



POLICY: Behaviour Policy – Positive Discipline (version 06/05/2021)

STATUTORY: Yes

DATE AGREED: 15 June 2021

REVIEW DATE: June 2022

RESPONSIBLE MEMBER OF STAFF: Mr A Williams

GOVERNOR COMMITTEE: Personnel & Welfare

SIGNED HEADTEACHER: A Evans

SIGNED CHAIR OF GOVERNORS: L Potter



JMHS Behaviour Policy Positive Discipline

Rights and 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 all students, staff and visitors feel safe, secure and valued in and around the school site.

This policy is to be read in conjunction with the Equalities and Safeguarding Policies, especially in relation to Peer-on-Peer abuse. Therefore, all decisions are made within this Behaviour Policy are made in line with the Equalities 2010 Act and, at times, it is recognised some students require a more sensitive and/or differentiated approach. This Behaviour Policy must not unintentionally discriminate against any protected characteristics.

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. Also, those students who face a range of challenges in maintaining good behaviour are supported in this aim.

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 support students.
5. Supervision of students on the school site and during extra-curricular events.

6. Working in effective partnership with parents/carers and relevant external agencies.
7. Teaching staff understanding the context of those children demonstrating poor behaviour and employing agreed strategies for engagement and de-escalation.

Encouraging positive behaviour

In order to promote excellent behaviour at JMHS and help all students to become conscientious, considerate and co-operative, all staff strive to:

1. Use assemblies to show students how they can be:
 - The best they can be (conscientious).
 - Kind and helpful to others (considerate).
 - Join in school life fully and help other students and staff (co-operative).
2. Promote our learning standards in all lessons so that students:
 - Concentrate and focus right from the start of each lesson.
 - Take great care and pride with written and practical work.
 - Co-operate with the teacher and with classmates so that lessons go smoothly and group work is effective.
 - Contribute positively and enthusiastically to lessons, so that learning is energetic and fun.
 - Be creative so that original ideas are included in their work.
 - Connect learning from different areas, eg using maths work in science investigations.
 - Commit to their learning so that they know how to improve and make the necessary improvements.

In order to reinforce these learning standards staff award house points when they see them being achieved during lessons and extra-curricular activities and in homework.

3. Ensure all lessons start promptly with students working hard as soon as they enter the classroom and on a task they can succeed with for the first 5-10 minutes of a lesson, so lessons get off to a calm productive start and teachers have a good opportunity to prepare to teach the main areas of learning effectively. Where appropriate always consider the benefit of “silent” starter activities.
4. Plan learning activities that help students achieve mastery so that they all revisit and understand key concepts and the basics; whilst allowing students who have already grasped the basics to deepen their understanding, by applying their learning to more complex and realistic contexts. Teachers should consider and plan for level of classroom “noise” for all segments of lesson and skilfully implement and signpost silent, partner talk, group talk volume levels. Staff can also take note of recommended pedagogies to include or ignore with challenging classes see “Behaviour Strategies to apply and avoid” appendix 1.
5. End lessons promptly and give positive reinforcement to students who have been conscientious, considerate and co-operative so that students can depart on time and have positive habits reinforced.
6. Use marking of books, assessments and exams, and verbal feedback to identify and reinforce good quality work and improvement thereby encouraging students to be even more conscientious. Where students have been particularly conscientious, award house points to reinforce.

7. Award praise postcards for students who have shown excellent learning standards in each class over an extended period of time once each academic year.
8. Identify and reinforce examples of students being considerate and co-operative out of lessons through verbal praise, respect house points and respect commendations.
9. Encourage participation in our extracurricular programme the opportunities to improve their team skills, levels of cooperation and provide diversion from poor mental health and anti-social behaviour.
10. Sports leaders so they can be rewarded for positive behaviour and gain enjoyment and satisfaction from serving their community and helping others.
11. Encourage students to achieve excellent standards of being conscientious, considerate and co-operative and to apply to be prefects (the premier leadership position within JMHS) during Y10 and to serve the school community as prefects.
12. Achieve our key aim of being a community where we all support each other, so that relationships between students and staff are positive and professional and all are encouraged to show courtesy and respect at all times.
13. Use the 10 agreed behaviour management strategies consistently (see Appendix 2).
14. Ensure communication between faculty, SEND and pastoral team is clear and timely allowing information and good practise is shared and any subsequent intervention actioned quickly.
15. Through an increased and thorough understanding of the nature of many behaviour challenges being rooted in anxiety, attachment issues, trauma and ACE's (adverse childhood events). This should enable a flexible and inclusive approach to incident and behaviour management, within a set of consistent rules and boundaries.

Support for students whose behaviour is a barrier to learning

Year Leaders provide bespoke support to students whose behaviour is a barrier to learning, through working with the student, their parents/carers and relevant outside agencies.

The methods of support will vary according to the needs of individual students but can include among other methods:

- A Pastoral Support Plan (PSP) where the Year Leader, parents/carers and student will meet once a fortnight to review progress against targets set to improve behaviour.
- A Child in Need plan – a more detailed plan involving outside agencies designed to help the student and their family succeed and to keep a child, who is often facing difficult circumstances, safe.
- A strategy guide produced with parents/carers and the student informing staff of the best way to help the student learn.
- A daily report card, where teachers grade a student's behaviour each lesson on a four-point scale.
- Temporarily moving class or removal from the current class to work in the Hub (rooms 38 and 39) or the Behaviour Recovery Room to allow time for the student to deal with problems and improve behaviour.

- In certain circumstances make small amendments to the curriculum.

Rules

The rules for the classroom, corridor and beyond the classroom are designed to promote excellent and enjoyable learning for all. The rules are displayed in every classroom on large posters and throughout the school. These rules and expectations of staff to employ them skilfully are frequently revisited in staff briefings and training events.

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 without prior agreed consent.
2. Be in unsupervised areas such as the bus park or behind the Art Block.
3. Drop litter.
4. Act in a way that would put themselves or others at risk of harm.
5. Play any game that 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 or bring onto school premises prohibited substances, for example 'energy drinks'.
10. Use mobile phones on school site without obtaining consent from a member of staff.

Sanctions

Sanctions can be given for any incident that occurs in school but also for incidents that occur 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.

JMHS expects every student to be conscientious, considerate and co-operative. These expectations apply to all. Examples of misdemeanours are not exhaustive. As an inclusive school JMHS recognises that some students have complex needs such as SEND or being a looked after child and we are committed to help these students become conscientious, considerate and co-operative. To ensure that sanctions are applied in a fair and just way, staff use their professional judgement to reach the best decision in each circumstance.

The sanctions most commonly used are displayed on the sanctions protocol throughout the school and are clearly explained to students and staff and displayed throughout the school. They are:

S0 – “Take notice”

0 behaviour points recorded

An S0 will be used to remind students of expectations and rules.

S1 – “Official warning”

1 behaviour point recorded

An S1 will be given to students following disruption to learning or breaching an out of classroom rule. For example:

Not following classroom rules, using inappropriate language in general conversation, if a phone in a bag disturbs a lesson, not having key equipment e.g. book or PE uniform.

S2 – “Your chance to repair”

3 behaviour points recorded in total or additional 2 points if following an S1

Students will be tasked to complete a restorative act to an expected standard. This may include a letter of apology, repeating a task or returning to teacher at break/lunch time. Students may spend lunchtime away from common play or eating areas with a member of staff.

Examples of when an S2 can be given include:

Breaking a classroom rule after an S1 warning given in the same lesson, disrespectful language, dangerous horseplay, lateness without a valid reason, littering, chewing or eating in class, possession of an item on the prohibited list, inappropriate uniform.

S3 – “Referred for detention” (After school 3:15-4:45pm)

4 behaviour points recorded

Students will complete 1.5 hours of written work during an after-school detention.

Examples of when an S3 detention can be given include:

Failure to restore or complete task for previous behaviour, encouraging conflict amongst other students/abusive language or gesture towards another student, wilful unsafe behaviour, using mobile phone without consent, possession of smoking paraphernalia, vandalism, truancy, accumulated too many S1 warning points (considered when a student accumulates more than 5 x S1's in one week).

Above are some examples of when an S3 detention can be given, however, it is not exclusive to these behaviours. Also, context of situations may alter when and what sanction is given.

An S3 detention can be served at any time, **parents/carers are informed and permission is granted for detention to take place.**

S4 – “Reflection and Isolation time” (Usually served in the Behaviour Recovery Room)
5 behaviour points recorded

Students complete work in isolation from 8:45am-3:15pm and are isolated at break/lunch times. Students will complete **restorative work which is student specific**, in order to educate, reflect and restore previous poor behaviour. **Within a short time frame, students are visited to review how they have managed their behaviour since their time in the BRR a decision is then made whether further restorative work is required.**

Examples of when an S4 can be given for a serious misdemeanor such as:

Abusive, violent or anti-social behaviour, breach of the equalities policy, involved in drug or alcohol offences, responsible for damage or theft, involved in continued bullying, repeated truancy, failure to comply with a school sanction, smoking/vaping, misuse of the fire alarm or fire extinguisher, persistent disruption to learning, accumulating too many behaviour points in a single week (considered when a student accumulates 20+ behaviour points in one week).

Above are examples of when an S4 detention can be given, however, it is not exclusive to these behaviours. Also, context of situations may alter when and what sanction is given. **The Hub can also be used as a restorative tool to support a positive return to lessons and school life.**

S5 – “Fixed Term Exclusion”

Examples of when an S5 fixed term exclusion can be given include:

Abuse or assault, sexual harassment, repeated bullying, repeated breach of equalities, substance abuse, possession of an offensive item, persistent disruption to learning.

In the case of malicious allegations made against staff the school should consider appropriate action in line with its behaviour policies. This could include temporary(or permanent exclusion) and even a referral to the police if the school believes a criminal offence may have been committed.

Fixed term exclusions are serious and remain on a student's record. 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). Safeguarding of students is always taken into account when deciding on proceeding with a fixed term exclusion. The Head of Pastoral Care will use established checklists relevant to the incident before making a final decision and may implement an internal isolation whilst decision is being made

1. When a student returns to school from a fixed term exclusion, they will attend a readmission meeting and if deemed necessary the Local Authority Inclusion Officer will attend this meeting. In order for a successful readmission, the student will commence a monitoring programme, typically a Pastoral Support Plan and meet regularly with their Year Leader or other senior members of staff. This will detail expectations of the student, targets for improvement and support that the school will provide to help the student improve their behaviour. Any student returning from a Fixed Term Exclusion will generally be placed in the Behaviour Recovery Room to support in their transition and return to lessons.

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). The 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 included in the misdemeanours in the fixed term exclusion. Students who are at risk of permanent exclusion may be referred to Social Services in line with the Child Protection and Safeguarding Policy.

Points to note

1. Students who receive three fixed term exclusions in a 12-month period are highly likely to be permanently excluded.
2. Any student who does not hand in homework will receive an S0 and be required to complete a sanction in the relevant Faculty.
3. Weekly Accumulations Behaviour points will be monitored by Year Leaders and adjustments may be made where necessary in order to support student needs.
4. Any student whose behaviour causes serious concern will be placed on a behaviour plan or Pastoral Support Plan (PSP) by their Year Leader.
5. Any student who receives more than 50 behaviour points in a half term will be recommended for an S5 fixed term exclusion after consideration by the Head of Pastoral Care.
6. Any student who receives more than 100 behaviour points in a half term, or who averages 20 or more behaviour points a week over a consistent period, would be considered for permanent exclusion.
7. A good behaviour record and acquiring a low number of behaviour points is one of several criteria for being awarded arts and sports colours. The full criteria are sent to parents in the autumn Term of each academic year.

VI Form behaviour expectations

As senior members of the school community, VI form students are expected to work hard and be good role models for other students at all times. If a student's behaviour is deemed unacceptable at any time an escalating procedure is followed by the Tutor and Head of Year depending on the nature of the incident or if the student's behaviour does not improve. Expectations of students and interventions are laid out in the following documents (*appendices 3 & 4*).

All students are asked to sign a 'Student Agreement' (*see appendix 5*) which clearly identifies our expectations and standards. The Tutor will monitor each student in line with concerns raised at any time for behaviour, attendance and performance and then if required set targets for the student to improve. If no improvement is made then the Tutor will refer the matter to the Head of Year who will arrange a meeting with parents to discuss concerns; if there is still no improvement, ultimately it may be necessary to refer to the Head of Sixth Form who will arrange a meeting with parents to agree a plan of action and discuss the way forward.

Roles of members of JMHS in implementing positive discipline

Students

All students are expected to be conscientious, considerate and co-operative at all times, to comply with classroom rules, corridor rules and out of class rules, and accept that if they transgress sanctions will be applied in line the sanction protocol.

Parents and Carers

All parents and carers are expected to encourage their children to be conscientious, considerate and co-operative at all times and to support the school in applying rewards and sanctions. Where there are behaviour concerns, parents must work with the school by meeting regularly and giving strong encouragement for improvement.

All staff

All staff continually reinforce the need to be conscientious, considerate and co-operative at all times, and highlight examples of good conduct and where appropriate award house points or respect commendations.

In the case of poor conduct, all staff will use the protocol of sanctions to decide on the relevant sanction and use the SIMS system to administer this. Where the poor conduct is more serious, the member of staff should discuss this with the Year Leader of the relevant student. In cases of alleged bullying staff should consult the JMHS Anti-bullying policy. Staff should always alert the DSL where they believe or perceive that they have been witness to or become aware of possible Peer on Peer abuse.

Teachers

Teachers use seating plans to ensure all students can work productively with learning partners and to create a positive climate for learning. Teachers ensure prompt active start to lessons for all students and expect very high standards of work and behaviour in the classroom. They continually flag up examples of students being conscientious, considerate and co-operative in the classroom and award house points etc. Teachers try to warn students calmly, quietly and firmly before they break classroom rules, thereby reducing unnecessary sanctions. Where classroom rules are broken and poor behaviour occurs teachers apply the relevant sanction. **Teachers should endeavour to consistently use the ten approved strategies for classroom management and conflict de-escalation as outlined in the appendix.** Teachers are responsible for identifying where they are facing difficulties with a particular class or student and should actively seek support initially from their line manager but also from the SEND team, tutor, Year leader. Teachers where appropriate should always communicate clearly with parents and carers at an early stage where a student is presenting difficult behaviour but may wish to seek guidance before.

Form Tutors

Form tutors receive weekly behaviour data and allocate "Clean slate HP" to all students who did not accumulate any behaviour points. Tutors are the first port of call and deal with low level behaviour concerns. Tutors generally work with students who are not receiving any input from internal/external agencies.

Curriculum and Faculty Leaders

Curriculum Leaders ensure sets and classes are designed to maximise progress and behaviour. Curriculum and Faculty Leaders monitor behaviour in the faculty and support teachers with challenging classes using a range of strategies to help teachers improve the behaviour and work rate of these classes. Curriculum Leaders design a strategy to maximise homework completion for their faculties. Faculty leaders should assure that they update a behaviour map on the school one drive to alert and inform duty staff where potential problems may arise in normal or cover teacher scenarios. Faculty leaders should also monitor and review the faculty/department S2 response. Faculty leaders should also support the whole school approach to behaviour management by providing an “on call” timetable where directed to do so, to enable rapid student isolation.

Year Leaders

Year Leaders continually champion the need for students to be conscientious, considerate and co-operative at all times, using visits to tutor time, lessons and assemblies.

Year Leaders ensure that the policy is consistently and equitably applied across the whole school for all students. Year Leaders deal with and make a decision on sanctions for more serious incidents.

Year leaders of Year 7 and 11 should lead on and participate with transition arrangements between Key Stages in terms of sharing and seeking information in terms of behaviour/mental health/safeguarding profiles and arranging bespoke transition provision/experiences.

Year Leaders use a range of strategies with students who have challenging behaviour including:

- Lesson by lesson report cards.
- Regular e-mail updates/phone calls to parents.
- Pastoral Support Plans (PSPs) which involve formal fortnightly meetings with parents/carers, and setting and monitoring formal targets.
- In certain circumstances, small curriculum amendments which involves a bespoke plan for an individual student agreed with the SENDCO and Head of Pastoral Care.
- Year leaders should refer and lead discussion on students causing ongoing concerns at a Behaviour review panel held at least each half term.
- Year leaders help provide an on call staff provision to enable immediate response to significant incidents.
- Via regular scheduled meetings, Year Leaders meet with the SENDCO to identify behavioural issues which may be assessed alongside potential EBD and or mental health issues.

SLT members

Senior Leadership Team (SLT) members continually circulate during on call duty periods, break, and lunch, promoting the highest standards of conduct and students being conscientious, considerate and co-operative at all times.

SLT members will quietly advise staff at an appropriate time where they can see scope for improving behaviour management and will intervene if a relevant sanction has not been applied fairly and consistently in line with the Positive Discipline Sanction Protocol. SLT members will ensure relevant training and support is put in place for teachers who need to develop their behaviour management skills.

SLT members are paired with a Year group and can be an avenue of support for Year Leaders. SLT members will support staff with any students who are not co-operating.

Head of Pastoral Care (Mr Andy Williams)

The Head of Pastoral Care guides Year Leaders and staff in implementing the policy consistently, supports Year Leaders when investigating serious or complex incidents and makes recommendations to the Headteacher when he feels a fixed term exclusion is justified. Head of Pastoral Care also leads on the ongoing training of staff in terms of behavioural management and updates Governors regularly on matters pertaining to behaviour. He will work closely with the Year leader with specific responsibility for developing the positive behaviour system (Miss Chloe Limbrick) to ensure that practise is informed and modified by data and stakeholder views, as well as outstanding practise beyond the school and quality evidence based research.

Headteacher

The Headteacher (or Deputy Headteacher if the Headteacher is not available) makes decisions about fixed term and permanent exclusions.

The Headteacher and Deputy Headteacher provide guidance, support and an overview to the Head of Pastoral Care in monitoring and evaluating the policy and holding all staff to account in consistent implementation of the policy

Governors' role

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

Monitoring, evaluation and review

Year Leaders and Curriculum Leaders continually monitor standards of behaviour in lessons and on the school site. Data including the mapping of "challenging" classes, the accumulations of sanction points and the trends relating to key students before, during and after interventions are all used to inform good practise

Commented [AW1]:

The Senior Leadership Team consider how this policy could be improved in light of this monitoring, national policy changes, evaluation findings and evidence from other schools.

The JMHS Behaviour Policy - Positive Discipline is subject to annual review. The member of staff who has responsibility for updating the policy will seek opinions from staff, students and parents/carers before submitting to Governors for approval.

Linked Documents: Anti-Bullying Policy, Child Protection and Safeguarding Policy, Teaching and Learning Policy. Links can be found on JMHS website.