



**POLICY:** Behaviour Policy – Positive Discipline (includes policy on bullying, safer handling and drugs in school)

**STATUTORY:** Yes

**DATE AGREED:** October 2022

**REVIEW DATE:** October 2023

**RESPONSIBLE MEMBER OF STAFF:**

Mr A Williams + Miss C Limbrick

**GOVERNOR COMMITTEE:** Personnel & Welfare

**SIGNED HEADTEACHER:** A. Evans

**SIGNED CHAIR OF GOVERNORS:** L. Potter



# JMHS Behaviour Policy

## Positive Discipline

### **Rights and Responsibilities**

John Masefield High School is committed to the provision of excellent and enjoyable learning for all. High standards of discipline and behaviour in lessons play a major role in ensuring this aim is achieved. It is equally important that 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 & Diversity and Safeguarding Policies, especially in relation to Child-on-Child abuse. Therefore, all decisions 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.

Appendix 6 outline school responsibilities and protocols in terms of search, confiscation and police involvement in behavioural incidents.

Appendix 7 outlines specific information regarding the school's approach to the misuse of substances by young people

Appendix 8 outlines the schools approach to the management of bullying as a behavioural issue and should be read alongside the "Child on Child abuse" section of the Child Protection policy

### **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, linked to the Aspire campaign when they see them being achieved during lessons in extra-curricular activities and in homework.

3. Ensure all lessons start promptly, where possible meeting students Just outside the classroom door so that teachers can greet, students, supervise the corridor and have an eye on the classroom. With students working hard as soon as they enter the classroom and on a task, they can succeed with for the first 10 minutes of a lesson, lessons can get off to a calm productive start

giving teachers a good opportunity to prepare to teach the main areas of learning effectively and complete the register. The Curriculum, Assessment and Teaching (CAT) policy stipulates this is a silent period.

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 and group talk volume levels.
5. End lessons promptly, after a discrete plenary task, 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 formative and summative assessment and verbal feedback to identify misconceptions to correct these but also reinforce good quality work 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. Encourage students to be Sports Leaders, Arts Leaders and Language 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), as well as the Enhanced Positive behaviour and relationships @ JMHS document (Appendix 3). Refer to Appendix 4 (Improving Behaviour in Lessons) specifically for guidance before and after lessons, in the event of an incident and after lesson/incidents.
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.

16. Do not underestimate the significance of positive interactions with student, e.g smile, show an interest and praise.
17. Develop age appropriate reward schemes in each key stage that encourage students to reflect on their achievements

### **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 student need plan produced with parents/carers and the student informing staff of the best way to help the student learn and is communicated with staff.
- A daily report card, where teachers grade a student's behaviour each lesson on.
- 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 reflect, and improve behaviour.
- In certain circumstances make small amendments to the curriculum.
- Provide timely access to Mental Health provision where we suspect there are underlying emotional behavioural difficulties and involve SENDCO

### **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 updates 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: dining hall for Y7-Y9, community lounge and outside for Y10 & Y11. Students may also eat outside before school and at brunch
3. Be courteous to others.
4. Walk on the left.
5. Maintain no physical contact.
6. Follow route signs.

## **Dining Room Rules**

1. Students in Y7-Y9 eat lunch in the main dining room. They can purchase food in the dining room or bring a packed lunch. They can choose where to sit but must remain seated and eat in the dining room until their Year Leader or teacher on duty gives them permission to leave.
2. Students in Y10-Y13 may choose whether to eat in the community lounge or outside on picnic benches.
3. Students must eat any food purchased in the dining room.
4. Students are expected to queue quietly and sensibly and behave in a calm respectful way in the dining rooms. They must sit down to eat.
5. Students must clear away their plates, litter etc taking it to the designated place before they leave.

## **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 or play games in areas where there are health and safety supervision requirements eg due to adverse weather
7. Use disrespectful or discriminatory language (as identified by the Equality & Diversity Policy) or swear at any time.
8. Damage school property.
9. Smoke, vape, consume or bring onto school premises prohibited substances, for example 'energy drinks'. (The school reserves the right to search and confiscate, in line with government guidance).
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 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 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. This allows staff to use positive enforcement and use established good relationships with individual students to effect change without sanction.

**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. Wherever possible students removed at S2 from their normal lesson will be given accessible but relevant work to complete. It is the expectation that this work if completed to a satisfactory level and followed by subsequent good behaviour in the next three lessons for that subject will form adequate “restoration” or at least part of required “restoration” Students will be expected to return work and resources at the end of the lesson (this may require supervised movement by staff or duty 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, horseplay that could be unsafe, 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 3:15-4:30pm)**

**4 behaviour points recorded**

Students will complete 1hour 15 minutes 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 accumalates 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.

### **SEq – SEq3 to SEq6 – Breach of the Equality & Diversity Policy**

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

### **S4 – “Reflection and Isolation time” (Usually served in the Behaviour Recovery Room)**

#### **5 behaviour points recorded**

Students complete work in isolation from 8:45am-3:20pm and are isolated at break/lunch times. Students will complete restorative work which is student specific, in order to educate, reflect and restore previous 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, 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, accumulalating too many behaviour points in a single week (considered when a student accumalates 15+ behaviour points in one week).

Above are examples of when an S4 isolation 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 postive return to lessons and school life.

In some circumstances the school will extend isolation period to 3 days “Internal seclusion”. This may occur where we believe there are safeguarding reasons not to exclude but also where we believe that it would be mre effective in bringing about change. The school would not under normal circumstances run a series of extended internal seclusions with an individual student without seriously considering the need to escalate to S5. Internal seclusions are considered as fixed term suspensions in terms of reponse, follow up and communication with parents

### **S5 – “Suspension”**

Examples of when an S5 suspension can be given include:

Abuse or assault, sexual harrassment, 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 suspension (or permanent exclusion) and even a referral to the Police if the school believes a criminal offence may have been committed.



The school will endeavour, where possible, to ensure a 24 hour period is given between an incident occurring and a decision to suspend or exclude. This enables time for a thorough investigation and careful consideration about the most appropriate sanction or action in the circumstances. On some occasions, more than 24 hours will be needed to conduct a thorough investigation

Suspensions are serious and remain on a student's record. The decision to suspend a student lies with the Headteacher or Deputy Headteacher if the Headteacher is unavailable. Usually a student will be temporarily suspended 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 suspended for a longer period (usually 5 days). Safeguarding of students is always considered when deciding on proceeding with a suspension. 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 a decision is being made.

When a student returns to school from a suspension, 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. This will usually be a Pastoral Support Plan including regular meetings with their Year Leader or other senior members of staff. This plan will detail expectations of the student, targets for improvement and support to help the student improve their behaviour. Student returning from suspension will usually 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 suspensions, 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 suspension. 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 suspensions in an academic year will be considered for permanent exclusion. However, if a fourth suspension is served, it is likely to result in permanent exclusion.
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 considered for an S5 suspension after consideration by the Headteacher.
6. A good behaviour record and acquiring a low number of behaviour points is one of several criteria for being awarded arts, sports colours and prefect status. 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, sixth 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.

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 Bromcom system to administer this. Staff must clearly log details of the students' behaviour, including a restorative response. 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 via the behaviour map. Faculty Leaders lead on strategies such as red class plans and to review strategies to improve behaviour. As well as managing staff cover implications, subject report systems and observations where possible.

### 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 decide on sanctions for more serious incidents.

Year leaders of 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.

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 conce

- 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.
- Year Leaders will visit red classes, during on call slots, where possible to be a proactive presence. They focus on red and purple zoned classes
- Year leaders support faculty leaders and other curriculum line managers in constructing effective plans for “Red behaviour map” classes in their Year group

#### SLT members

Senior Leadership Team (SLT) members endeavour to circulate periodically throughout lessons, 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.

#### ESLT Behaviour Lead (Chloe Limbrick)

The ESLT Behaviour Lead, in place from September 2022, has specific responsibility for developing consistent approaches to improving punctuality, behaviour, and ethos across JMHS. Leads on whole staff training on effective and ineffective behaviour management. Coaches/mentors two teachers per term to help them improve their behaviour management skills. Manages the day to day running of the Behaviour Recovery Room and staffing. She advises the SLT on improving the Behaviour policy and its implementation. She also reviews behaviour maps of the school timetable to help target support

#### 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 suspension 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. The Head of Pastoral Care acts as line manager for the ESLT behaviour lead

#### Headteacher

The Headteacher (or Deputy Headteacher if the Headteacher is not available) makes decisions about suspensions 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 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

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.

Each half term a data dashboard is created and reviewed to identify trends across key groups of students.

**Linked Documents:** Equality & Diversity Policy, Child Protection and Safeguarding Policy, Curriculum, Assessment and Teaching Policy. Links can be found on JMHS website.

## **Appendices**

### **Appendix 1 - "Behaviour Strategies to apply and avoid"**

#### **Behaviour Strategies to apply and avoid**

##### **Support for Lesson Planning for the difficult/hard to reach class**

###### **TAKE CARE OR AVOID**

- 1 Tasks that expect a level of general knowledge "Choose a landmark in Paris"
- 2 Tasks that have open ended/unclear objectives "Talk to your partner about your opinion"
- 3 Tasks that wholly depend on a key piece of knowledge from previous lesson "answer the question on the board checking notes from last lesson"
- 4 Large groups with undefined roles and limitless choices- "and in your group decide what the best solution is"
- 5 Questioning individuals to maintain discussion, leaving passengers
- 6 Tasks that involve having to create tables, axis, margins, grids- "Draw a neat table in your book"
- 7 Using language well above the reading ages of class in front of you
- 8 Using same pedagogy every lesson "turn to the next page and carry on" or "another PowerPoint"
- 9 Whole lesson extended green pen /self-reflection activities- go through the mock paper and annotate where you went wrong"
- 10 Presenting knowledge for Knowledge's sake instead of framing it around "utility" or "scenario"

###### **INSTEAD**

- 1 Tasks with a clear outcome – choose, pick, sort, prioritise rather than think, decide, discuss
- 2 Different media, environments, presentation vehicle- Today we are going to work in an Art room, ICT room, theatre, playground" Use a visualizer sometimes instead of white board
- 3 Produce templates /knowledge organisers /images that allow them to present neatly
- 4 Set out vocational, contemporary or real-life context to learning "scenarios"
- 5 Group work where students have individual role, function and responsibility
- 6 Spoof assessments or clear points to look out for with green pen work
- 7 Questioning techniques that target everyone (hold up true/false cards or use mini white boards)
- 8 Opportunities to be mindful be creative, regulate, Kinaesthetic
- 9 Build elements of quiz, competition, teams and game into tasks
- 10 Opportunities to assess and build success without a test- how steps to success happening in each

**Appendix 2 – 10 agreed behaviour management strategies**

**Top Tips for Behaviour Management**



**Teachers meet and welcome students at the door**



**Teachers articulate clearly and remind students of what good behaviour looks like**



**Teachers avoid using the word “please” and frame expectations around the word “thank you”**



**Teachers use the plural pronouns “we” and “our” to demonstrate that the responsibility for behaviour and achievement is shared**



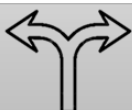
**Teachers challenge behaviour through a series of “reflective” and “assertive” questioning**



**Teachers articulate an “empathy” or “partial agreement” when challenging students demonstrating unacceptable behaviour**



**Teachers address the behaviour and not the student when making judgements and making decisions on sanctions**



**Teachers should provide choice or the illusion of choice and the chance for students to re take responsibility for their own behaviour**

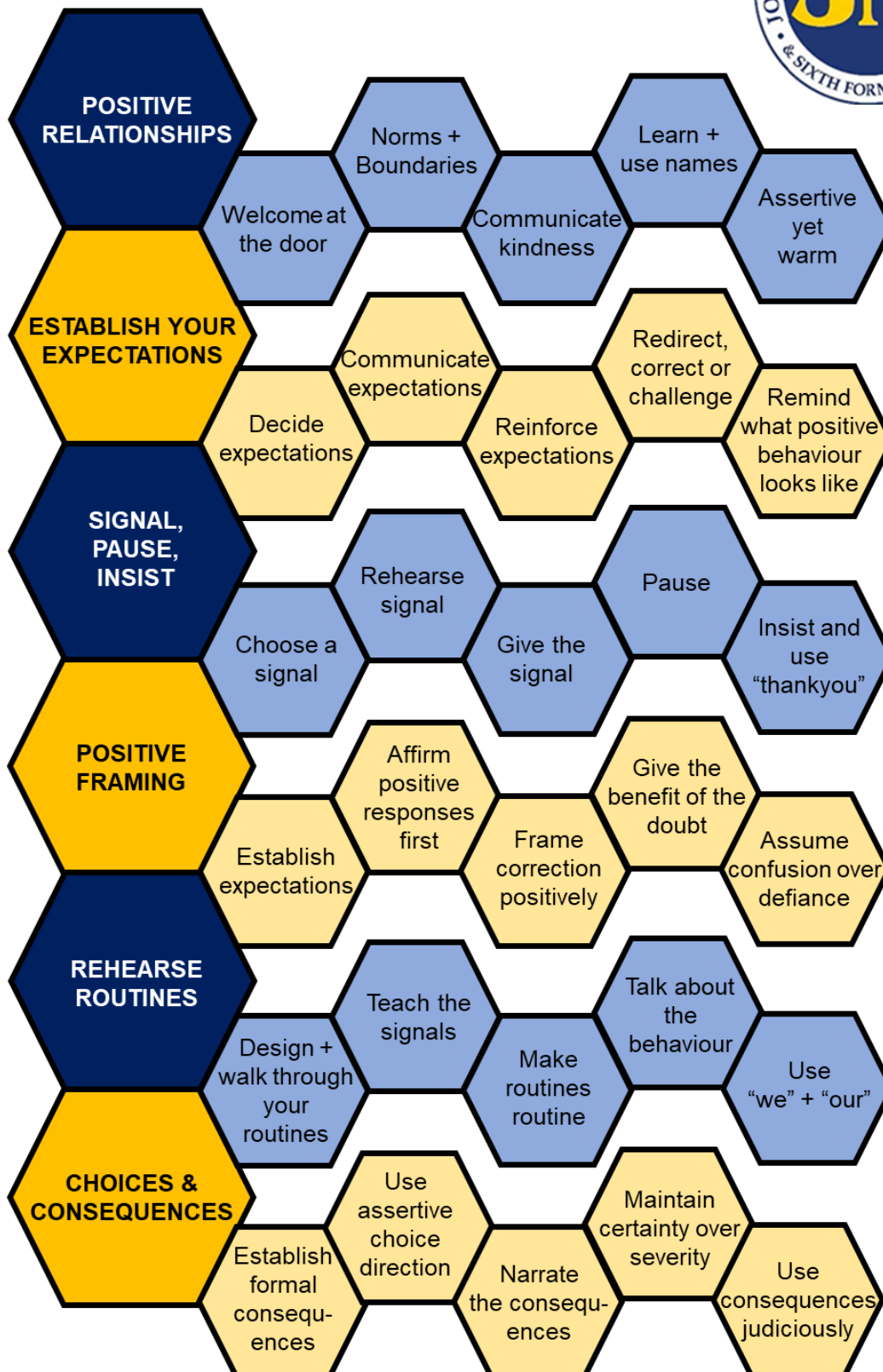


**Teachers should avoid chasing secondary behaviours and allow students the time and opportunity to regulate their own behaviour**



**Restorative dialogue is a vital part of all sanctioning and should be a prompt and essential part of the sanction system**

# Positive Behaviour and Relationships @ JMHS





## **Appendix 4 - Improving Behaviour in Lessons**

### **Improving behaviour in lessons**

#### **Before Class**

1. Have a well thought out seating plan.
2. Watch the vulnerable students presentation for key individuals in your class and read any detailed plans for LAC & EHCP students which are available.
3. Identify challenging learning tasks and put in place scaffolding or support mechanisms.
4. Follow up and close the "S2 circle" from previous incident (where possible).
5. Meet students at the door and have an immediate, accessible and engaging task.
6. Communicate with the teaching assistant or the Hub if they are supporting the lesson.

#### **During Class**

1. Use short precise and concise teacher exposition and chunk the lessons gradually building periods where students work independently.
2. Use direct questioning to keep key students focused – use questions that are closed or with a choice for less confident students- keep questioning sessions precise and concise.
3. Avoid monotone delivery, keep energy levels high, use self-deprecating humour when appropriate.
4. Articulate the exact details of expected behaviour – model it - thank and celebrate it when achieved.
5. Use the 10 second rule when waiting for full attention (don't move on until achieved).
6. Keep body language open, smile, move around the class and get down to student level.
7. Don't draw attention to off task behaviour – try signalling/gesturing and whispering.
8. Strive for constant positivity flagging up examples of good attitudes, work, manners etc.

#### **In the event of an incident**

1. Build in choice or illusion of choice.
2. Empathise and articulate empathy with the situation that has arisen "I get it but."
3. Keep language impersonal, use thankyou not please, talk about "the behaviour" not "you."
4. Share responsibility where possible for parts of the situation, use pronoun "we" – be disappointed with events, not angry or judgemental.
5. Don't showcase bad behaviour by entering into lengthy discussion or chasing and reacting to secondary behaviours.
6. Step away to give students two minutes to respond more effectively if they are safe enough to do this.
7. Use On Call if a situation becomes difficult, but do not overuse.

#### **After lesson and events**

1. Catch students in out of class environments – with politeness, kindness, interest and support.
2. Log everything but particularly S1 late marks, toilet visits, so trends can be seen and excuses removed.
3. Contact home (if appropriate) with positives especially, catch them doing right not wrong.
4. Ensure the S2 action is both understood and includes the expectation on return.
5. Seek support from the faculty first and then the Year team - ensure the class is colour coded accurately.

## **Appendix 5 – VI 'Student Agreement'**

### **JOHN MASEFIELD SIXTH FORM STUDENT EXPECTATIONS**

**Learning Agreement:** It is important that students and parents/carers have a clear understanding of what will be expected from Sixth Formers as the senior students of the school. This Learning Agreement outlines those expectations.

**Learning Expectations:** Students within the Sixth Form are considered young adults who must set a model of good behaviour for students in younger years and in the local community. As such the standards required from the students are higher than those in lower school. Generally, you will be given more freedom and privileges in the Sixth Form, however, these carry responsibilities.

#### **As a student in our Sixth Form you will be expected to:**

##### **Classwork:**

- arrive punctually at all lessons including tutor /mentor sessions;
- work very hard in all your lessons, taking a full and active part in making lessons successful, along with producing work at or above target grade;
- develop your ability to work independently and with others;
- show resilience and develop the ability to overcome difficulties and learn from your mistakes;
- be ambitious, passionate and inquisitive.

##### **Homework/Independent Study:**

- give priority to school work and Independent Learning by spending at least 4 hours per week on each subject outside of lesson time;
- complete all work by the set deadline, in detail and at or above your target grade;
- act quickly and effectively on teacher feedback to update and improve work;
- co-operate to keep study areas silent and conducive to learning for all.

##### **Organisation:**

- achieve attendance of between 96% and 100% for the year;
- prioritise your Sixth Form work above other activities;
- communicate clearly and in a timely manner any planned absences from lessons;
- revise and prepare thoroughly for all internal and external tests to achieve test scores at or above your target grade;
- to support exam success, develop excellent revision resources as you go through the course;
- keep folders (including electronic) well organised and accessible.

##### **Life Beyond The Classroom:**

- respect the Sixth Form environment and wider school facilities and resources;
- conduct yourself in a manner appropriate as the most senior students in the school, showing respect, tolerance and kindness to all members of the school community;
- dress suitably for a place of work with no extremes of fashion, haircuts/ unnatural colours/ multiple /facial piercings;
- not to smoke or vape on or near to the school campus;
- take part in the range of enrichment activities offered in the Sixth Form, make a positive contribution to school life and become actively involved where possible.

I understand the expectations outlined above and agree to abide by them.

I accept that I may be required to leave the Sixth Form if these Learning Expectations are not met.

**Name of student:**

**Signature of student:**

**Date:**

## **Appendix 6 Safer Handling, Search and confiscation**

JMHS is committed to providing excellent and enjoyable learning for all in an environment that is positive and supportive for all students, staff and visitors alike. Through monitoring, training and excellent professional practice positive relationships with students are the cultural norm of JMHS. Regrettably there could be extremely rare occasions where positive handling is required. Wherever possible the teacher or staff member should try to avoid using force. This may mean talking to the pupil in a calm way, making clear to him or her that if they do not stop what they are doing force will be used. It should be made clear that force is not being used as a punishment and that the use of force will stop as soon as the situation has been resolved.

### **The permissible use of reasonable force**

The Education and Inspections Act 2006 introduced a statutory right for school staff to use such force as is reasonable, proportionate and necessary in the circumstances to prevent a pupil from:

- committing an offence or engaging in conduct that could be an offence
- causing physical or emotional harm to themselves or others
- damaging property
- prejudicing good order and discipline at the school
- The statutory power is in addition to the common law power of any citizen in an emergency to use reasonable force in self- defence or to prevent another person from being injured or committing a criminal offence. On preventing injury or damage to property the statutory power is similar in scope to the common law power except that it is only available to people authorised to have control or charge of pupils

The staff to which this power applies are:

1. Any member of staff at the school.
2. Any other person whom the head has authorised to have control or charge of students.

The power to use reasonable force does extend to staff supervising students on school trips where they have lawful control or charge of students

**This procedure does not include any authorisation to use positive handling by any student regardless of their age or responsibility in school.**

### **Reasonable force**

There is no statutory definition of 'reasonable force'. Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend in part upon the context in which the misbehaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be only that needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. In any event, it is always unlawful to use force as a punishment because this would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996 .In the event of staff possibly needing to intervene to stop 2 students fighting there is still a power to use reasonable force.. Staff must make a personal judgement here in terms of the risk of personal injury to

themselves. Where there is a situation whereby an incident as such can be reasonably foreseen as highly likely, then the school should do all possible to put in measures to mitigate this risk and even consider the establishment of a formal safety plan. This safety plan if in operation should risk assess the possible event of positive handling coming into effect.

Those staff trained in positive handling skills are aware that the DfE and DoH do advise against certain hold and restrain techniques particularly those that have an increased risk of causing asphyxia; these include techniques referred to as Wrap, Basket Hold, Seated double embrace, Prone, Supine and neck holds. It is important to note that the law does not specify which techniques should be used.

Staff who face an incident whereby they believe positive handling may be required should take the following 5 steps but ultimately must make a judgement call on the need to use reasonable force personally.

- 1) Alert duty members of staff and /or student services in the quickest way possible
- 2) Duty staff will endeavour to contact restraint trained staff whilst attending incident asap
- 3) Staff should seek to remove other students from the incident or potential incident even considering leaving a room or area completely
- 4) Staff should endeavour to communicate with the student/students involved
- 5) Staff should seek to remove objects which may add to physical harm during a positive handling incident. This includes removal of a "person/persons" who may be inflaming the situation

### **Training, recording of events and parent/carer communication**

JMHS will ensure that appropriate staff are trained and that any incident requiring the use of positive handling is centrally recorded. The Designated Safeguarding Lead will maintain this central record and will inform the Headteacher and Chair of Governors if the use of positive handling has been required. All staff not specifically trained will receive updates on the nature and changes to this policy and any legal changes, as well as being made aware of the practices that staff trained specifically will adopt if the need arises.

If a member of staff has been required to positively handle a student the appropriate Year Leader or member of the senior leadership team must contact the parent/carer to advise them and to explain the reasons for the actions of the member of staff. This should be done as a matter of urgency. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the student. If that is the case and there is no parent of the student to whom the incident could be reported, then the incident must be reported to the local authority.

**It is always unlawful to use force as a punishment.** This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996

## **Power to search**

From September 2010, power has been given to search students without their consent for reasons including alcohol, illegal drugs and stolen property. Reasonable force may be used by the searcher. Where resistance is expected school staff may judge it more appropriate to call the police. Staff involved may wish to consult “When to call the police” available at [www.npcc.police](http://www.npcc.police) The school doesn’t need a child’s consent to search them if they think the child has prohibited items, including

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and ‘lads’ mags’ as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as the child.

The search witness must also be the same sex as the child if possible. The child must not be asked to remove clothes, other than outer clothing like a coat.

If there’s a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Further guidance for staff conducting confiscation and search is outlined in the Government January 2018 paper “Searching Screening and Confiscation advice for Headteachers School Staff and Governing bodies”

### **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 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

## Appendix 7 – 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 PSHE 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): **Decision on sanction will take into account 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 pupils vulnerable to drug misuse are identified and receive appropriate support. John Masefield High School will liaise with the police and any relevant agency where appropriate
- This policy is based on the principles of the DfE and ACPO drug advice for school's guidance, September 2012.

### **PURPOSE:**

The purpose of this policy is to outline and clarify expectations for all staff, pupils, parents and agencies regarding drugs education and the use and misuse of drugs within the school community.

### **DRUG EDUCATION:**

The aim of the drug education program at John Masefield High School is to provide opportunities for pupils 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 pupils such as alcohol, tobacco, cannabis, volatile substances and Class A drugs.

The three main aims will be to ensure an increase in pupils' **knowledge** and **understanding of drugs**, develop pupils' personal and social **skills** and to enable pupils to explore their own and other peoples' **attitudes** towards drugs.

These will be explored through an effective PSHE programme. Where relevant schemes of work from faculties 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 4 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.

As part of curriculum plans within JMHS, staff 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 taken into account.

### **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:

- Drugs or associated paraphernalia are found on school premises
- A pupil demonstrates an inappropriate level of knowledge of drugs for their age or is considered to have glamorised/encouraged the use of controlled substances
- A pupil is found in possession of drugs or associated paraphernalia or is found to be supplying these items
- A pupil, parent/carer or staff member is thought to be under the influence of drugs
- Information is received that the illegitimate sale or supply of drugs is taking place in the local area
- A pupil discloses that they or a family member/friend are misusing drugs
- 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 pupil’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 MY Concern 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 pupil'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 My Concern 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) Pupil behaviour/appearance suggests a drug related incident and this is confirmed by a member of the Senior Leadership Team.

The pupil 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 SLT member conducting the search may inform the police and not the parents.

Parents who wish to complain about a search should do so through the JMHS complaints policy.

If the search is consented to, it will be limited to contents of pockets, school bags, plus the inside of shoes and lockers. No pupil will be asked to expose any undergarment as part of the search.

Any search will be conducted in private with two members of staff present. One of these will be a member of the Senior Leadership Team wherever possible. At least one member of staff will be the same gender as the pupil being searched. Any item confiscated should be placed in a plastic bag and should also contain details of the time, date and persons present.

Staff are permitted to use reasonable force in accordance with the JMHS Positive Handling policy when dealing with drug related matters. The specific reference with regards to the power of staff to search is contained within this policy.

Where a pupil 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 pupil 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.

Currently 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 pupil, the police should make arrangements for them 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.

### **Staff Code of Conduct**

The staff code of conduct sets out expectations of staff. Known or suspected misuse of controlled substances outside of school environment would constitute a "low level concern" and thus appropriate protocols should be followed

### **The school will endeavour to ensure that parents/carers are:**

- a) Made aware of the school's approach and rationale for drug education, for example through the school prospectus, website or handbook;
- b) Involved in the planning and review of the drug education programme and policy;
- c) Able to access information about drugs and local and national sources of help. Examples include the 'Ask Frank' helpline 0800 776600 or the NHS helpline 0300 123 1002

Complete confidentiality in drug matters can never be promised to a student and or parents, although student / incident information will only be disclosed on a need to know safeguarding basis.

**SUPPORT:**

Pupils 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

**THE ROLE OF GOVERNORS:**

Governors will review this policy every two years and ensure that it is appropriate and works effectively. The Safeguarding Governor will assist the relevant SLT member in ensuring that this policy is reviewed in the case of any drug related incident.

## **APPENDIX 8 ANTI-BULLYING PROTOCOLS**

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 pupils 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 2021
- 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 Masfield 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” They may use the Hacketts continuum despite its purpose being for assessing harmful sexual behaviours as a guide

The DSL will base a decision to escalate bullying to child on child abuse 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

**It includes:**

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 “By stander” 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 “solve” 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 always advise the removal of online presence and communication by individuals in cases of online bullying and conflict

All allegations of bullying will be taken seriously by the 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. Bullying issues are rarely simple and often involve counter-allegations.

## **PSHE 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:

- Offering all parents and students access to the “safer schools” platform and application where a wide range of advice and updates can be accessed.
- Covering a range of topics in the ICT and PSHE 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 DSL by the Online Safety Strategic lead teacher

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

### **Identifying bullying**

#### **In order 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, PSHE 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

## **Procedure for investigating an allegation of bullying - (See appendix 1)**

1. The member of staff who receives the report will pass all relevant factual information to the relevant Year Leader(s). An initial decision will be made at this stage if the incident constitutes "Child on Child abuse" by assessing the alleged levels of coercion, imbalances of power between individuals, frequency of events, level of harm and other contextual factors. If this is the case then staff will default to the Child Protection policy. The Hackett continuum will be used as a broad framework for assessment.
2. A thorough and impartial investigation will take place by a suitable member of staff, typically this will be a Year Leader or member of the SLT to establish facts and opinions about the allegation. Students who are alleged victims of bullying will be consulted about the nature and process of an investigation (students frequently feel vulnerable during an investigation stage and may worry about repercussions of such an investigation).
3. Following the investigation, the member of staff responsible for the report will make recommendations about any actions to take. The member of SLT responsible for co-ordinating the anti-bullying strategy will typically be the person who takes the decision about action. In their absence another member of the SLT will do this.
4. The investigation findings will be shared with the alleged bully and the victim, their parents/carers and relevant staff. We will share relevant information that complies with the GDPR legislation. The Deputy Headteacher and the Headteacher must be informed if the recommendation of the report is an exclusion.

5. The school is aware that rarely do bullies self-identify and that perceptions of behaviours vary between stakeholders. The school will always seek to understand multiple perspectives and aim to understand the broader context behind pupil actions. We will conclude investigations with the principal of beyond “reasonable doubt” rather than proof “without doubt”

## **Follow up to an 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 an 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 the full series of 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

## **Complaints**

A parent wishing to make a complaint about how an allegation of bullying has been dealt with should use the JMHS Concerns and Complaints policy.

## **Monitoring and evaluation**

1. All reports of potential bullying will be recorded on our ‘My Concern’ logging system with sanctions recorded on individual pupil 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 Governors’ Personnel and Welfare committee following consultation with students, parents and staff.



## Links to other policies

JMHS Child Protection and Safeguarding policy (Child on Child section)

JMHS Whistleblowing policy

JMHS Equalities statement

JMHS Concerns and Complaints policy

JMHS Behaviour for Learning policy

JMHS Online Safety policy currently under review

<b>Relevant contacts at John Masefield High School</b>		
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**Prepared by Assistant Headteacher**

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