**JOHN SPENDLUFFE**

**TECHNOLOGY COLLEGE**



**BEHAVIOUR MANAGEMENT**

**POLICY**

**POLICY DOCUMENTS**

The following policy document was presented to the Governing Body of John Spendluffe Technology College and approved and adopted by them on the date stated.

Policy: Behaviour Management

Date: September 2023

# JOHN SPENDLUFFE TECHNOLOGY COLLEGE

# BEHAVIOUR MANAGEMENT POLICY

**Date of Review – September 2024**

**Overall rationale**

JSTC is an inclusive school and wants all students to excel and achieve. Staff value all learners in the school community. Everyone has the right to learn, work and develop in a safe community. As staff, students, parents/carers and Governors we want to work together to achieve high standards of conduct and achievement. We recognise that effective behaviour management requires good relationships, mutual respect and a shared responsibility. Our policy aims to adhere to these principles to ensure that all students can learn and become resilient, respectful and independent learners.

The policy demonstrates the roles that key staff have within our learning community. Different roles and responsibilities are outlined for the staff below but students and parents play a key role to ensure that behaviour can support effective learning.

Students and parents are made aware of this policy during Y7 Induction Days and through information in the Learner Agreement.

**Key staff responsibilities are:**

**Class teachers**

* to address concerns that arise during lessons and other aspects linked to their teaching of students including communication with parents.
* to ensure the right climate for learning is achieved through well planned lessons and that positive, punctual ‘meet and greet’ practice establishes the tone for the lesson.
* to consistently apply school expectations and policies
* to reward students who demonstrate good behaviour and effort
* to record negative behaviours on Bromcom in a timely manner.

**Tutors**

* to act as a key point of contact for students and parents, addressing concerns from students, parents, school staff and other areas of school life.
* to monitor behaviour through the Daily Tutor report.
* to reinforce good behaviour, challenge poor behaviour and set the tone for the day with clear, established routines linked to consistent application of school policies including behaviour and uniform. A copy of the required uniform is in the Learner Agreement and shared with students and parents each year.
* to deliver a tutor time programme of appropriate activities to support learning and personal development.
* To monitor and mentor academic and pastoral progress

**Heads of Department**

* to monitor and evaluate the behaviour management in their departments, support teaching staff in addressing concerns and ensuring that any additional steps are taken to support good practice including communication with parents.
* to monitor the behaviour of students in their areas through tracking systems
* to liaise with the Pastoral Teams as required.

**Pastoral Teams**

* to monitor and evaluate the behaviour management in their year group, support departments in addressing concerns, liaise with parents to address concerns and take additional steps linked to the Lincolnshire Behaviour for Learning Ladder.
* to address concerns where behaviour is causing concerns linked to student progress across a number of curriculum areas.
* to arrange placement of students into the Withdrawal Room where appropriate and year group detentions. The pastoral team will work closely with the attendance officer and inclusion team to address concerns of poor attendance and truancy which might be linked to poor behaviour.

**Deputy Headteacher (SLT)**

* to support the pastoral teams to ensure that behaviour management is efficient and effective and links to all the required stakeholders.
* to monitor behaviour across the school.
* to arrange placement of students into the Withdrawal Room where appropriate and whole school detentions.
* to address parental concerns about how a behaviour concern has been addressed.
* to work closely with the Pupil Reintegration Team to seek alternative placements for students where required.

**Headteacher**

* to ensure that the behaviour management systems support development of resilient, respectful and responsible learners and meets student need.
* to identify areas for improvement and secure staff accountability.
* to take the decision to seek a managed move, exclude a student and deal with any complaints that have not been resolved by other routes.

**Parents** – please see Learner Agreement (Appendix 1)

**Students** – please see Learner Agreement (Appendix 1)

**Governing Body**

* to approve and monitor the application of the policy and ensure that legislation and statutory guidance are adhered to.
* To hold the school to account for the consistent and fair application of this policy.

**Rewards and Consequences**

The Reward and Consequence behaviour system is central to the way JSTC operates and allows teachers to teach and all students to learn. It helps all members of the school feel safe and secure because staff are clear about what is acceptable and unacceptable behaviour. We aim to ensure all students feel valued and are rewarded for good behaviour as well as academic achievements.

Praise is an important aspect of Reward and Consequence Behaviour system. Ensuring the correct balance between praise versus reprimand and rewards versus sanctions is key to achieving happy students who want to succeed.

**Rewards**: JSTC is committed to recognising the achievement and effort of all its students. We believe that an effective rewards system which covers all aspects of school life will assist with student motivation and enhance attitudes towards learning.

Students are awarded positive points, or Spennies, for displaying good attitude and behaviour, good attendance, or going above and beyond. Spennies can be earned in a variety of different ways from making the right choices, being kind and helping staff and their peers or helping the school on open days or evenings or taking part in extra-curricular activities. They are also rewarded for academic success such as completing an outstanding piece of work or for exceptional effort, for good test results over time and sustained progress. These points are recorded on Bromcom where students and are visible to students and parents via the Bromcom app.

**Rewards Initiatives**:

Regular initiatives to reward positive behaviour include ‘Front of Canteen Queue Passes”, ‘Downtown Passes’ for the older students, postcards and telephone calls home, Headteacher commendations and weekly “Friday afternoon hot chocolate with the Headteacher”, Christmas pantomime trip. Rewards are given for good attendance in the form of Spennies given weekly for 100% attendance, rewards breakfasts and certificates each term for top attending students. Students with the highest number of Spennies each week are displayed on a leadership board.

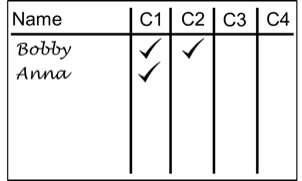
Celebration assemblies take place at the end of each term where success is celebrated and students are rewarded with prizes from chocolates to Jump Warrior tickets.

Awards Evening – held annually in June – recognises academic progress, effort and achievement in all subjects and service to the school through the presentation of prizes.

At the end of each year, students are rewarded with a school trip. This could be The Games Arcade in Lincoln, The Aqua Park, Jump Warriors Trampoline Park or a camping trip. Student criteria for attending the trip is based on their total positive points, their negative points and their attendance in school.

Rewarding success is a key part of the ethos of JSTC.

**Consequences to poor attitude and behaviour**: All staff follow a cohesive and consistent approach to dealing with unacceptable behaviour in the classroom. We follow a C1-4 consequence system within the classroom managed by the classroom teacher consisting of a 3 step approach within the classroom with conduct reminders given at each stage.

Every classroom has a “Consequences Board” on the wall for staff to write students names on and outline clearly to the student what stage they are at. Once a consequence reminder has been issued, this cannot be earned back and removed. The consequence board looks like this;

Once a student’s name has been placed on the board, they must modify their behaviour and follow staff instructions. If subsequent warnings have to be given, the student will receive a C2, then a C3. If the student receives a C3, they will be removed from the lesson and will go to the Head of Department’s classroom. If the student refuses to go to the Head of Department or fails to comply with the Head of Department, a C4 will be issued and the student will be sent straight to the Withdrawal Room to complete the rest of their work in silence and reflect on their behaviour.

The C1-4 system provides a consistent approach for all staff to follow to provide a consistent and united strategy in dealing with disruption so students experience the same strategies in every classroom with every teacher. The C1-4 consequence system is transparent and shared explicitly with students and parents so outcomes of unwanted behaviour are understood and low-level disruption does not affect the teaching and learning within the classroom.

Where there are serious incidents within the classroom, on-call will be called to remove the student without the C1-4 system being followed. These incidents would be serious breaches of the school code of conduct.

**Detentions** – At JSTC, we set clear expectations and boundaries for student behaviour. If these expectations are not met, then students will be issued with a detention. Negative points are issued by staff when the school code of conduct has been broken. Detentions take place with the classroom teacher and students are given an opportunity to talk about what happened with a restorative conversation and reflect on their behaviour. Once a detention has been issued, the student then has a series of opportunities to attend the detention. Each time the students fails to attend a detention whilst being in school, the detention is upscaled. We deem it to be a serious offence if a student fails to attend a detention, therefore if this happens it will be upscaled to an SLT detention with the Headteacher and Deputy Headteacher. If this detention is missed, it will be upscaled to a 1 hour SLT after school detention and parents/carers will need to arrange alternative transport home for their child at 4.30pm.

Students are responsible for checking their Bromcom accounts to see when their detention is and attending on time on the date specified. If a student is absent on the day of a detention, the date will be rearranged but not upscaled. Parents can also see their children’s detentions on the parent Bromcom account.

We strongly recommend that parents monitor their child’s detentions on Bromcom and speak to their child about the importance of attending their detentions if they are missed and upscaled. Bromcom will show parents and students clearly when detentions are set and need to be checked each day to ensure students know where they need to be.

Detentions are recorded on Bromcom and their attendance to the detention is also recorded.

**Withdrawal Room** – The Withdrawal Room provides a safe and quiet area for students to work and reflect when they have broken the school code of conduct. This may be if a student has reached a C4, or it may be as a result of a more serious incident. The duration of time a student spends in the Withdrawal Room depends on the nature of the incident.

Clear systems are in place within the Withdrawal Room to ensure a calm and consistent area for students to complete their work and reflect on their behaviour. Restorative conversations take place once students have self-regulated.

**Pastoral Support Plan** – JSTC follow the Lincolnshire Ladder of Behavioural Intervention as set out by Lincolnshire County Council. When a student is placed on a PSP, this could be for a variety of reasons, however most commonly for persistent poor behaviour. This process will involve a meeting with school, parent/carers and sometimes a representative from LCC where targets will be set and interventions put in place to support the student in making the required changes to their behaviour. JSTC will seek support from external agencies such as BOSS (Behaviour Outreach Support Services) or other suitable agencies.

Review meetings take place after 6 weeks and then a final review meeting at 12 weeks. At this point, if there is no sustained improvement in behaviour, the Headteacher and Chair of Governors may consider placing the student on a Managed Move.

**Systems and Processes of Behaviour Management**

**Inappropriate behaviour**

Staff have identified a range of inappropriate behaviours and categorised them according to severity as outlined below. Repeated incidents at any one level may escalate with severity.

There are 4 tiers:

• Low level - classroom management

• Significant - Pastoral and progress Teams support and action appropriate consequences

• Serious - Pastoral, progress and SLT support and action appropriate consequences

• Very Serious/Isolation (potentially warranting exclusion) – SLT (with support of Pastoral/Progress Teams)

**Low-level**

Examples which would be expected to be dealt with by the classroom teacher and should not involve external intervention:

• Chatting, off task

• Failure to complete (appropriate) work on time

• Failure to engage/participate in lesson

• Inappropriate calling out

• Out of seat without permission

• Off task

• Talking out of turn

• Making staff aware of mobile phone

• Swinging on chair

• Entering classroom without permission

• Fiddling or fidgeting with equipment

• Inappropriate noises

Low level incidents are dealt with as part of our classroom management strategies.

On the whole good preparation and planning make these incidents less likely. It needs to be remembered that students may not be able to sit silently all day. Use of body language, humour, tone of voice, moving seats and being mobile are better ways of dealing with these incidents. The more incidents we can keep at this level the calmer and better the learning environment.

**Significant**

These will generate an action which must be logged by the appropriate member of staff onto the student’s profile. In academic terms, these incidents would be isolated to specific subject areas or may be deemed, one off incidents. These types of behaviour would include:

• Missed Detention

• Inappropriate Mobile Phone/Smart Phone/Smart Watch including earphones or equivalent usage

• Persistent Homework Failure escalated to Head of Department

• Persistent Lateness to Lessons

• Persistent disregard for Uniform/Jewellery policy

• Inappropriate/malicious verbal comment towards another student

• Social Media malice

• Other form of cyber malice

• Misuse of school ICT

Actions may include one or more of the following (please note parents may be contacted at this level, Form Tutors will also be informed):

• Dealt with by a Head of Department, which could include period of time spent in another classroom

• A subject report.

• Break or lunchtime detention

• Confined to a certain area of the school during unstructured time

• Reprimand by a member of staff

• Mediation Contract

• Removal from a lesson

**Serious**

These incidents may have a repetitive or “persistent” pattern to them, or warrant being classed as greater than significant. In academic terms they may represent concerns in more than one subject area. They include:

• Repeat Inappropriate/malicious verbal comment towards another student

• Repeat Social Media malice

• Repeat other form of cyber malice

• Repeat Disruptive Behaviour

• Fighting

• Persistent Lateness to School

• Truancy

• Persistent Homework Failure escalated to SLT

• Repeated removal from lessons across a variety of subjects

• Other (Severe)

**To be actioned by the Form Tutor:**

• Form Tutor Report, to monitor behaviour in lessons:

• Phone call home

**To track punctuality and attendance:**

• Form Tutor Punctuality Report

Actions may include one or more of the following, please note parents must be contacted at this level:

• Student sent to Withdrawal Room OR removal of a student from a classroom – telephone contact to be made by the subject teacher or Progress/Pastoral teams

• Suspension

• Internal exclusion (QEGS)

• A period of Isolation (determined by Deputy Headteacher and/or SLT member)

• Removal of student from lessons for a period of time (determined by Pastoral/HOD/HOH/SLT)

• Formal meeting with parents (Pastoral/HOD/HOH/SLT/Governor)

• School detention (determined by HOD/ Pastoral Team/ Deputy Headteacher)

• Report Card (Tutor/HOH/Progress/Pastoral or SLT)

• Behavioural Contracts Very Serious

This list is not exhaustive and behaviour not on this list will be dealt with at an appropriate level.

• Threatening behaviour staff/adult

• Threatening behaviour student

• Assault - Staff/Adult

• Assault – Pupil

• Persistent Inappropriate/malicious verbal comment towards another student Persistent social media malice

• Persistent other form of cyber malice

• Deliberate Damage – Property

• Persistent challenging authority of school

• Illicit Substances

• Offensive weapon

• Homophobic Incident

• Racist Incident

• Theft

• Persistent Disruptive Behaviour

• Verbal Abuse – Teacher

• Peer on Peer Sexual Harassment/Abuse

**Sanctions may include:**

• Involvement of Senior Staff and specifically the Deputy Headteacher in charge of behaviour and safety

• Suspension (including formal reintegration with parents)

• Internal Isolation

• Internal Isolation at QEGS

• Formal warning from the Headteacher

• Involvement of parents

• Access to external agency support

• Permanent Exclusion (PX) based on a National Standard List

Please note that persistent behaviour warranting exclusion could lead to permanent exclusion. Each of the above or a combination of these behaviours would be classed as very serious and could result in exclusion at John Spendluffe Technology College. A permanent exclusion is possible for a first offence. Please note: a one off very serious incident could result in a permanent exclusion, specifically with for zero tolerance offences, such us bringing in weapons, making threats with weapons, in possession of illicit substances (drugs).

We will always take individual circumstances and personal situations into account when investigating and dealing with behavioural incidents.

**Off Site Direction –** An Off Site Direction is a formal agreement between the school, student and parent to seek a place at an alternative school initially for a period of 12 weeks. This process enables the student to make a fresh start at another school. During this time the student remains on a PSP. If the process is successful and the student’s behaviour improves, arrangements are made to transfer the pupil permanently to the managed move school. Off Site Directions are usually entered into if there is a risk that the student may be permanently excluded from school if the behaviour continues. If the managed move fails, the student will return to JSTC. In this situation unless there is real improvement in the student’s behaviour the next stage may involve a permanent exclusion.

**Fixed Term Suspensions and Permanent Exclusions** – When the school code of conduct is seriously breached, the school may decide to issue the student with a suspension/exclusion. This may be a fixed term suspension or a permanent exclusion in the most serious of cases. see separate Exclusion Policy for further details.

**Alternatives to Suspensions –** There are two alternatives that JSTC can opt for when appropriate as an alternative sanction to a suspension. School Service is a restorative approach where students ‘make amends’ for their behaviour. For instance, if a student causes damage to school property, it may be appropriate for the student to do a School Service where they support the site management team around the school site.

Another alternative which may be considered in some cases is for the student to spend the day completing their work at QEGS with their Senior Leadership Team. We have built strong links with QEGS and are supporting each other with this additional sanction to avoid suspensions and to avoid students missing out on their learning.

**Searching Students** – the Headteacher and staff authorised by the Headteacher have the power to search without consent for the ‘prohibited items’ including knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarettes, fireworks, pornographic images, any article likely to be used to cause an offence, Images (including video footage) of anyone, that has been taken without that individual’s consent, cause personal injury or damage to property and any item banned by school rules which has been identified in the rules as an item which may be searched for. The police may be requested to attend school to support searches.

**Search Protocols**

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out by two staff members, one of which, where possible, should be the same gender as the student, unless there is potential harm to others. A record of the search will be completed and signed by the members of staff and the student; these will then be stored in the students file/main office. Staff must be mindful of the protocol and sensitivities linked to carrying out a search with no removal of clothing next to skin.

A handheld metal detector / scanner may be used by Senior Management and Pastoral Teams if there is reason to believe the student may have a concealed banned item on them or as part of a school screening programme.

**Use of reasonable force** – staff at JSTC want all students to feel safe and happy in school. The use of force on any student is a serious matter and only considered as a last resort. However, should this prove necessary the Governing Body has a responsibility to all in our learning community to support staff who use reasonable force in accordance with the law and this policy.

Reasonable force covers a broad range of actions that involve some degree of physical contact with students. This can range from guiding a student to safety by the arm, to breaking up a fight where a student needs to be restrained to prevent further injury to themselves or others. The force used would be appropriate to the circumstances and therefore reasonable. Under normal circumstances staff should not block the exit or entrance to a room

Staff would always try to avoid contact that might cause injury but in extreme and rare cases this may not be possible.

Force cannot be used as a punishment but only when the situation justifies the action and the chance of achieving the desired outcome by non-physical means is low. Parental permission is not required to apply reasonable force on a student.

**Confiscation** – personal property such as mobiles and other electronic devices should be ‘off and away’ and are not permitted to be used in school during lesson times or in the school buildings. Non-school uniform items should not be brought into school, if they are they are to be away in students bags. Staff will confiscate such property if out in lesson or used in the school building. Confiscated items will be locked in the school office – as will such items if the student is placed in the Withdrawal Room. These will be returned at the end of the school day, unless there are repeated instances of such use or refusal to hand the phone over initially. In these cases, parents will be contacted, and a plan of action agreed with the Progress Leader and parent for the return of the confiscated item. The Governing Body nor the school will not be responsible for such an item brought into school. Staff should not keep confiscated mobile phones or other items in their classrooms or offices.

If an item is confiscated as part of a potential police investigation, the item will be retained by the school until such time as consent from the police has been received to release it.

**Respect Rules** – please see Learner Agreement (Appendix 1)

**Bullying** – Governors and staff believe that all students are entitled to come to school free from intimidation, harassment, oppressions, humiliation and abuse. All member s of the learning community in school have a responsibility to play their part. (See Anti-Bullying Policy)

**Involving the Police** – the school reserves the right to contact the Police if a disciplinary infringement constitutes an illegal act. Students need to be aware that this may have wider implications beyond school as it does in the wider community.

**Complaints and Appeals** – if a parent is unhappy with how a specific behaviour management situation has been addressed, they may communicate their concerns to the Deputy Headteacher. Should the complaint involve the Deputy Headteacher this is addressed to the Head. Should the complaint remain unresolved, parents should use the schools’ complaints policy. Parents who want to appeal an exclusion should refer to the information that is sent with the exclusion letter.

**Disciplinary Investigations** – these are conducted and supported by the most appropriate staff available at the time as decided by SLT.

**Documents underpinning this policy**

John Spendluffe Technology College Exclusion Policy

Learner Agreement (information shared with all parents when joining the school)

Banned items document (information shared with all parents when joining the school, also displayed on the school website)

**POLICY DOCUMENTS**

The following policy document was presented to the Governing Body of John Spendluffe Technology School and approved and adopted by them.

Policy: Behaviour Management

Date: September 2024 (to be reviewed annually)

Appendix 1:

Learner Agreement



JSTC

Home – School

Learner Agreement

Home - School Learner Agreement

John Spendluffe Technology College prides itself on creating a warm, nurturing and respectful learning environment at the heart of its local community.

Staff are passionate about ensuring students receive a first class educational experience in happy, stimulating setting.

As a school, we value, appreciate and celebrate the achievements and efforts of our students. Our aim is to ensure:-

Respect Responsibility Resilience

in each of our students to become confident and motivated young adults.

At John Spendluffe Technology College, we believe that it is important that parents/carers, students and staff work positively together to achieve the highest possible level of success for all students. We strongly value the support from parent/carers to enable us to fulfil your child’s potential and ensure your child’s education is a valuable, rewarding and successful experience.

We ask you to read and sign the following agreement to reflect this partnership.

A copy of this agreement will be shared on your child’s Bromcom account for future reference.

**The school will:**

* provide a safe and caring environment for all students
* provide a high standard of education through challenging programmes of study and homework to meet the individual learning needs of all students
* encourage and support each student to enable them to achieve their full potential
* encourage high standards of work and behaviour through building good relationships and developing a sense of responsibility
* regularly inform parents of their child’s progress
* inform parents promptly of any concerns that relate to their child’s attendance, work or behaviour
* support students in becoming well rounded citizens and good members of the community
* monitor attendance and inform parents if attendance falls below 95%
* provide support for each student via a form tutor. The form tutor will be the first point of contact between home and school for any queries and will also be the ‘go to’ person for each student.
* provide every student and parent/carer with their own Bromcom account and update it with homework, messages and behaviour points.

**Parents/carers will:**

* ensure that their child goes to school regularly (at least 95%), on time and that the school is notified immediately of any absence on 01507 462443. The school is not allowed to routinely authorise family holidays during term time; holidays are expected to be taken during the school holidays
* ensure that their child is appropriately dressed in full school uniform and fully equipped for the school day. If an item is incorrect, a note must be provided and the item replaced straight away – see Uniform and Equipment poster for full details
* log in to Bromcom daily to check key messages and speak with their child about any behaviour incidents or positive comments logged
* support their child in developing personal responsibility for achieving high standards of work and behaviour
* support and encourage their child with homework and independent study, and support students to ensure their homework is completed on time
* regularly check the school calendar on the website to be kept informed of key dates and attend school meetings to discuss their child’s progress
* support the school to ensure their child develops good learning habits by following the JSTC Respect Rules and complying with the Consequences systems in place
* work positively and support the school with addressing any concerns or problems that may affect their child’s attendance, work or behaviour, and support sanctions deemed appropriate by the school
* contact school if there are any issues rather than discuss school on social media.

**Students will:**

* attend school regularly (above 95%), and be on time for all lessons, including being on site by 8.50am ready for tutor time. Remain on school site all day
* be in the right place at the right time
* catch up any work missed due to absence promptly
* wear the correct school uniform and bring the necessary equipment for each school day – see the Uniform poster for full details
* log in to Bromcom daily to check messages and homework due
* complete homework on time to the best of their ability
* be accountable, creative, open minded, resilient, hardworking and independent
* ensure their mobile phones are turned off and kept in their bag unless in the Food and Phone Zone
* treat other people, property and the school environment with respect and take personal responsibility for their actions. Show kindness at all times.
* inform the form tutor if they have any problems which may affect their safety or progress
* follow the JSTC Respect Rules (see posters) both in and outside of lessons and comply with the Consequences system for behaviour.

**JSTC Pastoral System**

Tutors play an important role in school, understanding the needs of their tutees and offering support and guidance on a daily basis. Your child’s tutor is therefore usually your first point of contact with school for any advice or to discuss your child’s progress.

Working closely alongside your child’s tutor is the Progress Team. The Progress Team will have overall responsibility for many aspects linked to school life to support your child.

The Progress Teams are:

**Progress Leader Pastoral Lead**

**Year 7** Mrs H Field Miss S Lynch

**Year 8** Mr C Reyes Miss R Blackshaw/

**Year 9** Mrs J Sharp Mrs S McLennan

**Year 10** Mr J BaxterMrs S Evans

**Year 11** Mrs K Richardson Miss S Harrison

If there are any issues, your child’s tutor should be able to support you as a first point of contact. If you require further support, you can contact the Pastoral Team on this email address: [Pastoral.year7@JSTC.org.uk](mailto:Pastoral.year7@JSTC.org.uk) replacing the 7 with the year group your child is in.

Communication between home and school is important to ensure that your child makes the most of their opportunities at JSTC and makes good progress. Our main method of communication is via Bromcom.

**Bromcom**

Bromcom is an online system which teachers use to track achievement, behaviour and homework and also send home important information in the form of announcements or letters. We believe in working closely with parents/carers and one of the key benefits of using Bromcom is that we are able to securely share your child’s achievement and behaviour report with you and so keep you up to date in real-time. Bromcom can be accessed via the website on a desktop computer, and the MCAS (My Child At School) app can be downloaded for use on tablets and smart phones for both parents/carers and the Student Portal app for students. We ask that parents and students log in daily to check for updates so important information is not missed.

Homework can be viewed easily by both parents and students to support organisation.

Behaviour can be monitored easily by parents and detentions can be seen clearly on both parent and student apps along with attendance at the detentions.

Important announcements and letters including A&A data and newsletters are also shared via Bromcom.

**Rewards and Consequences Behaviour Policy**

Our behaviour policy aims to reward students for working hard and making the right choices, whilst setting clear expectations and boundaries for behaviour and learning.

**Rewards**

Students are awarded positive points (or “Spennies”) for many different reasons; these may be for good quality work, homework, improvement, being kind or helpful, or generally going above and beyond the normal expectations. The students with the most positives and a good attendance will take part in a reward activity at the end of the term.

**Consequences**

We aim to set clear boundaries for student conduct and behaviour and set consistent consequences if these expectations are breached. We expect all students to be able to learn to the best of their ability without any disruption.

Our “Consequences” policy sets out clear guidelines for student conduct in school. In brief, it consists of a series of warnings and restorative conversations with the students, before ultimate removal from the classroom to work in the Withdrawal Room for that lesson if the student fails to comply and learning is being disrupted. These warnings will be called C1 (first warning), C2 (second), C3 (third) and C4 (fourth warning and removal from the classroom). At each stage, the teacher will update the “Consequences Board” with the student’s name and a record of each warning so the student is fully aware of where their behaviour is leading to and they have the choice to modify their behaviour. Full details of the Consequence system are outlined on the next page.

If the student gets a second C4 in the same day, the student will be removed from their lessons to work in the Withdrawal Room for the rest of the day. Serious behaviour breaches (eg dangerous behaviour, swearing etc) would not follow this system but would be subject to immediate removal by the Senior Leadership Team.

**Good work + good choices = profit & points earned**

**Poor choices = cost & loss of points**

We ensure that behaviours are dealt with reasonably, proportionately and fairly with the ultimate goal of empowering young people to make positive choices about their behaviours and actions. Even more importantly, students can make the most of every learning opportunity without the disruption caused by a minority of students.



Consequences

**Every behaviour in school, both positive or negative, will have a consequence.**

**If my behaviour and attitude in class is positive**, it will help me to learn well, make good progress and earn Spennies.

**If my behaviour and attitude in class is negative**, my Spenny account will be deducted and the following consequences will happen…

**Restorative Action From the Student**

**Teacher Action**

**Student Action Within a Lesson**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Initial conduct reminder to be given by teacher: this may be to a whole class or to an individual student** | | | | | | |
|  | | | | | | |
| C1  First warning |  | * I am not doing as my teacher has asked. * I am not following the basic JSTC Respect rules. |  | * My teacher will remind me of the expectations. * My name will be written on the board with the C1 column ticked. * A C1 negative will be logged |  | * Listen and act upon the advice offered. * Apologise and be respectful for the rest of the lesson. |
|  | | | | | | |
| C2  Second warning |  | * I am still not doing as my teacher has asked. * My attitude has not improved. |  | * Tick the C2 column. * My teacher will remind me of the expectations again and explain what I am doing wrong. * A C2 negative will be logged and I will lose 2 points. |  | * Stop the disruptive behaviour immediately. * Apologise and focus positively on my work. |
|  | | | | | | |
| C3  Removal from lesson to HoD |  | * Despite two formal warnings, I am still not doing as my teacher has asked. * I will now be asked to leave the classroom and go to the Head of Department’s classroom. |  | * Tick the C3 column. * My teacher will ask me to leave the classroom and go to the Head of Department’s classroom * A C3 negative will be logged and I will lose 3 points. * My teacher will set me a C3 detention and discuss my behaviour during the detention. |  | * Leave the classroom without argument. * Go to the classroom I am told to straight away, sit quietly where I am told and complete my work. * Attend a C3 detention for 10-30 minutes with my class teacher in the room I am told to go to and reflect on my behaviour. |
|  | | | | | | |
| C4  Removal  from  lesson |  | * I have refused to go to the Head of Department’s classroom. * I have gone to the Head of Department and not followed instructions and caused even more disruption. |  | * The Head of Department will call On Call. Senior Management will collect me & put me in isolation in the Withdrawal Room. * A C4 negative will be logged and I will lose 4 points. * The HoD will set me a C4 detention to complete with HoD |  | * Cooperate with the On Call staff and sit where I am told to to complete my work for the remainder of the lesson. * Attend a C4 detention with the Head of Department for 13-30 minutes with the correct attitude and reflect on my behaviour. |
|  | | | | | | |
| **IF I GET A SECOND C4 IN THE SAME DAY, I WILL REMAIN IN ISOLATION FOR THE REST OF THE DAY. THIS WILL BE LOGGED AS A “DOUBLE C4” AND IS A SERIOUS CONSEQUENCE AND COULD RESULT IN AN EXCLUSION** | | | | | | |
|  | | | | | | |
| C5  Isolation |  | * I have made a serious breach of the JSTC rules * I have accumulated a large number of negatives over the week. |  | * I will be taken to work with the Senior Leadership Team. * Will monitor my behaviour in the Withdrawal Room . * Parents / carers will be contacted. |  | * Work in silence with the Senior Leadership Team or reflect on my behaviour in the Withdrawal Room. * Ensure that this behaviour is not repeated. |
|  | | | | | | |
| C6  Isolation at QEGS |  | * I have been rude or refused to work with the Senior Leadership Team. * I have made a serious breach of the school rules either in or out of lessons. |  | * Parents / carers will be contacted and informed. * You will be taken to QEGS to work in isolation with their Senior Leadership Team. |  | * Display good behaviour and complete work set at QEGS. * Reflect upon my behaviour and how I can avoid repeating it. |
|  |  |  |  |  |  |  |
| C7  Suspension |  | * I have made a very serious breach of the school rules either in or out of lessons. |  | * The Senior Leadership Team will issue a Fixed Term Exclusion, or in extreme cases this will be a Permanent Exclusion. * A readmittance meeting with parents / carers will take place before returning to school. |  | * Reflect upon my behaviour and how I can avoid it happening again. |
|  | | | | | | |
| **THE FREQUENCY OF THESE NEGATIVES WILL BE MONITORED CLOSELY BY THE PASTORAL TEAM AND FURTHER CONSEQUENCES WILL OCCUR IN ACCORDANCE WITH THE LINCOLNSHIRE LADDER OF BEHAVIOURAL INTERVENTION.** | | | | | | |

**JSTC Behaviour System and Detention Summary**

**Classroom Behaviours**

C1 First Warning

C2 Final Warning

**Detention System**

C3 Removal from Lesson to HoD

C3 Detention for 10-30 minutes with my teacher

HW detention for 10-30 minutes with my teacher

Serious Incident requiring SLT intervention

**Out of Classroom Behaviours**

*If I don’t attend this detention, it will upscale to a…*

*If I don’t attend this detention, it will upscale to a…*

SLT After School Detention for 60 minutes

*If I don’t attend this detention, it will upscale to a…*

Senior Leader Detention for 30 minutes

*If I don’t attend this detention, it will upscale to a…*

Progress Leader Detention for 20-30 minutes

C4 Detention for 15-30 minutes with the HoD

C4 Removal from the HoD to Withdrawal Room

Break and Lunchtime incidents plus other non classroom based issues

**Additional Sanctions**

**Behaviour Trawl**

Every Friday, the students in each year group with the most negatives that week will spend their whole lunch break in the hall with SLT.

SLT Full Lunchtime Detention for 40 minutes in the Main Hall every Monday

**Lateness Trawl**

Every Friday, students who have been late to school or late to their lessons, will make up the time they owe in the hall with SLT.



**L E S S O N S**

Have all equipment every day

- Fully stocked pencil case,

Casio ‘natural display’ scientific calculator, (PE kit and food items when needed)

No chewing, eating or drinking

**I N**

BASIC RESPECT RULES

Everyone in the school has the right:

* To teach / learn
* To be treated respectfully
* To feel / be safe



Key colours: Personal Expectations

Do

Learning Expectations

Don’t

Be kind and display good manners

Listen silently when others are

speaking

Focus on the lesson activity positively, not disrupt other’s work

No shouting out



Uniform worn correctly

No phones or headphones



Follow instructions from the teacher

\*\*\*\*\*\*!

Uniform worn correctly

No inappropriate language

\*\*\*\*\*\*!

Complete work to a good standard





Make sure you arrive at school by 8.50am and are lined up on time for each lesson

BASIC RESPECT RULES

Everyone in the school has the right:

* To teach / learn
* To be treated respectfully
* To feel / be safe

Key colours: Personal Expectations

Do

Social Expectations

Don’t

Be kind, polite and respectful to others

No inappropriate language

Help others who may need support or help

\*\*\*\*\*\*!

Make sure ‘play’ is appropriate and that no-one gets hurt

No littering

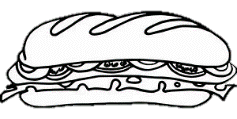
Behave responsibly to and from school

Move around school sensibly between lessons and at break/lunch time

**O U T S I D E**

**L E S S O N S**

Be polite and respectful to staff and visitors



**Food & Phone Zone**

Phones can only be used in this zone, otherwise kept off and in bags.

Food can only be eaten in the zone.



Uniform & Appearance

All students are expected to take pride in their uniform and appearance, creating a positive first impression of the school. Students are expected to take responsibility for their own appearance, upholding policy and showing themselves to have the highest standards at all times.

**Appearance**

**Make-Up** - No make-up allowed, it will be removed if seen.

**Additional cosmetic items** - No false eyelashes, no false nails, no nail varnish.

**Hair** - No extremes of hairstyles in terms of colour or cut.

Hair colour should be natural.

**Jewellery** - Two pairs of ear studs in lower lobe allowed. One small nose stud allowed. No other jewellery permitted including septum and tongue piercings - if a student presents with an additional piercing, sanctions will be applied and the jewellery removed without question.



**Uniform**

**Blazer** -JSTC logo black blazer to be worn at all times.

**Tie** -JSTC logo tie in House colours to be worn at all times.

**Jumper** **(Optional)** – Any black jumper without any logos can be worn under the blazer. Hoodies or alternative jumpers are not allowed.

**Trousers** -Traditional/slim fit trousers only. No skinny fit, cropped, jeans or flares.

**Skirt** -JSTC logo black pencil skirt to be worn just above the knee. Please ensure the correct size is bought so as it sits no higher than 1” (2.5cm) above the knee. If skirts aren’t worn at the correct length, students will be asked to buy a new skirt or wear the school trousers.

**Shorts** – **(Optional)** Plain grey can be worn June/July only and must be the shorts from our uniform stockist.

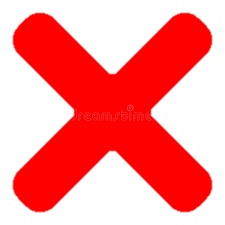
**School Shoes** – Formal smart leather / leather type shoes only,

**Example of acceptable footwear**

**Examples of unacceptable footwear**

Footwear must appear to be shoe like rather than trainer like. Shoes made by sportswear manufacturers (eg Converse, Vans, Nike, Adidas etc) are deemed to be trainers. Please be aware that some shoes that are marketed as school shoes may not be acceptable at JSTC.

No trainers, canvas shoes, boots, heels allowed.





PE Kit

**Additional Items**

Football boots

Astro Trainers – for Astro Pitch

Trainers – non marking

Shin pads must be worn for football/rugby/hockey

**All uniform should be clearly marked with your child’s name**

**Boys PE**

Black & gold JSTC polo shirt

Black & gold JSTC reversible rugby top

Black JSTC shorts

Black & gold JSTC socks knee length

**Optional**

Black & gold JSTC hoodie

JSTC tracksuit bottoms

**Girls PE**

Black & gold JSTC polo shirt

Black & gold JSTC sweatshirt

Black JSTC skort

Black & gold JSTC socks knee length

**Optional**

Black & gold JSTC hoodie

JSTC tracksuit bottoms

JSTC leggings (to be worn under skort if preferred - not to be worn on their own)

Classroom Equipment



**Fully Stocked Pencil Case**

Pens pencils ruler

Glue pencil sharpener protractor

Compasses highlighter pens eraser

Colouring pencils

• , /angle measurer

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x

**Calculator**

Calculator needs to be a Scientific Casio Natural Display model

• , /angle measurer

**Reading Book**

All Students in Years 7, 8 and 9 should have a suitable reading book in their bag every day

• , /angle measurer



ATTENDANCE

Children are required by law to attend school 190 days per year. The Government states that every pupil’s attendance should be at least **95%.**

Being late after registration will also lower your attendance.

So, what do the attendance percentages actually mean in terms of the lessons that are missed?

|  |  |  |  |
| --- | --- | --- | --- |
| Attendance during one school year | Number of days missed each week | Total days absent for the year | Which means this number of lessons missed |
| 95% | ½ day every fortnight | 9 days  = 2 weeks | 50 lessons |
| 90% | ½ day every week | 19 days  = 4 weeks | 100 lessons |
| 85% | 1.5 days off every fortnight | 29 days  = 6 weeks | 150 lessons |
| 80% | 1 days off every week | 38 days  = 8 weeks | 200 lessons |
| 75% | 2.5 days off every fortnight | 48 days  = 10 weeks | 250 lessons |
| 70% | 1.5 days off every week | 57 days  = 12 weeks | 290 lessons |
| 65% | 3.5 days off every fortnight | 67 days  = 14 weeks | 340 lessons |

**My Tutor will…**

Check my uniform each morning

Check I am not wearing make-up or jewellery each morning

Issue a negative on ePortal if

I’m not wearing the correct uniform

Issue a detention if I’m not

wearing the correct uniform

Contact my parents/carers

to discuss my uniform

Inform my Head of House if there is a persistent problem with my uniform

90% attendance over 5 years of secondary school = **½** a school year missed!

Research from the Department for Education and Skills states that poor attendance has a significant impact on a student’s achievements. The greater the attendance, the greater the achievement.

If a pupil’s attendance improves by just 1%, they will see a 5-6% improvement in attainment!

Please support us and your child by ensuring their attendance remains above 95%, allowing them to achieve their potential.

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**Food & Phone Zone**



The **Food and Phone Zone** is a clearly marked area consisting of the canteen and the surrounding area. This area has been allocated for students to unwind and enjoy quality time outside of their lessons.

**Food**

All food must be eaten in the Food and Phone Zone and not taken outside of this area.

**Mobile phones**

We recognise that mobile phones are sometimes required to ensure a student’s safety to and from school, however use of mobiles are not allowed in and around school and must be kept turned off and in bags.

They can however be used sensibly in the Food and Phone Zone (no videos or pictures to be taken) but must be put straight in students’ bags when leaving. They will be confiscated if seen outside this area.

If there are any issues in school, students must not contact home but speak to their tutor first who will contact parents/carers if necessary.