



JMHS Behaviour Policy

Positive Discipline

Rights & Responsibilities

John Masefield 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.
4. To achieve consistency, so that all members of the school are treated fairly and equally.

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. Access to the school nurse
6. Differentiated curriculum models
7. Positive peer group involvement
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, referrals, where appropriate, to Social Services, referrals to educational psychologists, local police
11. Strategy Guides that inform staff of barriers, triggers to barriers and successful strategies.
12. Individual Behaviour Plans, as part of an SEN Individual Education Plan.

Rules

The rules for the classroom, corridor and beyond the classroom are designed to promote an excellent and enjoyable learning and social experience for all. They are as follows :

Classroom Rules

1. Arrive promptly and sit in designated seat
2. Have all equipment ready
3. Begin tasks immediately and remain on task
4. Follow 10 second to silence rule
5. Complete all class and homework tasks to the best of your ability
6. Present, respect and organise your work well
7. Work in silence during silent work times
8. Listen silently to the teacher and peers
9. Demonstrate respect and commitment in collaborative tasks
10. Remain silent and calm at the end of the lesson

Corridor Rules

1. Walk calmly and quietly at all times
2. Use designated areas for meeting and eating: outside, dining hall, community lounge (Y11)
3. Be courteous to others

Rules before school, at brunch, lunch and after school:

Students are not allowed to:

1. Leave the school premises
2. Be in unsupervised areas such as the bus park or around D2
3. Drop litter
4. Run, slide or push each other down any bank
5. Play any game which involves physical contact
6. Play ball games outside of designated areas: tennis courts, field
7. Use disrespectful language or swear at any time
8. Damage school property
9. Smoke, vape or consume prohibited substances including 'energy drinks' – is this to include fizzy drinks?
10. Use mobile phones between 8.30am and 3.15pm. If a student needs to contact home, they can do so from the House Office

Rewards and Sanctions

Rewards

All staff aim to praise students who demonstrate commitment to their learning, attendance and the life of the school. Students who behave in a positive manner and strive to achieve their best socially and academically 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
5. House Colours for Performing Arts and Sport
6. Respect commendations
7. Praise Postcards
8. Headteacher Achievement Awards

9. Student Leadership Opportunities; Faculty Champions, Prefects
10. Prizes presented at Presentation Evening
11. Involvement with school trips and extra-curricular activities
12. Celebration assemblies and events

Sanctions

Sanctions can be given for any incident in school and outside of school, including travelling to and from school, school trips and after school activities. In cases where a crime has been committed within or outside the school, the school will liaise and work collaboratively and proactively with the police.

S1

For those students who break the **classroom** and **corridor** rules, they will receive an S1 sanction. This is a recorded sanction and on its own will not result in a detention. Students can receive an S1 for:

1. Having incorrect equipment: eg not having pen, pencil, ruler, planner or books for the lesson
2. Not handing homework in on time
3. Breaking the classroom rules
4. Using inappropriate language in general conversation with peers.

If a student receives three S1 sanctions within a two week period, this will be converted to an S2 detention (20 minute lunch detention). This prevents students from persistently breaking classroom rules with no consequence and leads to higher standards of behaviour and a civilised environment in all lessons.

S2 – 20 minute lunchtime detention

The lunch detention lasts 20 minutes and students are expected to use the time to complete homework or tasks provided by the member of staff leading the detention.

An S2 detention can be given for:

1. Breaking the classroom rules twice within a lesson. (not including equipment/ homework)
2. Arriving late to school or a lesson without good reason *
3. Eating or chewing in the classroom or corridors
4. Inappropriate uniform
5. Dangerous horseplay
6. Failure to hand in homework following an opportunity of additional support and an extension
7. Dropping litter
8. Receiving 3 S1's in a 2 week period

* Please note that if a parent or member of staff writes a note explaining the lateness a detention will not be given. For example, a student will not be given a sanction if a parent's car breaks down on the way to school.

S3 – 2 day brunch and lunch isolation

If a student receives three S2 detentions within a fortnight period they will serve two days of brunch/ lunch isolation (S3). However, the following two weeks the slate is wiped clean allowing the opportunity for the student to receive support from parents/ carers, the pastoral staff and put in place offered strategies for improvement.

An S3 detention can be given for:

1. 3x S2 detentions in a two week period
2. Disruption to the detention room
3. Failure to attend an S2 detention
4. Truancy
5. Possession of smoking paraphernalia

S4 – one week of brunch and lunch isolation

An S4 detention can be given for:

1. 6x S2 detentions in a 2 week period
2. Breach of the mobile phone policy
3. 3x S3 detentions in a 12 week period
4. Failure to attend an S3 detention
5. Unsafe behaviour
6. Smoking
7. Assisting bullying

Students who, by day 4 of the sanction, have not received an S2 will serve four days and not five.

S5 – two weeks of brunch and lunch isolation

An S5 detention can be given for:

1. Confirmed bullying
2. Damage to property
3. Theft
4. 3x S4 detentions over a period of 12 weeks

Students who, by day 4 of the sanction, have not received an S2 will serve four days and not five for each of the two weeks.

S6 - Fixed term Exclusion

An S6 Fixed Term Exclusion can be given for:

1. Assault/ abuse of staff/ student
2. Sexual harrasment
3. Substance abuse
4. Repeated or confirmed bullying
5. 3 x S5 detentions

On return from exclusion a student will serve an S4 detention.

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 Monitoring Programme, typically 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 return from exclusion contract which might include daily confiscation of a mobile phone, a temporary or permanent change of tutor group, commencement of a Pastoral Support Plan which may result in an amended timetable, completion of a student strategy guide etc.

Following the meeting the student will serve an S4 detention.

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 will make a 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. Situations which may merit permanent exclusion are 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.

Parents' Role

As with all school systems, they are most effective when we have support from and communication with parents and carers and we especially want you to tell us if there are any issues at home involving students that we need to be aware of. For example is there a serious illness of a family member, is the student struggling with a pastoral or academic issue that we could assist with or are you just worried but can't put your finger on what's wrong? Email our House Leaders or House Support Assistants and make us aware of anything that you think might affect students' learning and behaviour and we will do our very best to help.

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 Leaders, Subject, and Faculty Leaders through analysis of data. Evaluation is undertaken by the Senior Leadership Team and makes judgements against JMHS 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 JMHS Behaviour Policy – Positive Discipline 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.

Linked Documents: [Anti bullying policy](#); [Safeguarding policy](#)

Appendix 1 – Behaviour Pyramids

Positive Discipline at JMHS

Support for Behaviour for Learning at JMHS

Support for Students at JMHS

Attendance Expectations and Support at JMHS

Celebrating Success at JMHS

Appendix 2 – Classroom and Corridor Rules

Signed: D Hiley

(Chair of Governors)

Signed: AE Evans

(Headteacher)

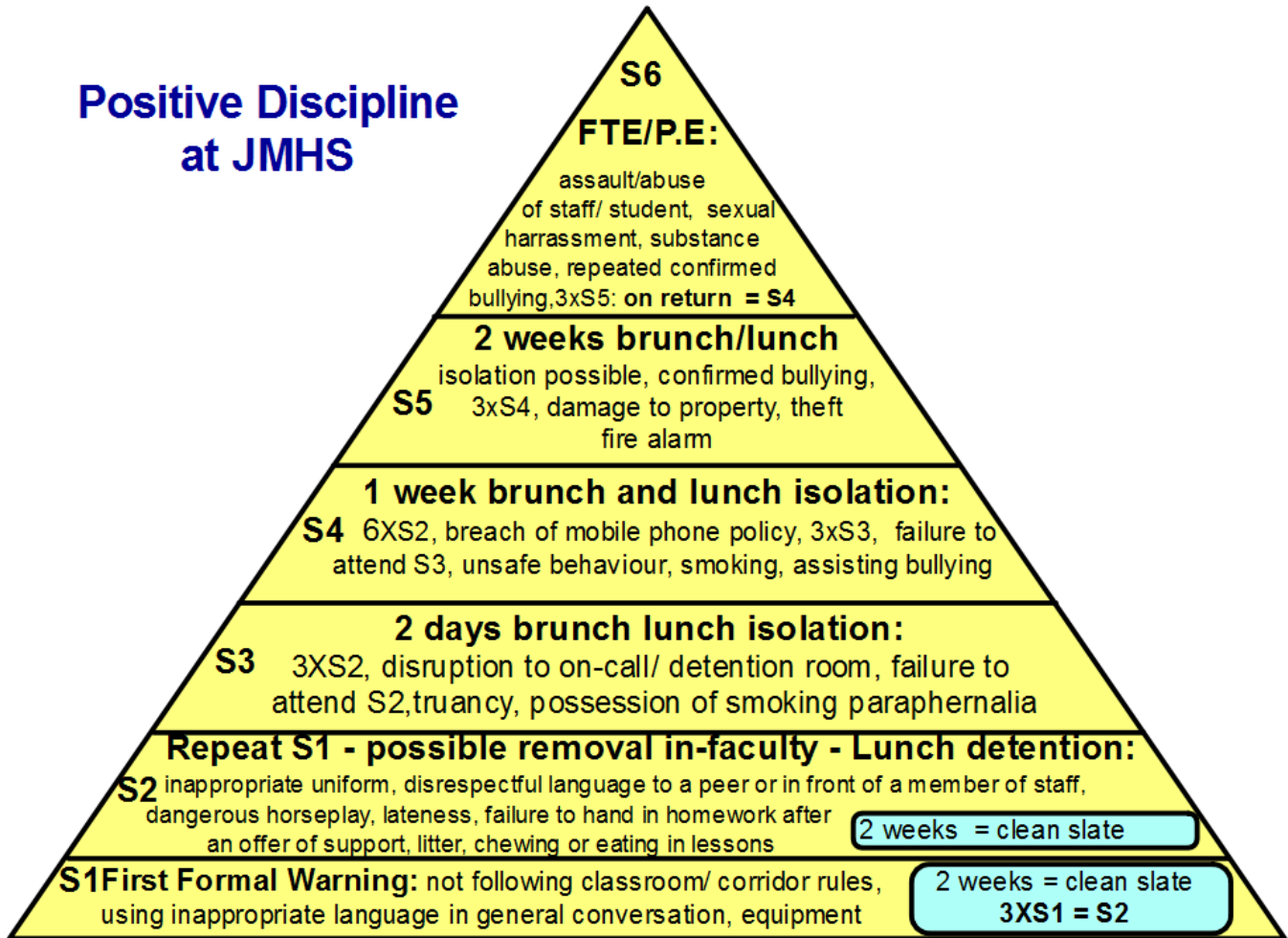
Date Approved January 2018

Review Date January 2019

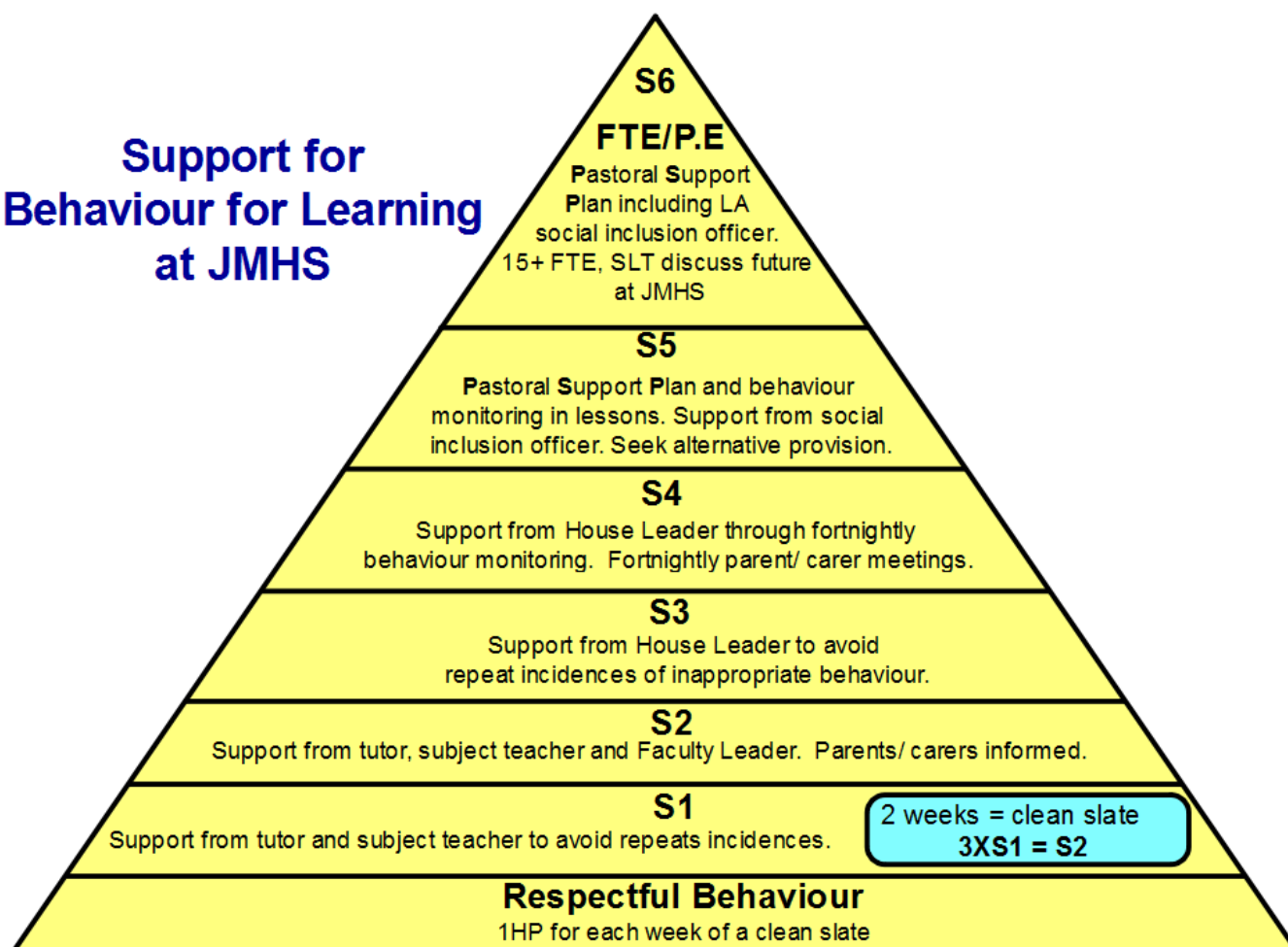
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Appendix 1- Behaviour Pyramids

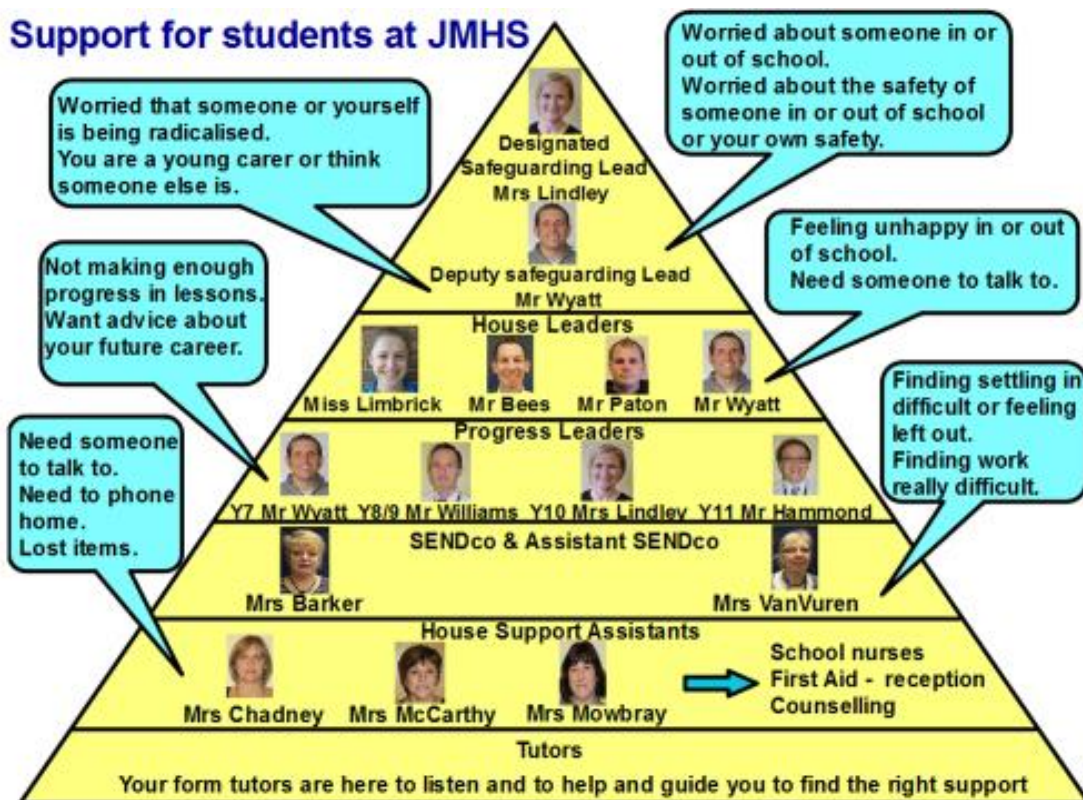
**Positive Discipline
at JMHS**



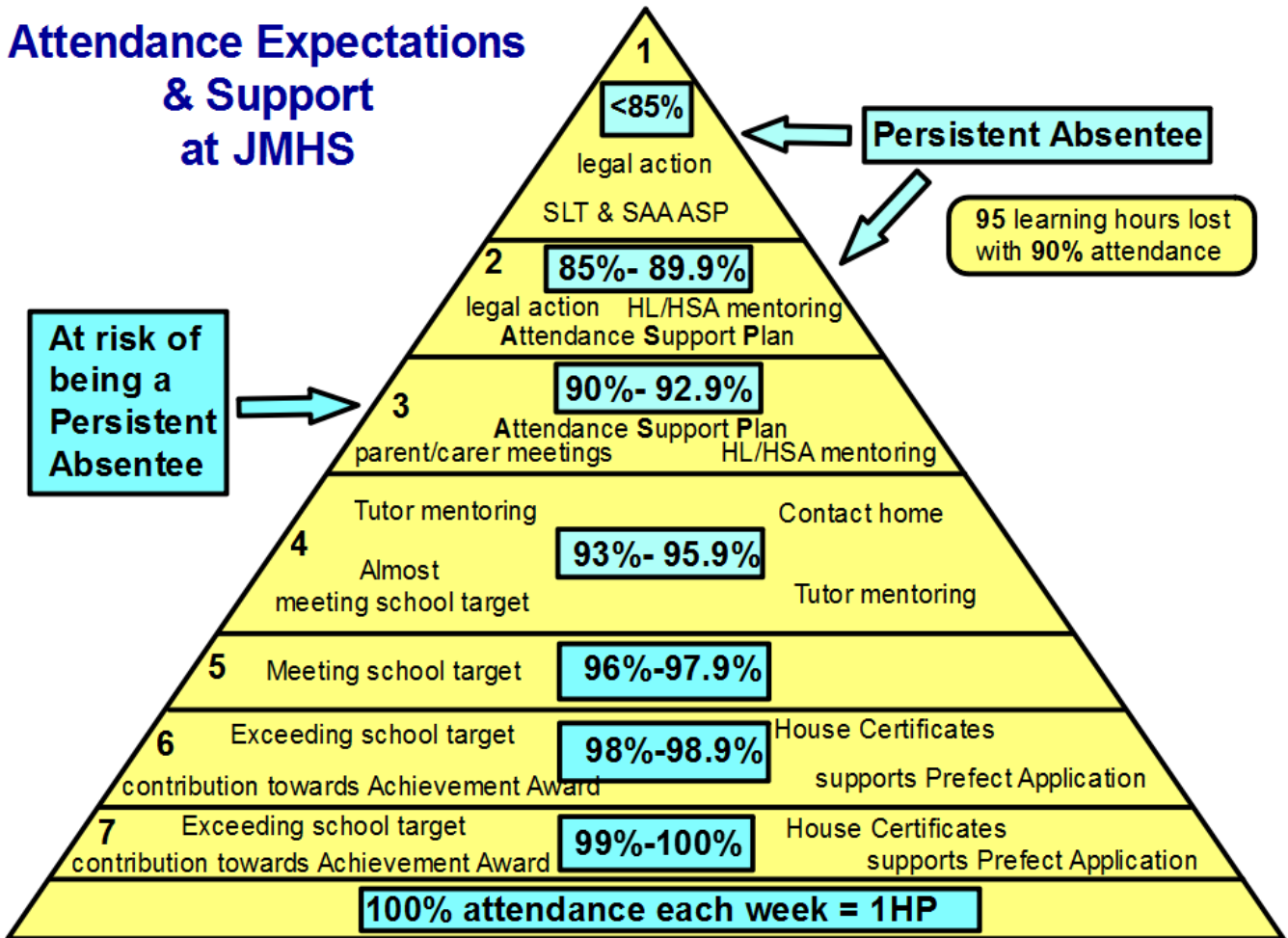
Support for Behaviour for Learning at JMHS



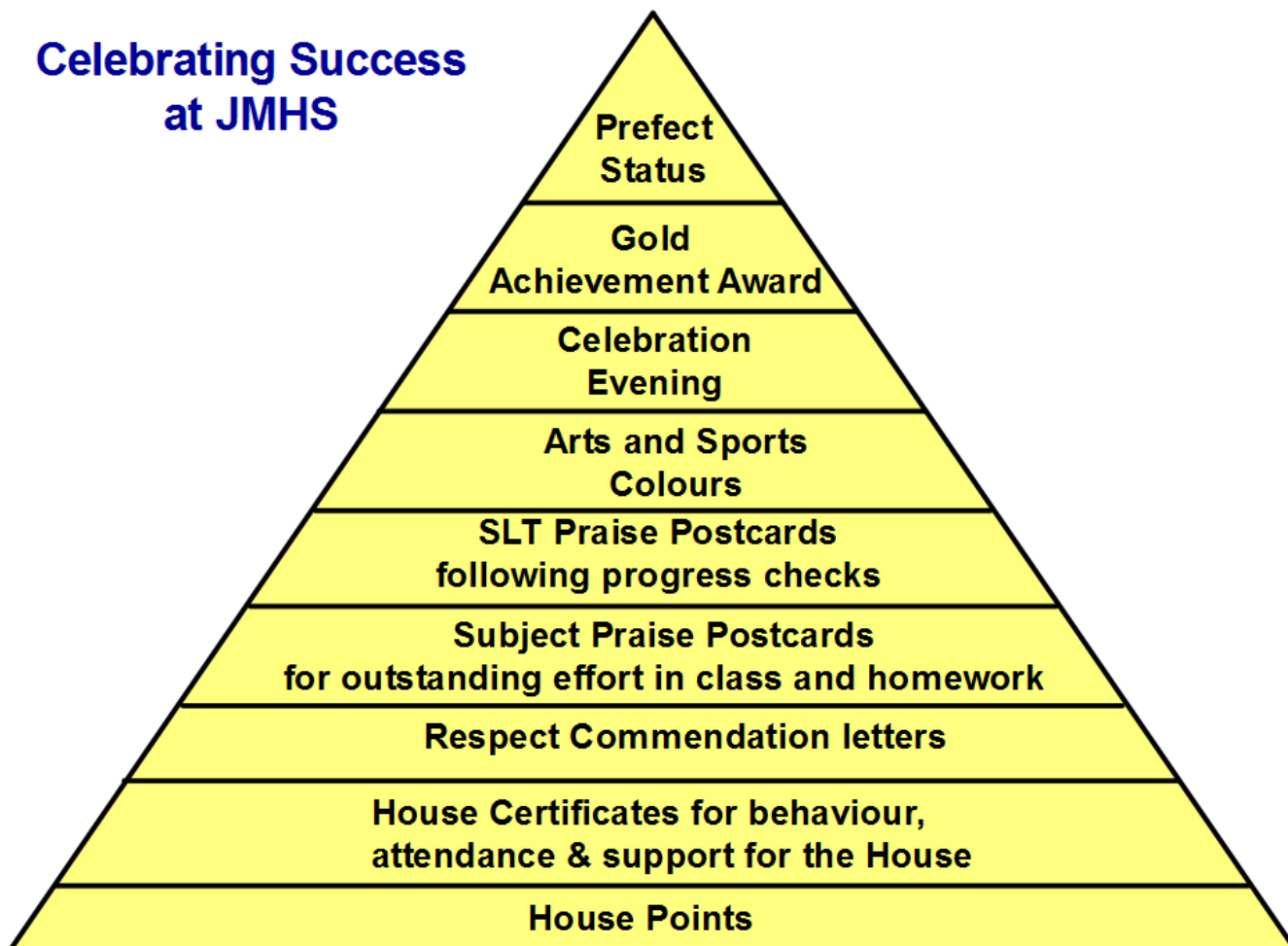
Support for students at JMHS



Attendance Expectations & Support at JMHS



**Celebrating Success
at JMHS**



Appendix 2 - Classroom and Corridor Rules

Classroom Rules

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- 5. Complete all class and homework tasks to the best of your ability**
- 6. Present, respect and organise your work well**
- 7. Work in silence during silent work times**
- 8. Listen silently to the teacher and peers**
- 9. Demonstrate respect and commitment in collaborative tasks**
- 10. Remain silent and calm at the end of the lesson**

No student leaves a lesson to fill a water bottle or to run an errand. Students wanting the toilet will make the time up at brunch and lunch.

Corridor Rules

- 1. Walk calmly and quietly at all times**
- 2. Use designated areas for meeting and eating:
outside, dining hall, community lounge (Y11)**
- 3. Be courteous to others**

Students not following these rules will receive an S1