevent its escalation.

52 — Lunchtime detention, removal to another classroom and target setting

If a student fails to respond to the first formal warning, advice, and guidance supplied then they will receive an S2. This will result in their removal to the Faculty On-Call room and an S2 lunchtime detention will be issued. If a student cannot be moved to the Faculty On Call room, a House Support Assistant, House Leader or member of the SLT will remove the student to a suitable location. Where possible the student will meet with the class teacher at the end of the lesson to set a target for success in the following lesson.

The lunch detention lasts 20 minutes and students are encouraged to use the time to complete homework or read. Students are able to get their lunch first but are not allowed to eat in the detention and must arrive before 1.30pm. Students who arrive after 1.30pm stay for the remainder of the detention time and re-sit the detention on the next appropriate day. Students may have to spend extra minutes in detention should they breach the detention rules; students sit where allocated, face the front, remain silent and leave when dismissed.

If a student has a Uniform Penalty detention as well as an 52, they will serve 35 minutes in the detention room.

Automatic S2 detention

An S2 will also be automatically issued if a student:

- has a mobile phone/mp3 player/ hand-held computer out in the school building apart from the designated eating areas. The item will be confiscated and returned at the end of the day
- uses disrespectful language to a peer
- swears in front of a teacher or directly at a student
- participates in dangerous horseplay
- wears inappropriate uniform
- is late more than 3 times in a week

53 — House after school detention from 3.30 until 4.30 pm

Typically, S3's are only given by House Leaders or members of the SLT and are issued for:

- using disrespectful language about or towards a member of staff
- smoking
- swearing at/ about a member of staff
- persistent lateness or an unauthorised absence.
- refusal to hand over a mobile phone for confiscation
- failure to hand in a mobile phone at the start of the school day once the student has had it confiscated more than 3 times in one half term
- if the student's behaviour does not improve having been removed by On-call to another classroom.

following serious disruption to the S2 detention. In this event the student will be removed from the S2 and parents contacted.

if a student fails to turn up to an S2 detention, or refuses to stay following a late arrival.
any offence deemed serious by a House Leader or member of the SLT

The S3 is an after school detention lasting 60 minutes and will be supervised by a House Leader or another appropriate member of staff. Students are expected to complete homework during this time. Parents will be notified and at least 24 hours notice will be provided. Where parents are in agreement the detention can be served on the same day. In exceptional circumstances, an S3 detention can be served before school.

54 — Extended house after school detention

If a student misbehaves in an S4, fails to turn up to an S4 detention or commits an act more serious than an S3 offence, they will serve an extended detention for 2 hours after school. This will follow the same principles as an S4.

S5 — Isolation

Typically, for students who are on a House Leader or Assistant Headteacher report, isolation away from peers may be used. However, where a student has committed a serious offence, isolation may also be used whilst a decision for an appropriate sanction is agreed upon.

A student will work in isolation supervised by members of staff for a whole school day. Typically students complete classwork, project/course work or emotional literacy tasks within classrooms where there is an ethos of positive behaviour. The student's mobile phone will be confiscated during the period of isolation. Internal isolation is used in cases of significantly poor behaviour and is one sanction away from a consideration of a Fixed Term Exclusion. Parents will be informed by letter either before or immediately after the event, detailing the reason(s) why.

56- Fixed term Exclusion

A student may be excluded from school for a fixed term period if the offence is considered serious, is persistently having a negative impact on the teaching and learning environment, or behaving in a manner which compromises the safety of the student or members of the school community.

Fixed term exclusions are serious, remain on a student's record, and are to be avoided whenever possible. The decision to exclude a student lies with the Headteacher or Deputy Headteacher. Usually a student will be temporarily excluded from school for 2-3 days for a first major offence. If there is no improvement in behaviour when a student returns to school they may be excluded for a longer period (usually 5 days).

When a student returns to school from a fixed term exclusion they will attend a readmission meeting with a senior member of staff and if deemed necessary the Local Authority Inclusion Officer. In order for a successful readmission, the student will commence a Pastoral Support Plan, if one is not already in place. This will detail expectations of the student, targets for improvement and support that the school will provide to help the student improve their behaviour. The student, parents/ carers will also be asked to sign a behaviour contract which might include daily confiscation of a mobile phone, isolation at brunch/ lunches, a temporary or permanent change of tutor group, commencement of a Pastoral Support Plan which may result in an amended timetable etc.

Following the meeting the student is likely to spend part or all of the day in isolation to enable the student the most positive return to school. This will be an opportunity to remind the student of targets set, discuss the student's timetable — identifying strengths and areas of concern and where necessary, amend/ create a student strategy guide to allow staff to offer appropriate support.

Permanent Exclusion

If a student continues to place themselves at risk of further Fixed Term Exclusions, in spite of the implementation of a range of supportive strategies, as a last resort, the Headteacher may make the decision to permanently exclude (Section 51A(1) – as amended of the Education Act 2002, clarified in the School Discipline (Pupil Exclusions and Reviews (England) Regulations 2012). A Governors' Disciplinary Committee will review the decision and decide whether the pupil should be reinstated or not.

Students may be permanently excluded from school, even if it is a first offence, if the seriousness of the situation merits permanent exclusion i.e. bringing/ selling/consuming illegal substances or bringing offensive weapons onto the school site Students who are at risk of Permanent Exclusion may be referred to Social Services in line with the Child Protection & Safeguarding Policy.

John Masefield is a supportive school with a caring ethos. We are opposed to violence, intimidation and threatening behaviour and will work hard to educate and support students about peaceful resolutions to conflict. Students who use violence face exclusion from school. If there is a repeated violent offence, the student will be warned that another occasion is highly likely to result in permanent exclusion. It should be noted that if a first violent offence is considered serious enough it could result in permanent exclusion.

Governors' Role

The Governing Body have an overview of the overall strategy and suggest improvements to the policy.

Monitoring, evaluation and review

Monitoring is undertaken by House Leads, Subject, and Faculty Leaders through analysis of data. Evaluation is undertaken by the Senior Leadership Team and makes judgements against BAITS Behaviour Standards based on monitoring evidence, feedback from lesson observation data, exclusion figures, etc. Review is undertaken by the Senior Leadership Team and considers how this policy could be improved in light of evaluation findings and evidence from other schools.

The Behaviour for Learning Policy is subject to annual review. Assistant Headteacher, Jo Lindley, has the responsibility for updating the policy and will seek opinion from staff, students and Parents/carers before submitting to Governors for approval.

Signed _____ Signed _____
(Chair of Governors) (Headteacher)

Date Approved _____

Review Date Autumn 2016

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