POLICY: Behaviour for Learning Policy

STATUTORY: Yes

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REVIEW DATE: June 2027

RESPONSIBLE MEMBER OF STAFF: Mrs C Limbrick

TRUSTEE COMMITTEE: Personnel & Welfare

SIGNED HEADTEACHER: Dr J Holmes

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JMHS Behaviour for Learning

Rights and Responsibilities

John Masefield High School and Sixth Form Centre 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 Equality Objectives and Information Policy and Child Protection and Safeguarding Policy. Therefore, all decisions are made within this policy in line with the Equalities Act 2010.

Policy Aims

This policy is designed to deliver the three key aims of JMHS:

1. Ensuring there is excellent and enjoyable learning for all
2. Supporting each individual to achieve their personal best
3. Building a community where we all support each other

These aims will be achieved through:

1. Consistent, predictable, and clearly detailed routines
2. Teaching our students how to behave well and how our routines work
3. Promoting our key values of working at our personal best and being respectful to all members of our community
4. Our system of rewards and sanctions
5. Treating all students fairly and in particular putting in place steps to support students with Special Educational Needs or Disabilities and other students who can have challenging behaviour to self-regulate and improve their behaviour
6. Dealing with bullying or discriminatory behaviour in a strong and robust way whilst helping the perpetrators improve
7. Training and coaching our staff and putting in place systems to ensure consistently good behaviour in all classes

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

Research driven teaching

Our research on behaviour management methodology is based upon reliable and respected sources including:

- Improving Behaviour in Schools - Education Endowment Foundation
- Behaviour in schools Advice for headteachers and school staff – Department for Education
- When the Adults Change – Paul Dix
- Running The Room – Tom Bennett
- The Boy Question – Mark Roberts
- Teaching WalkThrus: Visual Step-By-Step Guides to Essential Teaching Techniques - Oliver Caviglioli and Tom Sherrington
- Assertive Discipline – Lee Canter
- Restorative Practice – Mark Finnis

School Rules

At all times when representing JMHS:

1. Students can only leave the school site with permission from parents/carers.
2. Students (in year 7-11) cannot use their mobile phones or connected technology (headphones and smart watches) on school site, apart from in exceptional circumstances.
3. Students are respectful of their environment and avoid dropping litter or causing vandalism or damage to JMHS property.
4. Students act in a way that avoids harm to themselves or others.
5. Students avoid physical contact, unless advised by a teacher during a lesson or activity.

6. Students speak respectfully to staff, visitors and other students and should not use disrespectful or discriminatory language (in line with the Equalities Objectives and Information Policy.
7. Students remain in supervised areas of the school.
8. Students wear uniform as detailed in the uniform list, published on our school website.
9. Students must not bring prohibited items on to school site.

Definitions

Misbehaviour is defined as, any conduct that disrupts teaching and learning, breaches school expectations, or shows a lack of respect for others or the school environment.

For example:

- Disruption in lessons, in corridors between lessons, at break/lunchtimes/afterschool
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lack of equipment
- Lateness

Serious misbehaviour is defined as conduct that significantly breaches the school's behaviour expectations, causes harm or risk to others, or seriously disrupts the safe and orderly running of the school.

For example:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

  Sexual comments

  Sexual jokes or taunting

  Physical behaviour such as interfering with clothes

  Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft

- Abuse
- Fighting
- Smoking/ Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Truancy
- Possession of any prohibited/banned items.

Prohibited items list

The following items are prohibited from being brought on to school site.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes / vapes, including vape products, tobacco, cigarette papers, lighters
- E-cigarettes or vapes
- Fireworks and bangers
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Sharp objects, including scissors, compass, tweezers, broken stationary which is or could be sharp (if specific stationary listed is required in a lesson, items will be handed out and collected in by staff)

Induction for new students

- Year 7 students complete an induction bootcamp throughout their first month at JMHS
- Students who join JMHS later, from another school, will have an initial meeting with their Year Leader or Senior member of staff, along with parents/carers to outline the school rules and routines. A student booklet will also be provided for reference.

Consistent, predictable, and clearly detailed routines

A. Arrival to school

- Students arrive at JMHS between 810AM and 840AM.
- Parents dropping off in the car park must do so before 830AM.
- Students bring a rucksack with all their equipment for the day including books and a pencil case with at least two black pens, a green pen, a ruler, a pencil, a scientific calculator (Casio), a reading book, a large water bottle and their school timetable, and PE uniform/practical equipment (e.g. cooking ingredients when needed).
- Once students have entered the school gates, they must remain on site.
- When the warning bell rings at 840AM, students walk quickly and sensibly to their tutor rooms.

B. Morning Tutor Time (AM Reg):

- Students arrive to their allocated tutor room before 8:45.
- Students complete an equipment and uniform check.
- Students receive announcements and key information for the day and any upcoming event information.
- Students work hard during PSHRE, careers, reading, challenge and assembly lessons.
- Students show pride, care and respect in their work at all times

C. Lessons:

How lessons start

- At the start of each lesson students go straight to their allocated place on the seating plan or other specified location in a practical lesson. Students do not wait in corridors for teachers to ask them to go into class (unless specified due to safety reasons).
- Students immediately commence the starter task working in silence (unless directed differently).
- Students wait quietly with their hand up if they need to ask a question.

How students listen to teacher modelling and explanation

- When a teacher is explaining or modelling students listen in silence and give their full attention to the explanation/modelling.
- Students do not ask questions during this phase of the lesson, they wait until the end where questions will be welcomed.
- Students track/follow the teacher and the content on the board/live demonstration. They sit up straight and show they are actively listening.

- Students record any notes the teacher asks them to take down promptly, neatly and accurately.

How students work

- Students start work immediately on tasks and work hard to ensure high quality work throughout the whole lesson.
- When completing written work students present their work with the date and titles, underlined with a ruler.
- Students write in black pen and draw diagrams and graphs using a pencil and ruler.
- Students mark work neatly using a green pen, correcting and improving answers where needed.
- Students show pride, care and respect in their work at all times. Students never doodle in their books and keep them in good condition.
- Students respond to their teachers (10 second) countdown to silence.
- Students work quietly as a default, if different, the teacher will clearly outline the expectations for each task.
- During paired work students show shared responsibility and follow the guidance from their teacher.

How students respond to questioning

- Students listen in silence to the teacher when they are posing questions to the class or student.
- Teachers allow students time to think before asking questions.
- Students are “cold called” by the teacher to ensure all students are engaged, if students are unsure of the answer they will be supported by their teacher or directed peers.
- Students only put their hand up, to answer a question, when directed to by their teacher.
- Students only answer verbally when directed to.

In practical lessons

- The Curriculum Leaders for practical subjects devise and deliver specific routines, dependant on the learning environment, to ensure positive behaviour for learning.
- Health and Safety routines will be outlined clearly and must be followed at all times.

How lessons end

- At the end of the lesson students ensure the learning environment is ready for the next class by quietly packing their books and equipment away and helping the teacher tidy the classroom.

- Students then stand in silence behind their desks, facing the front of the classroom. This allows the teacher to speak with them if required and to ensure a staggered, calm and orderly dismissal.

D. Between lessons:

- Students leave their classroom quietly and sensibly and immediately move towards their next lesson.
- Students avoid any negative physical contact with others at all times.
- Students show respect to others by being polite.
- Students walk on the left side of the corridors and stairs.
- Students walk with purpose and respect when moving around the school site.
- Students have a maximum 5 minutes to move from one lesson and arrive to the next, students must take the shortest route and avoid stopping on the way.
- Students are encouraged to access the toilet at break, lunch or between lessons. If a student requires the toilet during a lesson they must be prompt to avoid missing learning and may be delayed by the teacher (unless they have a medical exemption pass). Where possible, students who miss learning time will be asked to catch up by staying behind with their teacher.

E. Dining room / canteen routines

- This applies to all year groups, in both dining rooms/canteens.
- Students arrive by walking (not running), enter straight away if they have a packed lunch.
- Students queue up calmly and quietly if buying food or drinks, talking at a low level to their peers.
- Students in Year 7 & 8 sit in their allocated zones within the canteen. They eat their own food and clear away their own plate, cutlery and litter.
- Year 7 & 8 students in the main dining room, wait for a member of staff to signal they are able to leave. Leaving calmly by walking to their allocated zone.

F. Social time routines

- During break and lunch time students are in their allocated supervised zones or dining room.
- Students are supported and monitored by staff in fluorescent yellow jackets, who are easy to identify.
- Students only play ball games in designated areas, and play fairly within the rules of the game.
- Students talk politely to one and other showing respect.
- Students avoid any negative physical contact with others at all times.
- Students ensure any litter is put in the bin.

G. End of the school day

To ensure a safe and calm end to the school day, students finish learning at the following times:

- Students in Year 7, 8 & 9 are dismissed from class at 3:15pm. Teachers for Y7 & 8 classes walk with students to the bus park.
- Students in Y10, 11 & Sixth form are dismissed from class at 3:20pm (a bell will sound).
- All school buses are held in the bus park until at least 3:25pm to ensure all students can board safely.
- Students walking home do so quietly and respectfully wearing uniform correctly and being considerate of members of the public, also using the pavements.
- Students catching a bus will wait in the bus park behaving in an orderly and respectful way and then follow staff instructions to ensure an orderly queue when the bus arrives.
- Students may only use their mobile phone in the "phone zone" to make contact with parents/carers or the "bus box" to bring up their bus pass or payment method.

H. Extra-curricular activities

- When attending an extra-curricular club at the end of the school day, students go straight to their club location.
- If the activity is off site (e.g. sports fixture or trip), students wait in the bus park (or other designated space) for staff to arrive and inform them of the next steps.
- The school rules apply during extra-curricular activities, unless specified by the member of staff in charge.
- At the end of the club, the staff member escorts students to the bus park where they walk home or are supervised until collected.

I. Sixth form routines

As senior members of the school community, sixth form students are expected to work hard and be good role models for other students at all times.

- Students will sign in and out using their photocard on the sign in tablet in the sixth form block.
- Students will always wear their yellow lanyards containing their photocard.
- All students will register at 8.45am with their tutor every day.
- Where students are making at least expected progress they are permitted off site, outside of the Year 12 induction period.
- Mobile phones will only be used in the sixth form block and not around the school site.
- Students who drive a car (or ride a motorbike) will need to display a permit in their vehicle. Students parking on site must arrive by 8.30am and will not be permitted to

leave until 3.30pm. The service road may not be used during lunchtime or during lesson change overs.

- Students will strive to reach 100% attendance and communicate in a timely manner any planned absences.
- Students will dress suitably for a place of work following the JM6 Dress Code.
- Students will make a positive contribution to school life and become actively involved where possible.

Sixth Form timetabled sessions

- Students will arrive punctually to all lessons including assigned study periods, tutor and mentor sessions.
- Students will work hard and take a full and active part in making lessons successful.
- Students will produce their best work at all times.
- Students will develop their ability to work independently and with others.
- Students will show resilience and develop the ability to overcome difficulties and learn from their mistakes.
- Students will be ambitious, passionate and inquisitive.
- Students will take part in the timetabled enrichment periods.

Sixth Form Independent Study

- Students will complete 4 -6 hours of independent study/assignments for each subject each week.
- All work will be completed to the best of their ability by the deadlines given.
- Students will use teacher feedback to improve the quality of their work
- Students will cooperate to keep the silent study room silent and the collaborative work zones conducive to learning for all.
- Students will prepare thoroughly for their assessments, interim tests and exams

Students will prioritise their studies over outside commitments.

The routines listed cover how we work at JMHS, but do not cover every opportunity which could arise in a school setting. Ultimately, we expect students to approach school life with a caring, considerate and conscientious manner at all times.

Reinforcing routines

In order to reinforce routines, staff will:

1. Deliver assemblies and reminders to ensure all students are aware or expectations.
2. Explicitly teach the routines within lessons to form positive learning habits.
3. Continually explain the reason for routines, using phrases such as “we do this because…”.

4. Create, teach and maintain additional routines for their classroom and subject.
5. Ensure lessons start promptly, where possible greeting students at the door.
6. Create a momentum of success from the starter task through to the end of the lesson, where all students can succeed and are challenged.
7. Use praise and rewards such as house points where students have shown to be working at or beyond their personal best or showing respect above and beyond expectation.
8. End lessons promptly to ensure students leave on time ahead of their next lesson.
9. Award praise postcards to students who have shown excellent learning throughout the year.
10. Encourage participation in extra-curricular activities.
11. **Staff use the trauma informed agreed strategies:**
    - Meet students at the door
    - Articulate what good behaviour looks like
    - Use an assertive and definite tone of voice
    - Use positive framing
    - Use "signal, pause, insist" to ensure all students are engaged and listening
    - Use the pronouns "we" and "our" to demonstrate the responsibility for behaviour is shared
    - Address the behaviour, not the student directly
    - Use the power of creating choice to offer a chance for the student to correct their own behaviour
    - Avoid chasing secondary behaviours and allow students to regulate
    - Complete restorative dialogue as an essential part of the behaviour system

Recognising and rewarding positive behaviour

1. Teachers use positive framing and positive verbal recognition during lessons to identify and recognise positive behaviour.
2. Staff issue house points (positive behaviour points) where positive behaviour is above expectation.
3. A "Community" house point is issued to each student who does not accumulate any negative behaviour points (for misbehaviour) throughout each school week.
4. A "100% Attendance" house point is issued to each student who attends a full school week, each week.
5. Each year group have specific rewards to celebrate positive learning behaviour.

Strategies to support good behaviour

All Students

- Are expected to be working at their personal best and be respectful to all members of our community at all times.
- Comply with rules and routines and accept if these are not followed sanctions will be applied.

Parents and Carers

- Expected to encourage their children to be working at their personal best and be respectful to all members of our community at all times.
- Support the school in applying rewards and sanctions.
- Where there are behaviour concerns, parents and carers must work with the school by meeting regularly and giving strong encouragement for improvement.

All staff

- Continually reinforce the need to be working at their personal best and be respectful to all members of our community at all times.
- Recognise examples of positive behaviour, where appropriate award house points or other rewards.
- In the case of misbehaviour, all staff will use the protocol of sanctions to decide on the relevant sanction and use the Bromcom system to administer this. Staff clearly log details of the students' behaviour, including a restorative response.
- Where staff believe serious misbehaviour has occurred the member of staff should report this using the initial response or on call system, which will be picked up by staff on duty.
- In cases of alleged bullying staff should consult the anti-bullying section of this policy.
- Staff should always alert the DSL where they believe or perceive that they have been witness to or become aware of possible child on child abuse.

Teachers

- Use the JMHS agreed trauma informed strategies.
- Use seating plans to ensure all students can work productively to create a positive climate for learning.
- Work collaboratively to design and plan high-quality lessons where students feel supported to succeed.

- Ensure prompt active start to lessons for all students and expect very high standards of work and behaviour in the classroom.
- Continually highlight examples of students working at their personal best and be respectful to all members of our community in the classroom, use verbal praise and award house points etc.
- Warn students calmly, quietly and firmly when at risk of not following rules and routines, reducing unnecessary sanctions.
- When rules are broken or routines not followed and misbehaviour occurs, teachers apply and log the relevant sanction.
- 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 and where required from the SEND team, tutor and/or Year leader.
- Follow the behaviour ladder in order starting with S0, clearly expressing to the student what is required to avoid escalation to a higher sanction.
- Follow up an episode of misbehaviour with contact home to parents/carers and with the student's tutor/Year Leader where necessary.
- Where possible, meet with the student outside of lesson time to restore any issues, providing a fresh start for the next lesson.
- Be aware of Acute Childhood Experiences (ACEs) and the nature of many behaviour issues rooted in anxiety, attachment issues and trauma.

Form Tutors

- The first port of call and deal with low level behaviour concerns.
- Complete daily uniform and equipment checks.
- Tutors generally work with students who are not receiving any input from internal/external agencies.

Supporting positive behaviour in our Sixth Form

- Students will have individual mentor sessions with their tutors to support their learning and behaviour in the sixth form.
- The Study Room Supervisor/Learning Mentor will support students to make the best use of their independent study time.
- If a student is not completing work to a high enough standard or is not meeting deadlines then the subject teacher will initially tackle this by setting targets for improvement and communicating this with their tutor. If improvement does not occur then this will be communicated home and escalated if required.
- If a student's behaviour is deemed unacceptable at any time an escalating procedure is followed by the Tutor, Pastoral Lead and Head of Sixth Form depending on the nature of the incident or if the student's behaviour does not improve.

- 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 contact home and arrange a meeting with parents/carers 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.

Curriculum and Faculty Leaders

- Ensure sets and classes are designed to maximise progress and behaviour.
- Monitor behaviour and homework 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.
- Ensure subject staff update the behaviour map on the school one drive to alert and inform duty staff where potential problems may arise in normal or cover teacher scenarios.
- Support the whole school approach to behaviour management by providing and updating an “on call” timetable via the behaviour map.
- Lead on strategies to ensure good behaviour in all classrooms and to review strategies to improve behaviour.
- Manage staff cover implications, subject report systems and observations where possible.

Year Leaders and Pastoral Team

- Continually champion the need for students to working at their personal best and be respectful to all members of our community at all times, using visits to tutor time, lessons, duties and assemblies.
- Liaise and communicate on a regular basis with staff regarding need to know student information.
- Help ensure the Behaviour for Learning policy is consistently and equitably applied across the whole school for all students.
- Deal with and decide on sanctions for more episodes of serious misbehaviour.
- Year Leader for Year 7 and 11 should lead on and participate with transition arrangements between schools and colleges in terms of sharing and seeking information in terms of behaviour/mental health/safeguarding profiles and arranging bespoke transition provision/experiences.
- Collect data in relation to student behaviour on an individual, tutor group and year group basis.
- Support Curriculum Leaders in constructing effective plans and responses for classes which require specific behaviour support in their year group.

- Visit classes where student behaviour can prove more challenging, where possible to be a proactive presence.
- Support on-call provision to enable immediate response to serious misbehaviour.
- Meet with the SENDCO to identify behavioural issues which may be assessed alongside potential, social, emotional and or mental health issues (SEMH).
- Provide bespoke support to students whose behaviour is a barrier to learning, through working with the student, their parents/carers and referring to relevant outside agencies.

  The methods of support will vary dependant on the needs of individual students but can include:

  1. Regular e-mail updates/phone calls to parents/carers.
  2. Lead Pastoral Support Plans (PSPs) and Behaviour Contracts which involve formal regular meetings with parents/carers, and setting and monitoring formal targets.
  3. A report card, where teachers grade a student's behaviour each lesson. This is followed up by regular checks by pastoral and leadership staff throughout the day to ensure positive behaviour is achieved.
  4. Temporarily moving class or removal from the current class to work in the Hub, Haven or the Behaviour Recovery Room (BRR) to allow time for the student to reflect, regulate, and therefore improve behaviour.
  5. In certain circumstances, small curriculum amendments which involves a bespoke plan for an individual student agreed with the SENDCO and Deputy Head (Behaviour & Culture)
  6. For students at risk of permanent exclusion, and with parental/carer consent, an alternative school placement may be considered through offsite direction. Offsite direction allows the student to attend another school or alternative provision for a fixed period, typically 6–12 weeks, with clearly defined success criteria and regular progress reviews. The purpose of this placement is to support the student in addressing barriers to learning and to enable successful integration, either back at JMHS or as a permanent placement at the alternative setting. If the offsite placement does not achieve its intended outcomes, a review meeting with parents/carers will be held, and the student will return to JMHS with a tailored support plan to continue their progress.

Senior Leadership Team (SLT)

- Endeavour to circulate periodically throughout lessons, break, and lunch, promoting the highest standards of conduct and students working at their personal best and being respectful to all members of our community at all times
- 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 Behaviour for Learning sanction protocol.
- Ensure relevant training and support is put in place for teachers who need to develop their behaviour management skills.
- Are paired with a year group and can be an avenue of support for Year Leaders.
- Support staff with any students who are not co-operating.
- Consider how this policy could be improved in light of this monitoring, national policy changes, evaluation findings and evidence from other schools.

Assistant Headteacher (Behaviour and Attendance)

- Develop consistent approaches to improving punctuality, behaviour, and ethos across JMHS.
- Leads on whole staff training on effective and ineffective behaviour management.
- Line Manages Year Leaders.
- Supports Year Leaders, Curriculum Leaders and Senior Leaders when investigating serious misbehaviour or complex incidents and makes recommendations to the Headteacher when she feels a suspension is justified.
- Coaches/mentors staff to improve their behaviour management skills.
- Manages the day to day running of the Behaviour Recovery Room and staffing.
- Advises the SLT on improving the Behaviour policy and its implementation.
- Reviews behaviour maps of the school timetable to help target support.
- Updates Trustees regularly on matters pertaining to behaviour.
- Collate student, parental and staff views regarding the Behaviour for Learning policy and how it is applied.

Headteacher and Deputy Headteachers

- Provide guidance, support and an overview to the **Assistant Headteacher (Behaviour and Attendance)** in monitoring and evaluating the policy.
- Hold staff to account in consistent application of the Behaviour for Learning policy.
- Headteacher decides highest level sanctions (Suspensions and Permanent Exclusions).

The Trustee Board

- Analyse an overview of the overall strategy and suggest improvements to the policy.
- Continually monitor standards of behaviour in lessons and on the school site.
- Review data including the mapping of “challenging” classes, the number of suspensions and exclusions, the accumulations of sanction points and the trends relating to key students before, during and after interventions are all used to inform good practise.

- Each term a data dashboard is created and reviewed to identify trends across key groups of students.
- Suggest improvements and approve policies, reviewed annually.

Sanctions and consequences for misbehaviour

Sanctions can be given for any incident that occurs in school but also for anything that has an impact or implication within the school environment. 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 work at their personal best, support people in their community in order to achieve excellent and enjoyable learning for all. These expectations apply to all.

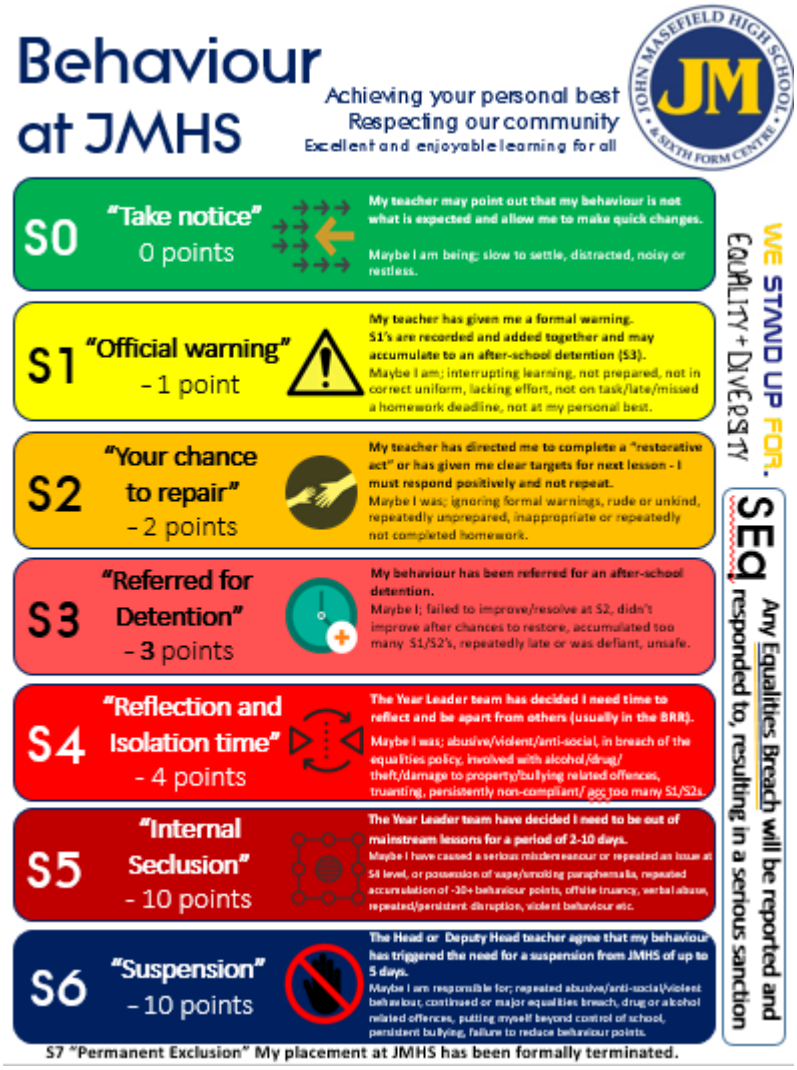
As an inclusive school JMHS recognises that some students have complex needs such as SEND, being a looked after child or disadvantaged, and we are committed to help these students behave in line with our school expectations.

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 Behaviour Ladder throughout the school and are clearly explained to students and staff.

Examples of misdemeanours are not exhaustive.

Behaviour Ladder

See next page



S0 – "Take notice" 0 behaviour points recorded

Issued to remind students of routines, expectations and rules

Allows staff to use positive reinforcements and established good relationships to create change without negative behaviour points added.

S1 – "Official warning" -1 behaviour point recorded

Issued due to disruption to learning

E.g: Low level disruption to learning, not following the school routines, not in possession of key equipment, forgotten/incomplete homework.

S2 – "Your chance to repair" -2 behaviour points recorded (-1 if S1 has already been logged during lesson)

Issued due to not responding to the S0/S1 feedback from teacher and continuing the misbehaviour or a standalone issue such as dangerous horseplay, disrespectful language, chewing gum or eating in class.

Students are mostly removed from class at this stage and placed in a 'green room' with work to complete.

Students return to class at the end of the lesson with the work, to have a brief restorative conversation with their teacher and hand in their work

Staff can also hold restorative conversations throughout the school day, ideally within social time.

S3 – "Referred for detention" -3 behaviour points recorded

Issued due to failure to return after receiving an S2, failing to improve following an S2, encouraging conflict amongst students, 2x S1 late marks within a week*, unkind language/gesture towards a student, wilful unsafe behaviour, use of mobile phone on school site without staff permission/supervision, vandalism. An S3 (0 points) is also considered when a student accumulates -5 or more behaviour points (from S1 and S2 sanctions) in a week.
*If a student accumulates four S1 late marks in a week, typically two after school detentions will be booked.

Students will serve an after-school detention 3:15pm-4:30pm, completing written work or reading throughout.

Dependant on the reason for this sanction, the context of specific situations may require the detention to be served at an alternative time, such as before school or during lunchtime or beyond 4:30pm.

SEq3 to SEq6 "Breach of the Equality Objectives and Information Policy"

-3 to -6 behaviour points recorded

At JMHS we do not tolerate discriminatory behaviour, as identified by the Equalities Act 2010: Guidance for Schools.

Where a breach is considered to have taken place, the sanction of SEq3, 4, 5 or 6 will be applied and may not be in line with other sanctions depending on the situation which has occurred. For more details please refer Equality Objectives and Information Policy.

S4 – "Reflection and Isolation time" -4 behaviour points recorded

Usually 1 day served in the Behaviour Recovery Room.

Issued for a serious misbehaviour, such as abusive, violent or anti-social behaviour, theft, possession of smoking/vaping paraphernalia (initial instance), vandalism/damage/theft, failure to comply with a school sanction, persistent disruption to learning, internal truancy, accumulating too many behaviour points in a week (considered at -10+ behaviour points).

Students complete work in line with the curriculum in isolation from 8:45am-3:20pm and are isolated at break/lunch times.

Students will complete restorative work which is student specific, in order to educate, reflect and restore previous misbehaviour.

The context of specific situations may alter what sanction is given and when it is served.

The Hub and/or Haven can also be used as a restorative tool to support a positive return to lessons and mainstream school life, for students with additional need.

S5 – "Internal Seclusion" -10 behaviour points recorded

Between 2-10 days extended isolation period (usually served in the BRR).

Issued for a serious misdemeanour or repeated issue at S4 level, such as possession of vape/smoking paraphernalia, use of vape/smoking paraphernalia, repeated accumulation of -10+ behaviour points in a week, repeated onsite truancy, offsite truancy, verbal abuse, repeated and persistent disruption to learning, violent behaviour, failure to comply with staff instructions or sanctions, serious damage/vandalism, theft from school.

Internal Seclusion is used where we believe it would be more effective to bring about a positive change, when compared to suspension.

S6 – "Suspension" -10 behaviour points recorded

Definition – A suspension is when a student is removed from the school for a fixed period. This was previously referred to as a "fixed term exclusion".

S7 - Permanent Exclusion (PEX) Student is removed from school admission register (roll)

Definition – A Permanent Exclusion (PEX) is where a student is removed from the school permanently and taken off the school admission register (roll). This is sometimes referred to as an "exclusion".

Only the headteacher, or acting headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of

behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a student will be taken only:
- In accordance with the school's Behaviour for Learning policy
- To provide a clear signal of what is unacceptable behaviour
- To show a student that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to permanently exclude a student will be taken only:
- In response to serious or persistent breaches of the school's behaviour policy
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or permanently exclude a student, the headteacher will:
- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Taking into account the students version of events
- Consider whether the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a child looked-after (CLA))

Consider whether all alternative solutions have been explored, such as:
- For suspensions: Internal Seclusion, isolation or reflection time or detentions or other sanctions provided for in the behaviour policy
- For permanent exclusions: off-site direction or managed moves
    - The headteacher will consider the views of the student (views gathered by a suitable member of staff), in light of their age and understanding, before deciding to suspend or permanently exclude, unless it would not be appropriate to do so.
    - Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

Reintegration strategy

Following suspension, or cancelled suspension or permanent exclusion, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the student:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school
- Regular contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity, where required
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the student, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents/carers and other relevant parties.

Reintegration meetings (following a suspension)

The school will clearly explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

- The student, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.
- The meeting can proceed without the parents/carers in the event that they cannot or do not attend.
- The school expects all returning students and their parents/carers to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.
- Students usually complete 1-5 days in the Behaviour Recovery Room upon return from suspension, to support a positive reintegration.

For more details regarding suspensions and permanent exclusions, please see the JMHS Suspensions and Exclusions policy.

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the Restrictive interventions, including use of reasonable force, in schools, Guidance for schools in England April 2026.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our restrictive intervention policy for more information.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation 2014.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out

- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Pastoral or Senior Leadership Team, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, including their bag.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Items on their desk
- Bags
- Coats/jackets

The member of staff may use a metal detector to assist with the search.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

For more information regarding Police interviews and Police searches please see Appendix 1 -Police Interviews and conducting a Police search

Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

Malicious allegations against staff

In the case of malicious allegations made against staff (such as, but not limited to, verbal abuse, physical abuse, threatening behaviour, malicious allegations) the school would consider appropriate action. This could include suspension or permanent exclusion, and where relevant a referral to the Police, if the school believes a criminal offence may have been committed.

For further information please refer to the Child Protection Safeguarding Policy specifically regarding thresholds of staff concerns.

Anti-bullying

As a school we strongly believe that bullying is totally unacceptable.

We encourage an open and supportive ethos where all members of the school community should ensure tolerance and respect are shown at all times.

We appreciate that bullying can have an adverse effect on individuals well into adulthood and also acknowledge that bullying is frequently a form of child on child abuse (for which there must be zero tolerance) and therefore is also a safeguarding, not just a behavioural matter.

JMHS supports British Values and the role they play in ensuring a harmonious community. Finally, we believe that it is within safe environments that students are able to learn and fulfil their potential.

The school has considered and adhered to the following legislation and non-statutory guidance in forming these protocols:

- Preventing and tackling bullying - Advice for headteachers/staff and governors DFE 2017
- The Education and Inspections Act 2006
- The Equalities Act 2010
- Sexual violence and harassment between students 2017
- Keeping Children Safe in Education 2025
- United Nations Convention on the Rights of the Child

Although bullying in itself is not a specific criminal offence in the UK, some types of behaviour could be a criminal offence under hate crime legislation, the 1997 Protection of Harassment Act 1997, Malicious Communications Act 1988 and 2003 plus the Public Order

Act 1986. This means the school may feel that in certain circumstances it may need the support, advice or involvement of the police.

Sections 90 and 91 of the education and Inspections Act 2006 enable staff to address, investigate and discipline students outside of school premises where it would be considered reasonable to do so i.e. to prevent and resolve incidents of bullying.

It is important to note that the school understands that there is a framework of contextual safeguarding environments and that we have a responsibility to support and work with agencies that work in the community (including online) to tackle bullying.

Definitions John Masefield High School considers bullying to be:
• Deliberately hurtful
• Repeated, often over a period of time*
• Difficult for victims to defend themselves against *

A singular event is covered in the JMHS Behaviour for Learning Policy which has a wide range of sanctions which would be employed based on the individual circumstances. It is the responsibility of the DSL supported by deputy DSL with the most knowledge about an incident to determine if a bullying incident should be considered as "child on child abuse" The DSL may use the Hackett's continuum despite its purpose being for assessing harmful sexual behaviours as a guide, based on the following principals:

1. The hierarchies of power and vulnerability between victim and perpetrator
2. The level of violence involved
3. Any elements of coercion
4. The degree of vulnerability of a student
5. The extent to which acts involved can be deemed criminal
6. The extent to which the acts have impacted on physical and mental health of victim
7. The actual and perceived context of the act by victim and perpetrator

Including: Action against others because of their race, cultural background, religious beliefs, sexual orientation, physical characteristics, appearance, health, gender or disabilities. It can also take the form of a "harmful sexual behaviour."

Bullying takes many forms and therefore an exhaustive list is not possible, but four main types are:
• Physical – e.g. hitting, kicking and taking belongings.
• Cyber – e.g. using technology such as a mobile telephone or a computer to make offensive remarks or threats about or to another person.
• Verbal – e.g. name calling, insulting comments, making offensive remarks.
• Indirect – e.g. deliberately isolating someone, making someone the subject of malicious rumours or writing graffiti about someone.

All members of the school are expected to help develop an ethos based on caring, considerate and co-operative behaviour. We use a variety of methods and activities to ensure students understand that bullying in any form is unacceptable; that differences in people are to be celebrated and to see situations from other's perspectives.

Parents/carers and students are encouraged to share their views in order that the policy be understood and implemented by all members of the school community. It is important for the school to openly discuss with young people the differences that could motivate bullying and provide awareness and training for staff who work in this area.

Staff must be aware that although bullying can happen to any student there is evidence that those students with disabilities and special educational needs are more vulnerable to such behaviours.

We encourage students to speak out and tell someone if they or someone else is being bullied. Students are encouraged to do this through any means they are comfortable with. Often students choose to speak to parents or carers or to an adult or another student in school, though students are becoming increasingly confident to use email to inform us of their concerns.

JMHS is committed to ensuring any and all disclosures will be taken seriously and will be dealt with in a sensitive, timely and effective manner. Students are able to report bullying through the schools "Epraise" online system as well as in person. All allegations of bullying are recorded on the Schools safeguarding system "My Concern."

The importance of challenging the bystander and the tolerance of bullying by some members of the school community should also be challenged as part of any anti bullying strategy It is our experience that bullying also exists outside of school hours and that often the root cause of bullying is to be found out of school. Because of this, it may not always be possible for the school to resolve every situation to the satisfaction of everyone involved, but the school accepts that it has a responsibility to do its best to find a resolution.

The school will advise the removal of online presence and communication by individuals in cases of online bullying and conflict. As a school we will ensure that following any allegation the investigation will be impartial and as swift as possible. Any recommendations or actions following an investigation will always reflect the findings. However, just because bullying is alleged, it does not mean that it has taken place.

PSHRE Curriculum to support anti-bullying - Cyberbullying

Increasingly bullying takes place in the online environment outside of school and the school day. The school aims to respond to this threat by:

• Covering a range of topics in the Computing and PSHRE curriculum to highlight the implications of cyber bullying.

This will include the importance of data security and confidentiality, the appropriate age levels for social media platforms, youth produced sexual imagery, the position of the law in relation to cyber bullying and how to respond to and report it.

Within the KS3 curriculum for Computing at JMHS we cover Cyber Safety & Cyber Security. We start by teaching our students how to safely search and browse the internet, and how to identify real and misinformation online by fact-checking and identifying multiple sources. We then move on to how to stay safe online (e-safety) and show and explain to students how communication online can be misused for cyber-bullying. As part of the e-safety training, we show students how to limit their digital footprint to avoid making themselves targets for online trolls, as well as informing them of ways to seek help and report if they have been targeted online. Moral and ethical use of the internet is also covered, where we show students how online abuse can affect an individual and what can be included as online abuse.

The programme takes full account of the 5 C's in terms of safe online behaviour CONDUCT CONSENT COMMERCE CONTENT and CONTACT.

Updating staff knowledge in this important area so they are able to advise and support young people in this area. This responsibility is shared with the Designated Safeguarding lead.

Although the school recognises its responsibility in supporting young people in the case of cyber bullying - we will promote the age restriction guidance on social media platforms and will maintain that the most effective way to avoid such intrusions is to not engage with certain platforms and dialogue.

The school is limited in its rights to control and censor the online behaviours outside of school and can only support advise and liaise with those agencies and parent/guardians that can intervene.

Organisations which can support students and parents with further guidance are signposted on the school website.

Strategies in place to identify bullying

• Staff are asked to notice signs that may indicate bullying is taking place including withdrawn behaviour, avoidance of certain areas and classes, erratic attendance, isolation, emotional outbursts, low self-esteem, low mood, hyper alertness.
• An open culture is encouraged, where all students, staff and parents know that they may safely report any incidents or patterns of behaviour that indicate that bullying may

be taking place in school or on the way to and from school.
• There are high levels of staff supervision before school, between lessons, at break and lunch and after school.
• Students or parents may report suspected bullying to any member of staff.
• Assemblies, PSHRE and other curriculum areas will be used to raise awareness of bullying, its consequences and how bullying can be tackled. Ensuring incidents of bullying are dealt with promptly and effectively.

If a student or parent/carer reports that bullying has taken place
A parent or student can report their concerns to any member of staff. It is essential that this information is acted upon. The member of staff must inform the Year Leader with responsibility for the student who has been a victim of the alleged bullying in the shortest possible time. All allegations of bullying must be treated as serious.

If a Year Leader is not available then a member of the Senior Leadership Team or a Student Support Assistant should be informed. If a Year 12 or Year 13 student is involved, the matter would be passed to a member of the Sixth Form Leadership Team.

The parents/carers of the student(s) allegedly involved should be contacted as a priority, typically within 24 hours. This means both the alleged victim and the alleged perpetrator. We will immediately check that the student's safety in school is ensured and that they feel safe.

Where we believe the level of bullying has crossed a threshold to be defined as child on child abuse a formal safety plan will be formulated.

Students are encouraged to report bullying from a bystander point of view and will be offered support and levels of confidentiality to do so. The school ePraise system has a portal for reporting bullying and the Student services office are also equipped and available to receive reports.

Follow up to an alleged bullying incident
The Year Leader and form tutor will monitor the alleged bully and victim to ensure that the victim feels confident and safe (this may take the form of a formal safety plan). They should ensure that parents/carers and relevant staff are updated as necessary. The length of time of monitoring will vary depending on the needs of the student.

Year leaders are fully aware that perpetrators of bullying can frequently be at the end of bullying or other safeguarding issues and this must be considered and explored. The Year leader and DSL may coordinate a restorative meeting between victim and perpetrator if it is believed that this may reduce the likelihood of future events.

The school is aware that "bullies" often engage in such behaviours due to one or more factors that may need exploring further. Bullies can themselves be potentially the victim

of bullying in or outside the school environment and their actions may be pointing to safeguarding concern. Bullies may be experiencing poor mental health in terms of self-esteem and or emotional intelligence which in turn leads to their harmful behaviours. Therefore, the response to any episode of bullying needs to also take into account the future needs of the perpetrator and not just the victim Bullying responses by Year leaders can include:

1. Setting up bullying diaries to share and reflect upon with pastoral staff
2. Allocation of a sixth form or elder student buddy
3. Seating plan modifications imposed
4. Confronting alleged perpetrators with sensitively collected and broad student feedback re their behaviour
5. Issuing sanctions as outlined in the main body of this policy
6. Harnessing the support of bystanders to feel empowered to stand up and or report bullying

Bullying cases - monitoring and evaluation

1. All reports of potential bullying will be recorded on our 'My Concern' logging system with sanctions recorded on individual student behaviour records. This will be reviewed by the member of SLT responsible for leading the anti-bullying strategy who will also endeavour to seek feedback from all stakeholders.
2. The member of SLT responsible for leading the anti-bullying strategy will share information about bullying with relevant staff when appropriate to do so.
3. The policy will be reviewed on an annual basis by the Trustees' Personnel and Welfare committee following consultation with students, parents and staff.

Drug protocols

Where this document refers to drugs, this includes alcohol, tobacco, medicines, illegal drugs, novel psychoactive substances ("legal highs") and volatile substances, other unauthorised substances unless otherwise specified. Staff with key responsibilities for the implementation of this policy and therefore overall management of drug issues within school are the Safeguarding lead, Head of PSHRE and staff with responsibility for the coordination of medical care plans (under line management from the school SENDCO).

JMHS is a no smoking/ vaping site at all times and neither are students permitted to bring to school smoking/vaping materials. Such materials will be confiscated and parents/carers informed. Smoking or vaping on the school site will be treated similarly to the use of alcohol, and other controlled substances and will result in a school sanction in line with the behaviour policy (with the full range of sanctions being open for use including Permanent Exclusion).

Decisions made regarding level of sanction will consider the legal classification of drug, amount of drug, intent to sell or supply, previous school disciplinary record and other extraneous factors.

John Masefield High School will:

- Ensure that students vulnerable to drug misuse are identified and directed to receive appropriate support.
- Liaise with the police and any relevant agency where appropriate

For further information in relation to Drugs protocol at JMHS, please see Appendix 2.

Complaints in relation to Behaviour for Learning Policy

If you wish to make a formal complaint in relation to the Behaviour for Learning policy, please follow our complaints policy.

Review and Evaluation of the Behaviour for Learning Policy

In order to review and update the Behaviour for Learning policy, perceptions of students, parents/carers and staff are collated through surveys each academic year and responded to, where necessary amendments are made to the policy.

Appendices

Appendix 1 – Police Interviews and conducting a Police search
Appendix 2– Drug protocol

Appendix 1 – Police Interviews and searches within school

a) In the course of their duties, the Police are required to investigate crime, to establish the identity of the person committing the crime, and to obtain witnesses, or conduct searches. In normal circumstances, the Police interview a child or young person only in the presence of his/her parents/carers and, therefore out of school hours.

b) However, there may be special circumstances where, in the interests of justice or safeguarding, it is necessary for the Police to interview a child or young person without delay.

c) If Police arrive at a school to interview a child or young person suspects or witnesses, the Head of Establishment or designated DSL staff member on duty should ask for an opportunity to try to contact the parent/carer. If the Police agree to this, then the school should co-operate with the Police as to the safe custody of the child or young person

concerned until the parent/carer arrives.
d) If circumstances are such that it is not possible to contact the parent/carer, or if the Police insist that the parent/carer is not present, then the interview of the child or young person by the Police should take place in the presence of a Safeguarding Team member or such other teacher as may be delegated by him/her.

Strip searches

The authorised member of staff's power to search outlined in the Searching, screening and confiscation section does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlements and welfare of the pupil

Not be a police officer or otherwise associated with the police

Not be the headteacher

Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 2– Drug Protocol

Information is based on the principles of the DfE and ACPO drug advice for school's guidance, September 2012.

Drug education

The aim of the drug education program at John Masefield High School is to provide opportunities for students to develop their understanding of drugs, drug related issues and to encourage an appreciation of the benefits of a healthy lifestyle. It will cover all drugs and, when appropriate, will focus on drugs of particular significance to students such as alcohol, tobacco, cannabis, volatile substances and Class A drugs.

The three main aims will be to:

- Ensure an increase in students' knowledge and understanding of drugs
- Develop students' personal and social skills and to enable students to explore their own and other peoples' attitudes towards drugs.
- Content will be explored through an effective PSHRE programme.
- Schemes of work within some subjects will also highlight the dangers of drug use and help students to make
- Positive choices to ensure that they do not possess, sell or use illegal drugs.
- Broader elements of criminal exploitation are also covered.
- Sensitive and complicated elements of drug education may be delivered by trained safeguarding staff/Year leaders through extended workshops.
- The Science curriculum at both KS3 and KS4 also deliver elements of drug awareness and understanding.
- Occasionally, appropriate and suitably experienced visitors from outside of the school may be invited to contribute to drug education.

Curriculum plans will ensure that drug education is accessible to students with special educational needs and that the experiences and sensitivities of individual students when known are considered.

The management of drug related incidents:

Each incident will be treated as an individual case. It must be recognised in line with DfE drug related guidance that a variety of actions in response may be necessary.

Although this is not a definitive list, for the purpose of this policy, a drug related incident is said to have occurred when:

1. Drugs or associated paraphernalia are found on school premises

2. A student demonstrates an inappropriate level of knowledge of drugs for their age or is considered to have glamorised/encouraged the use of controlled substances
3. A student is found in possession of drugs or associated paraphernalia or is found to be supplying these items
4. A student, parent/carer or staff member is thought to be under the influence of drugs
5. Information is received that the illegitimate sale or supply of drugs is taking place in the local area
6. A student discloses that they or a family member/friend are misusing drugs
7. There is a credible concern that students may be involved in criminal exploitation sometimes referred to as "County Lines" centred around the supply of illegal drugs

Any member of staff who has any concern about a possible drug related incident should notify the Assistant Headteacher with responsibility for safeguarding or duty member of staff as a matter of urgency. In their absence a member of the Senior Leadership Team should be contacted.

Any member of staff who believes that a student's parents/carers or family members are misusing drugs should report this matter as an immediate safeguarding concern following the John Masefield High School safeguarding policy. These incidents should be recorded on the MyConcern system even if investigations do not identify evidenced drug misuse. The member of staff dealing with the incident should inform, consult and involve others as necessary. Careful attention should be given to respecting the confidentiality of those involved.

A range of factors may be relevant and need exploring to determine the seriousness of the incident. The 2006 Education and Inspections Act enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

An internal record of all drug incidents illegal or legal will be maintained by the school as part of the Safeguarding Policy using the MyConcern system. Therefore, any drug related incident will appear as part of the safeguarding incident log. Parents/carers will always be notified of incidents related to any drug in school at the earliest possible moment except where advised not to due to child protection issues.

Searching for drugs in school:
The school will conduct a search for drugs when;
a) They have received credible information that there is a case to do so;
b) Student behaviour/appearance suggests a drug related incident and this is confirmed by a member of the Senior Leadership Team.

The student in question should be informed exactly why a search is required and asked if they will comply with the search voluntarily.

Parents/carers should be contacted after the search has taken place and informed of the findings of the search, regardless of whether or not any evidence was found. In some cases where it is thought parents/carers may be involved in using, selling or distributing drugs then it is possible that the member of staff conducting the search may inform the police and not the parents.

Where a student does not consent to a voluntary search, the following protocol should be observed:

a) Parents/carers contacted to be informed and request made for them to attend the school to support the student and the search process
b) Where parents have not been able to be contacted and the need for a search is seen as urgent, the school will contact the local police to advise and complete the search.

Where illegal drugs are revealed during a search, the school will always contact the police and formally record the crime. Any illegal drug revealed during a search will be kept by a member of the Senior Leadership Team in a safe place until it can be removed by the police as soon as possible. If there are any questions or concerns raised about illegal drugs at JMHS then the police must be contacted in order to provide clarity and to give guidance to staff.

Where tobacco, alcohol or any other banned but legal substance is confiscated during the school day it will be destroyed or returned to an appropriate adult.

Current West Mercia Police advice is as follows:
'If Police attend the school due to drugs/weapons etc being found on a child, the child would be interviewed. If they admit to the offences then a referral is made to the Youth Justice service and a panel meeting is held within 15 working days which consists of a police Sergeant, the Youth Justice Service Police Constable, Youth Justice Service caseworker, who would have completed a home visit with the child and conducted an assessment, the manager of the Early help team and a community member with experience of working with Young People.' (Youth Justice Service Police Constable, Hereford Youth Justice Service advice).

If formal action is to be taken against a student, the police should plan for the student to attend a local police station accompanied by an appropriate adult for interview. Only in exceptional circumstances should arrest or interviews take place at school. An appropriate adult should always be present during interviews, preferably a parent/carer or duty social worker.

It may be appropriate for school to complete a MARF (Multi-Agency Referral) for the exploitation team to be made aware, if it is believed that there may be elements of exploitation involved and this is the current advice provided by West Mercia Police.

Drug use support for students:

Students have access to several channels for drug use and misuse support within school. These measures include working with the “Turning point” counselling service and meeting with the school nurse who is available every week in school.

Other channels of support can be accessed if appropriate through the Early Help Hub services, especially if drug use forms part of a more complex pattern/needs. The school website has an updated list of local and national services where parents and or students can seek further advice and guidance.

Version	Date	Done by	Comment	Approval
1.0	Sept 2025	Chloe Limbrick	**Headteacher Changed: Page 1** 2024–25: Mr Andy Evans 2025–26: Dr John Holmes **Uniform Link Updated: Page 4** New URL for updated uniform list in 2025–26. **Reading Book Requirement: Page 5** 2024–25: Only Year 7 & 8 required reading books. 2025–26: Year 7, 8 & 9 require reading books. **Morning Tutor Time Language: Page 5** Changed from “activity lessons” to “challenge”. **Extra-Curricular Club Arrival: Page 8** 2024–25: Students waited at the bus park to be collected. 2025–26: Students go directly to their club location. **Sixth Form Off-Site Study Rules Changed: Page 9** 2024–25: Year 12 students can leave site from Spring term if meeting expectations. 2025–26: "Where students are making at least expected progress they are permitted off site" **Behaviour Ladder: Page 17** Date removed and S7 updated to “S7 “Permanent Exclusion” My placement at JMHS has been formally terminated. **Late Marks & Detention Triggers Updated: Page 19** 2024–25: S3 triggered by 3x S1 late marks (or uniform/equipment) in a week; 6x late marks = two detentions. 2025–26: S3 now triggered by 2x S1 late marks in a week; 4x late marks = two detentions. **Behaviour Point Thresholds: Page 19** 2024–25: Accumulating -8 points in a week triggered S3; -14 for S4. 2025–26: Thresholds reduced; -5 for S3; -10 for S4	

			Suspension: Page 21 2024–25: Initial suspension for 2–3 days; 5 days 2025–26: Now typically 1–3 days initially; 3–5 days if further issues. **Suspension & permanently exclusion: page 21-23** Updated and aligns with suspension and exclusion policy **Governor replaced by Trustee throughout**	
2.0	June 2026	Chloe Limbrick	**Changes highlighted on document shared prior to approval at P&W Trustee meeting June 2026**	