**JOHN SPENDLUFFE**

**TECHNOLOGY COLLEGE**



**Behaviour and Relationships 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 and Relationships Policy

Date: September 2025

**JOHN SPENDLUFFE TECHNOLOGY COLLEGE**

**Behaviour and Relationships Policy**

**Rationale**

At JSTC, we strive for excellence and believe that through a culture of positive relationships, support and guidance, which is fair and restorative, students will develop and reach their fullest potential.

Our overarching values at JSTC are Respect, Responsibility and Resilience. We aim to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect and without discrimination.

It is our belief that every child should be given Unconditional Positive Regard and embed this in the work and attitudes for all staff and students. Through research, evidence and trauma informed practice, staff are able to guide and lead students effectively.

We strive to ensure every child feels valued within what we consider to be our JSTC family, having the knowledge that we care about them as a person, care about what they are doing and want the very best for them and their families.

In order to support students, with particular focus on helping them with understanding their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach with a large element of professional curiosity, is necessary to fully understand the behaviour and child.

It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for students to identify their own needs and to educate them and up-skill them in order to self-regulate and allow for positive changes.

We believe that communication is vital, and that the effective partnership of school, parents/carers and the student working together is of upmost importance to provide the wraparound care necessary to allow students to succeed and flourish.

**Ethos**

We promote fairness and restorative principles across our academies, we are child-centred and inclusive. We have an approach which is built around positive relationships between staff and students as well as students and peers. Additionally, we aim to enable all students to have the ability to understand their own behaviour, to self-regulate and build positive relationships within and out of the school.

Consequently, students at JSTC have the right to:

▪ Unconditional Positive Regard

▪ Be treated with respect and dignity, as well as being a valued member of the learning community.

▪ Learn and achieve in a safe environment.

▪ Be protected from harm, violence, assault and acts of verbal abuse.

▪ High expectations from staff and that they ALL matter equally.

▪ Learn to understand their own behaviours and how to apply restorative principles in their life.

Moreover, JSTC endeavour to ensure that:

▪ Parents, carers, staff and students are positive about behaviour and safety.

▪ Parents are supported to use positive strategies with their child in responses to negative behaviour.

▪ Students value the learning environment and wish to contribute to a safe, calm and positive school environment.

▪ Students show engagement, respect, courtesy and collaboration over time, in and out of lessons.

▪ Instances of bullying are rare due to the positive relational climate in school, but if they do occur, will be acted upon appropriately and consistently in accordance with the JSTC Anti Bullying Policy. Students and staff try to actively prevent any form of bullying and through positive behaviours show acts of kindness and care.

▪ All students feel safe at school at all times and are aware of what constitutes safe and unsafe, they are able to identify the situation and maintain the safety of themselves and their peers.

▪ High quality first teaching and support from highly trained staff meets the needs of all individuals; interventions are timely and appropriate in order to allow students to prosper and flourish.

We aim to meet the complex needs of our students through:

▪ The provision of a predictable and safe environment, that promotes security through consistent routines and clear boundaries. Students are made explicitly aware of the school’s expectations, and these are followed consistently by staff so students know what to expect in every classroom.

▪ An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.

▪ The application of Unconditional Positive Regard for all students, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the student and their need and working with them on strategies.

▪ All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and work with the child, introducing strategies to support.

▪ The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social and emotional aspects of learning.

**Behaviour Management Systems**

JSTC is an inclusive school and wants all students to excel and achieve. All students have the right to learn, work and develop in a safe community and within a calm and structured classroom environment. Any behaviour that will disrupt the learning environment for other students, will be dealt with swiftly to avoid additional disruption to learning. 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.

Students and parent/carers are informed of our school ethos and behaviour management policy during Year 7 Induction Days and through information shared in the Learner Agreement as part of the admissions paperwork. Once the Learner Agreement is signed, this means that the rules and expectations are acknowledged and agreed by parents/carers and students prior to their child starting at JSTC. We value parent/carer support in ensuring that students adhere to these expectations.

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 for displaying good attitude and behaviour, good attendance, or going above and beyond. These 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. Students 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 and are visible to students and parents via the Bromcom app.

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; positive points are given weekly for 100% attendance, rewards breakfasts and certificates each term for top attending students. Students with the highest number of positive points each week are displayed on a Spenny Superstar leadership board and are awarded with a reward in the canteen each week.

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, Alton Towers 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**

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

If a student disrupts the learning of others, their name will be written on the Consequences Board with a tick in the C1 column. The teacher will explain to the student why they have received a warning, and will be given the chance to modify their behaviour. If they continue, they will move to a C2, and if they still continue, they will move up to 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. They will remain in the Withdrawal Room for the remainer of the day.

The consequence board looks like this;

The C1-4 system provides a consistent approach for all staff to follow with a united strategy for 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 of other students 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 and discuss any adaptations that could be made in the classroom to avoid a reoccurrence of the situation. 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 follows:

Level 1: Class Teacher detention

Level 2: Head of Department detention

Level 3: Progress Leader detention

Level 4: SLT detention

Level 5: After School detention

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 MCAS 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. 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.

**Confiscation**: Mobile phones and other electronic devices should be ‘off and away’ in students’ bags and are only allowed to be used in the specified Food and Phone Zone at break and lunch. Any phones seen outside this area or time will be confiscated. Non-school uniform items, such as hoodies / round neck jumpers / jewelry etc, should not be brought into school and they will be confiscated if seen. Confiscated items will be locked in the safe in the school office and returned at the end of the school day. If there are repeated instances or refusal to hand the item over, 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 be responsible for such an item brought into school. Staff should not keep confiscated mobile phones or other items in their classrooms or offices.

**Searching Students**: The Headteacher and staff authorised by the Headteacher have the power to search without consent for ‘prohibited items’ including knives/weapons, alcohol, illegal drugs, stolen items, vapes/tobacco/cigarettes, fireworks, any article likely to be used to cause an offence. They can be searched for inappropriate images, 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.

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.

The police may be requested to attend school to support searches where necessary. 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.

**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.

Students are not allowed their mobile phones on them in the Withdrawal Room. They will be required to hand their phone to the member of staff in charge as they enter the room.

**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 Suspension and Permanent 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 complete a School Service agreement where they support the site management team around the school site, or other equivalent actions.

Another alternative sanction 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.

**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 an Off Site Direction (Managed Move).

**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 Off Site Direction 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.

**Further clarity regarding levels of 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 Teams and SLT support and action appropriate consequences

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

**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 failure to complete homework 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

• Tutor Punctuality Report for persistent lateness

* • Lateness trawl – Students who have been more than 10 minutes late to lessons that week will serve an SLT Lateness Trawl Detention to “pay back” the number of minutes owed. Failure to attend this detention on two occasions, will result in a one hour after school detention.

**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 failure to complete homework escalated to SLT

• Repeated removal from lessons across a variety of subjects

• Other (Severe)

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 towards staff/adult

• Threatening behaviour towards a student

• Verbal abuse towards staff/adult

• Assault on a member of staff/adult

• Assault on another student

• Persistent inappropriate/malicious verbal comment towards another student

• Persistent social media malice

• Persistent other form of cyber malice

• Deliberate damage of property or school buildings

• Persistently challenging the authority of school

• Illicit substances

• Offensive weapon

• Homophobic incident

• Racist incident

• Theft

• Persistent disruptive behaviour

• Peer on peer sexual harassment/abuse

Actions 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

• 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.

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 for zero tolerance offences, such as 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.

**Key responsibilities are:**

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 parent/carers play a key role to ensure that behaviour can support effective learning.

**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/Carers**

* 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 into MCAS 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**

* 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 into 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 at break or lunch, not in between lessons
* 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

**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.

**Complaints and Appeals**: If a parent/carer 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 should then be addressed to the Headteacher. Should the complaint remain unresolved, parents should use the school’s 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.

**Restraint**

**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.

**Restraint: Use of Force to Control & Restrain Students**

It is important to make clear the position of the school with regards to necessary physical interventions and to safeguard the well-being of students and staff when a situation or incident requires the use of physical intervention.

The use of physical intervention is only to be used after all attempts to de-escalate the situation have not worked. Wherever possible, and appropriate, reasonable adjustments will be made for SEND students after consultation with the SENCo (or member of the SLT team).

It is the objective of JSTC to maintain consistent and safe practices in the use of handling, reasonable force and restraint.

There may be particular training needs for staff who work closely with pupils with additional needs or disabilities. However, all staff will be trained (as appropriate). Staff will be made aware of this policy and procedures during their induction. Training will focus on the management of behaviour and the de-escalation of situations, as well as the occasions on which restraint may be necessary, and the ways in which this might be used.

This policy has been written using advice taken from Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies DfE 2013 The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015

**Restraint: Physical Intervention and the Law**

The law allows all adults who are authorised by the Headteacher to be responsible for students to use such force as is reasonable to prevent a student:

a) Committing a criminal offence (or for younger children that which would be an offence)

b) Causing personal injury, injury to others or damage to property

c) Engaging in any behaviour prejudicial to maintaining good order and discipline.

Staff should not hesitate to act in these situations provided they follow this policy and the attached guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

**Restraint: Definition of Terms**

**Handling** – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

**Use of Reasonable Force** – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

**Restraint** - is the positive application of force in order to actively prevent a child from causing significant injury\* to him/herself or others or seriously damaging property.

*\*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self poisoning. It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.*

**Restraint: Implementation of Physical Intervention**

All members of staff working with students at the school are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary. No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively. No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place. In all circumstances where physical intervention is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving. Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear. The method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given in Appendix A).

**Restraint: Reasonable Force**

STAFF MAY TAKE ANY NECESSARY ACTION CONSISTENT WITH THE CONCEPT OF REASONABLE FORCE

**What is reasonable force?**

* The term ‘reasonable force’ covers the broad range of actions used by most school staff at some point in their career that involve a degree of physical contact with pupils.
* Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
* ‘Reasonable in the circumstances’ means using no more force than is needed. Force is used either to control pupils or to restrain them.
* **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
* **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
* School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
* The Criminal Law Act (1967) allows any person to use such force as is reasonable in the circumstances to prevent an offence (eg. physical assault) being committed. Reasonable minimal force must be a matter of personal judgement;

Examples include:

• interposing of restrainer's body

• blocking a pupil's path

• holding

• pushing

• pulling

• leading by hand or arm

• shepherding with hand placed in the small of the back

• minimum force/minimum duration

You cannot:

• use force as a punishment – it is always unlawful to use force as a punishment.

• use the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;

• use the ‘double basket-hold’ which involves holding a person’s arms across their chest;

• use any hitting, kicking or punching

• deliberately inflict pain

• restrict breathing

• use any arm, leg, throat, finger locks or holds that result in pupils being put face down on the ground

You must:

• avoid genital, breast or buttock areas

• ensure no weight put on spines or abdomens

• use minimum restriction of limb movements related to danger of injury to restrainer, pupil or others

• avoid moving pupils unless they are in a dangerous location

**Who can use reasonable force?** All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school

**When can reasonable force be used?** Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**You can use reasonable force in an unsafe or crisis situation to:**

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

• restrain a pupil at risk of harming themselves or others or damage to property belonging to anyone through physical outbursts.

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or the safety of others.

• senior management may use reasonable force to remove disruptive children from their classroom where they have refused to follow an instruction to do so.

**You should note that:**

• no more force than necessary should be used;

• all non physical interventions should be exhausted first and restraint used a last resort;

• external professional support should be sought if restraint does not work.

\* the method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given in Appendix A).

**Restraint: Risk Evaluation**

All restrainers must take the following into account before taking action and must be guided by the following as to the nature of their intervention with regard to themselves and the pupils.

• Don’t put yourself at risk. Take into account your size and theirs.

• Weigh up how they might react based on what you know of them.

• Are you in an area that might cause injury when you restrain?

• Is the pupil carrying a weapon?

• Can you summon help?

**Restraint: Follow up – All Staff**

Following an incident where restraint has been used, the following steps must be taken.

• Report incident immediately to Headteacher

• Complete a detailed statement including;

* Exact date, time, duration and location of the incident
* Include names of witnesses
* A full detailed description of the incident and exactly what happened
* What words were spoken by the pupil and restrainer, using speech marks for exact quotes
* Include the initial steps taken to defuse situation before force/restraint was used
* Include the reasons for using physical intervention
* Describe the degree of force used, how force was applied and the duration of force
* Include a description of any injury to anyone and medical attention received and action taken

Use of behavioural procedures and restraint is a sensitive topic. This document is meant to provide reassurance and support to staff and to ensure that practice in schools is always in the best interests of the pupils concerned.

The Headteacher will ensure that parents/carers are appropriately informed.

For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

**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 and Relationships Policy

Date: September 2025 (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 into 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 into 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 at break or lunch, not in between lessons
* 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 Deputy Progress Leader**

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

**Year 8** Mr J BaxterMrs S McLennan Miss C Bolland and Mr M West

**Year 9** Mrs K Richardson Mrs S Evans Mr G Handley

**Year 10** Mr C Reyes Mrs T Handley Mrs K Bromley

**Year 11** Mrs J Sharp Mrs N Anderson Miss E Novelle

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 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 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 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.

These warnings are called C1 (first warning), C2 (second warning), C3 (third warning and removal from classroom to Head of Department). A C4 can be issued by the Head of Department for non-compliance and disruption resulting in removal to the Withdrawal Room. 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 C3 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 Positive Points.

**If my behaviour and attitude in class is negative**, my Negative Points will be deducted from my total and the following consequences will happen…

**Student Action Within a Lesson**

**Teacher Action**

**Restorative Action From the Student**

|  |
| --- |
| **Initial conduct reminder to be given by teacher: this may be to a whole class or to an individual student** |
|  |
| C1First 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.
 |
|  |
| C2Second 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.
 |
|  |
| C3Removal 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.
 |
|  |
| C4Removalfromlesson |  | * 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** |
|  |
| C5Isolation |  | * 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.
 |
|  |
| C6Isolation 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.
 |
|  |  |  |  |  |  |  |
| C7Suspension |  | * 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

Level 1 Class Teacher Detention

(Can also be issued for failure to complete HW)

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

**Detention System**

Level 2 Head of Department Detention

Level 3 Progress Leader Detention

Level 4 Senior Leader Detention

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

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

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

Level 5 SLT After School Detention (1 hour)

C2 Final Warning

C3 Removal from Lesson to HoD

C4 Removal from the HoD to Withdrawal Room

**Out of Classroom Behaviours**

Break and lunchtime incidents plus other non classroom based issues

Serious Incident requiring SLT intervention

**Additional Sanctions**

**Behaviour Trawl**

Each week, the students in each year group with the most negatives that week will spend their whole lunch break in a Level 4 SLT detention.

Students will have two chances to attend the Level 4 SLT Detention. Failure to attend will result in an automatic Level 5 After School Detention.

**Lateness Trawl**

Each week, students who have been late to late to their lessons, will make up the time they owe in in a Level 4 SLT detention

**Late to School Detentions**

If a student signs into school late, they will have an automatic Level 4 SLT detention











