

# **JOHN SPENDLUFFE TECHNOLOGY COLLEGE**



## **BEHAVIOUR MANAGEMENT POLICY**

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**Date of Review – September 2022**

### **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 their Student Planner.

### **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 Facility 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 within the student planner.
- 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 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.

## **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:** 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.

Spennies accumulate in student ‘accounts’ and can be exchanged for rewards in the Reward Store. Rewards vary in value from cheaper items like pens, highlighters, bouncy balls etc to more expensive items like speakers, headphones, footballs, vouchers for local attractions.

Poor behaviour, however, will result in loss and their account will be deducted a set amount dependant on the incident. The language of “earning” and “costing” will be used when rewarding or sanctioning to make expectations clear.

As well as the Reward Store, other initiatives to reward positive behaviour include ‘Downtown Passes’ for the older students, ‘Front of Canteen Queue Passes”, end of term activities and weekly “Friday afternoon hot chocolate with the Headteacher”. Celebration assemblies take place at the end of each term where success is celebrated as well as weekly leadership boards for the most positives.

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.

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 4 step approach 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;

Name	C1	C2	C3	C4
Bobby	✓			
Anna	✓	✓		

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 C4, they will be removed from the lesson and go 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** – Negative points are issued by staff when the school code of conduct has been broken and as a result, students lose points from their available balance and are issued with a detention. Detentions take place as part of a centralised system in year groups at breaktime. Failure to attend a detention will result in the detention being upscaled to SLT lunchtime detentions and then after school detentions. See Appendix 2 for further full breakdown of escalation.

Detentions are recorded on school online system and are visible to staff, students and parents and the frequency is monitored by pastoral teams and tutors.

**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 8 weeks and then a final review meeting at 16 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 Subject
- 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 Subject, which could include period of time spent in another classroom
  - A subject report.
  - Break or lunchtime detention – these must be noted in planner/ letter home or phone call;
  - 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
- Smoking
- 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:
- Mentoring
- Progress and Mentoring Card (although this is by mutual consent)

### **To track punctuality and attendance:**

- Form Tutor Report card- target area: Punctuality.

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

- Student sent to isolation OR removal of a student from a classroom – telephone contact to be made by the subject teacher or Progress/Pastoral teams
- Internal exclusion
- 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
- Internal Exclusion (including formal reintegration with parents)
- Internal Isolation at QEGS • Fixed Term Suspension (FTS)
- 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 Spendliffe 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.

**Managed Move** – a managed move is a formal agreement between the school, student and parent to seek a place at an alternative school initially for a period of 16 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. Managed moves 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.

A managed move may also be used as a last resort when a permanent exclusion has already been given. In this case the permanent exclusion is suspended and the school, student and parent enter into the formal agreement for a managed move to take place. If however the managed move breaks down the student does not return to school. In this situation the permanent exclusion is activated and alternative educational provision is sought from the out of school team from the LA.

**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 Exclusions** – There are two alternatives that JSTC can opt for when appropriate as an alternative sanction to a fixed term exclusion. 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 a fixed term exclusion 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.

**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 members 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 wish 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.

# 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 Class Charts 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 Class Charts account and update it with homework, messages and behaviour points.
- reward students via the Rewards Store

**Parents/carers will:**

- ensure that their child goes to school regularly (at least 96%), 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 Class Charts 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 uploaded onto Class Charts 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
- aware that the bringing of certain items such as cigarettes on the school premises by pupils is not permitted. Dangerous items of equipment such as knives, BB guns, catapults (or other such imitation weapons), fireworks, aerosols (causing harm to students with asthma and setting of the schools fire alarm), laser pens, matches and lighters are strictly forbidden and could lead to serious sanctions being placed on your child. Possession of knives/bladed instruments and/or controlled substances would, in most cases lead to permanent exclusion due to the schools zero tolerance to such items
- by submitting the online admissions and learner agreement you are committing and supporting to follow school policies and procedures

**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 Class Charts daily to check messages and homework due
- complete homework on time to the best of their ability and upload onto Class Charts
- 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:

<b>Progress Leader</b>	<b>Deputy Progress Leader</b>	<b>Pastoral Leader</b>
<b>Year 7</b> Mrs K Miller	Mr C Reyes	Miss S Lynch
<b>Year 8</b> Mr J Baxter	Mrs H Field	Mrs S Evans
<b>Year 9</b> Mrs K Richardson	Miss C Bolland	Miss S Harrison
<b>Year 10</b> Mrs L Arrowsmith	Miss H Elias	Miss R Blackshaw
<b>Year 11</b> Mrs J Sharp	Mr W Ramirez	Mrs S McLennan

If there are any issues, your child's tutor should be able to support you as a first point of contact.

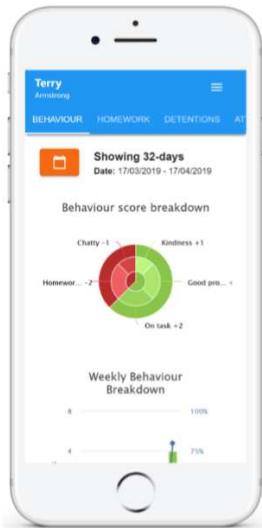
If you require further support, you can contact the Pastoral Team on this email address:

[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 Class Charts.

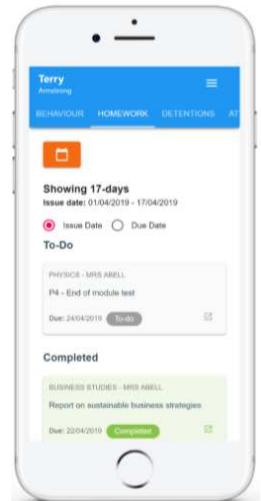
## Class Charts

Class Charts 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 Class Charts 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. Class Charts can be accessed via the website on a desktop computer, or an app can be downloaded for use on tablets and smart phones for both parents/carers and 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 for both parents and students to support organisation. Teachers can upload the worksheet to be viewed online or printed and students must upload their homework once completed for feedback.

Behaviour can be viewed easily and reports showing the types of behaviours easily identified. 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 Class Charts.

Students can access the Reward Store via their app and choose how to spend their Spennies – more information on this to follow in the Rewards and Consequences section.

## 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 points will add up and students will be able to exchange their Spennies for items in the Reward Store. There will be lots of different rewards available, eg stationery, gadgets, sports equipment, front of queue passes for the canteen, food vouchers, "down town" lunch passes for the older students etc, and these will be accessed via

the students' Class Charts app.

Students will be able to spend their points as they would a bank account; spend their points on lower 'priced' items or save up for a bigger prize. There will be regular star prizes added for the students to work towards.



## **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.

C3s or above are logged on Class Charts for parents/carers to see and their Reward Store account balance will be deducted resulting in a loss for the student.

**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. These can be spent in the JSTC Reward Store.

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

	Student Action Within a Lesson	Teacher Action	Restorative Action From the Student
<b>Initial conduct reminder to be given by teacher: this may be to a whole class or to an individual student</b>			
<b>C1</b>  First warning	<ul style="list-style-type: none"> <li>I am not doing as my teacher has asked.</li> <li>I am not following the basic JSTC Respect rules.</li> </ul>	<ul style="list-style-type: none"> <li>My teacher will remind me of the expectations.</li> <li>My name will be written on the board with the C1 column ticked.</li> <li>A C1 negative will be logged</li> </ul>	<ul style="list-style-type: none"> <li>Listen and act upon the advice offered.</li> <li>Apologise and be respectful for the rest of the lesson.</li> </ul>
<b>C2</b>  Second warning	<ul style="list-style-type: none"> <li>I am still not doing as my teacher has asked.</li> <li>My attitude has not improved.</li> </ul>	<ul style="list-style-type: none"> <li>Tick the C2 column.</li> <li>My teacher will remind me of the expectations again and explain what I am doing wrong.</li> <li>A C2 negative will be logged and I will lose 2 points.</li> </ul>	<ul style="list-style-type: none"> <li>Stop the disruptive behaviour immediately.</li> <li>Apologise and focus positively on my work.</li> </ul>
<b>C3</b>  Third warning	<ul style="list-style-type: none"> <li>Despite two formal warnings, I am still not doing as my teacher has asked.</li> <li>I am at risk of being asked to leave the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Tick the C3 column.</li> <li>My teacher will ask me to step outside the classroom to be spoken to privately.</li> <li>A C3 negative will be logged and I will lose 3 points.</li> <li>My teacher will set me a C3 detention.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect and apologise politely for my behaviour.</li> <li>Stop the disruptive behaviour immediately.</li> <li>Attend my detention on time with the correct attitude.</li> <li>Discuss my behaviour with my parents/carers.</li> </ul>
<b>C4</b>  Removal from lesson	<ul style="list-style-type: none"> <li>Despite three formal warnings, I am still not behaving appropriately and following instructions.</li> <li>I will now go to work in isolation for the rest of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Tick the C4 column.</li> <li>My teacher will call On Call and senior management will remove me from the lesson</li> <li>A C4 negative will be logged and I will lose 4 points.</li> <li>My teacher will set me a C4 detention.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect upon my behaviour and complete the reflections sheet.</li> <li>See my teacher at the end of the lesson, apologise and then go back to lessons with a positive attitude and behaviour.</li> <li>Attend my detention on time with the correct attitude.</li> </ul>
<b>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</b>			
<b>C5</b>  Isolation	<ul style="list-style-type: none"> <li>I have refused to work in isolation or cooperate whilst there.</li> <li>I have accumulated a large number of negatives over the week.</li> <li>I have breached JSTC rules.</li> </ul>	<ul style="list-style-type: none"> <li>I will be taken to work with the Senior Leadership Team.</li> <li>I will spend a further day working in the Withdrawal Room.</li> <li>Parents / carers will be contacted.</li> </ul>	<ul style="list-style-type: none"> <li>Work in silence with the Senior Leadership Team or reflect on my behaviour in the Withdrawal Room.</li> <li>Ensure that this behaviour is not repeated.</li> </ul>
<b>C6</b>  SSA	<ul style="list-style-type: none"> <li>I have been rude or refused to work with the Senior Leadership Team.</li> <li>I have made a serious breach of the school rules either in or out of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Parents / carers will be contacted.</li> <li>Arrange a meeting with parents / carers to set up a School Service Agreement.</li> </ul>	<ul style="list-style-type: none"> <li>For 5 days, support the site management or office team in completing tasks during lunchtime.</li> <li>Reflect upon my behaviour and how I can avoid repeating it.</li> </ul>
<b>C7</b>  Exclusion	<ul style="list-style-type: none"> <li>I have made a very serious breach of the school rules either in or out of lessons.</li> <li>I have failed to complete School Service duties whilst on a C6.</li> </ul>	<ul style="list-style-type: none"> <li>The Senior Leadership Team will issue a Fixed Term Exclusion, or in extreme cases this will be a Permanent Exclusion.</li> <li>A readmittance meeting with parents / carers will take place before returning to school.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect upon my behaviour and how I can avoid it happening again.</li> </ul>



# BASIC RESPECT RULES IN LESSONS



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



No inappropriate language



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

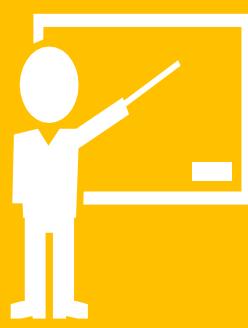


No shouting out



Uniform worn correctly

Follow instructions from the teacher



No phones or headphones

Have all equipment every day

- Fully stocked pencil case, Casio 'natural display' scientific calculator, (PE kit and food items when needed)



Complete work to a good standard



No chewing, eating or drinking

# BASIC RESPECT RULES

## OUTSIDE LESSONS

Everyone in the school has the right:

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

Key colours: Personal Expectations

- Do (Green)
- Social Expectations (Yellow)
- Don't (Red)



Be kind, polite  
and respectful  
to others

Help others  
who may  
need  
support or  
help



No inappropriate  
language

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



### 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.

Behave  
responsibly  
to and  
from  
school



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



No littering

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



Be polite and  
respectful to staff  
and visitors





# 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** - One pair of ear studs in lower lobe allowed, no other jewellery permitted. No nose or tongue piercings - if a student presents with a 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** - JSTC logo black v-neck jumper 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.

**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.



# PE Kit



## 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)

## 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**

# Classroom Equipment



## Fully Stocked Pencil Case

Pens	pencils	ruler
Glue	pencil sharpener	protractor
Compasses	highlighter pens	eraser
Colouring pencils		

## Calculator

Calculator needs to be a Scientific Casio Natural Display model



## Reading Book

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





# 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

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.



# 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.

# Appendix 2:

# Detentions

## **JSTC Detention System**

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. There are varied reasons why students may be issued with a detention, but they are categorised on Class Charts in the following way:

**Classroom Based Incidents** – These show on Class Charts as C3 and C4 detentions and will be given for disruption to learning within the classroom or failure to follow instructions given by the teacher.

**Out of Class / Other Incidents** – Any incidents that happen outside the classroom, usually at break or lunch, or for other things like uniform issues, are shown as O detentions.

**Serious Incidents** – Any incident considered to be of a particularly more serious nature will be referred straight to the senior management team and are shown as an SI detentions.

**Homework Issues** - Homework Detentions.

*The i, ii, iii, iv in the detention name denote the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> chance of attending the detention as per description below. This does not count if the student was absent from school when the detention was due.*

Students are responsible for checking their Class Charts 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 Class Charts account.

Once a detention has been issued, the student then has a series of opportunities to attend the detention. Each time the student fails to attend a detention whilst being in school, the detention is upscaled as shown in the arrows below. We deem it to be a serious offence if a student fails to attend a detention twice, therefore if this happens it will be upscaled to an SLT detention with the Headteacher and Deputy Headteachers. If this detention is missed, it will be upscaled to a 40 minute SLT detention – in this case, students will need to bring a packed lunch on the day of the detention (sandwiches can be purchased from the canteen at break if needed or on Free School Meals – this is the student's responsibility to organise collection). If a student misses their detention after being upscaled four times, it will result in an after school detention and parents/carers will need to arrange alternative transport home for their child at 4.30pm.

We strongly recommend that parents monitor their child's detentions on Class Charts and speak to their child about the importance of attending their detentions if they are missed and upscaled. Class Charts 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.

## **Location and Times of Detentions**

**Breaktime Detentions:** from 11am to 11.20am

Year 7, 8 and 9 in M3,      Year 9 and 10 in M1

**SLT Lunchtime Detentions:** from 1pm to either 1.30pm or 1.40pm depending on the detention

**ALL YEAR GROUPS** in Eng5

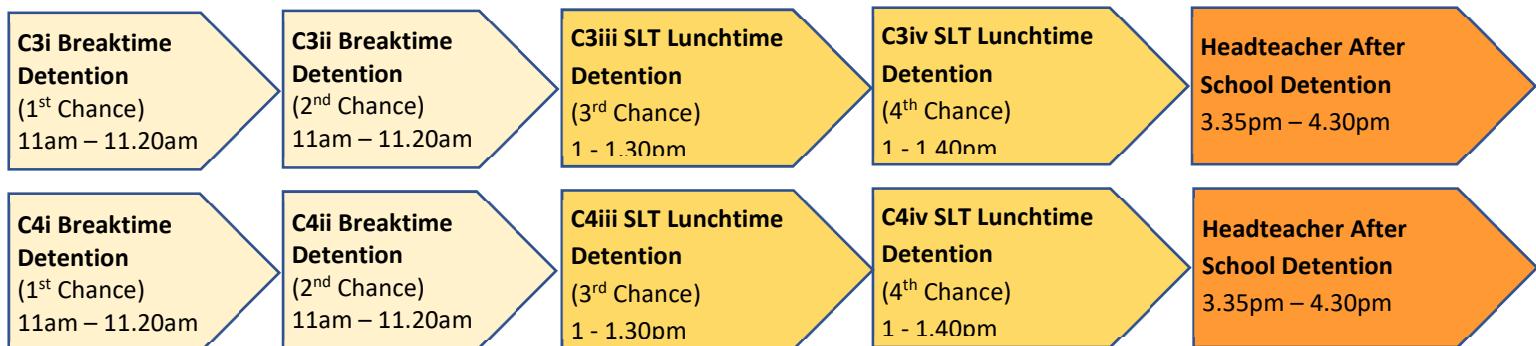
Students must bring their own packed lunches which can be eaten during the detention. If a student is on free school meals or forget to bring their packed lunch, they must go to the canteen at breaktime beforehand and collect a cold lunch to have.

**After School Detentions:** Students to go to the main office at 3.35pm. Transport home must be organised by the student.

All this information is stated clearly on Class Charts underneath the detention information.

## **C3 and C4 Detentions - Classroom “Consequences” Detentions**

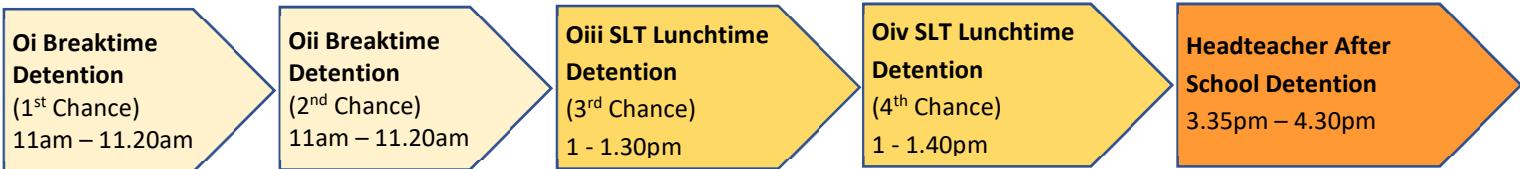
These are issued when a student gets a C3 Warning or C4 Removal negative as per the JSTC behaviour system. If a student is issued with a C3 detention, this means that the student has been asked 3 times to stop a certain behaviour but failed to do so. If they reach a C4 detention, this means that despite being warned 3 times and having been spoken to outside the classroom about their behaviour, the student has continued to behaviour inappropriately and had to be removed from the classroom to work in the Withdrawal Room.



## **O Detentions – Other or Out of Classroom Detentions**

This type of detention are issued any other non classroom related issue. These will mostly be out of lesson issues eg issues at break/lunch, uniform, bus, Pastoral and social media issues etc.

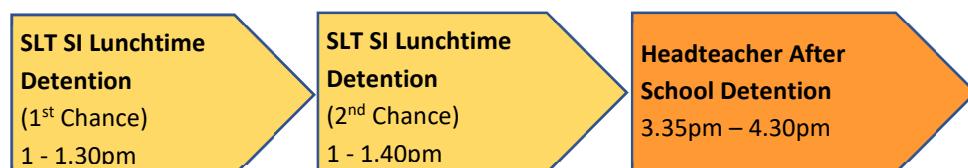
The escalation of these detentions follows the same process as the C3 and C4 detention.



## **SLT Serious Incident Detentions – Serious Incident Detentions**

These are for incidents considered to be of a particularly serious nature and will be served with Senior Management. You will only have two chances to attend these before they upscale to an after school detention.

These could be awarded for any serious incidents eg physical behaviour, bullying issues, incidents of a racist nature, swearing in front of staff, causing damage to school property, smoking (or being present whilst other students are smoking), issues on the school bus, repeated non completion of homework or after an exclusion.



## **Homework Detentions**

Homework detentions are issued by the class teacher when a student misses a homework deadline or for inadequate or incomplete homework.



## **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: Official JSTC Behaviour Management

Signed as approved on behalf of the Governing Body

A handwritten signature in black ink, appearing to read "SC".

Mr S Curtis, Headteacher

Date: 24 January 2022