SIR JOHN THURSBY COMMUNITY COLLEGE

Behaviour Policy

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Person Responsible:	AHT – Respect - Climate

AMBITION
RESPECT
BELONGING

AMBITION RESPECT BELONGING

Policy – Climate for Learning

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1. Introduction and Aims

Our climate for learning policy is central to us fulfilling our ambition towards high standards, respectful behaviour and a strong sense of belonging.

A successful behaviour policy requires the commitment and **consistency of practice of all staff** to ensure that students know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements and to ensure that every member of the school community is **known, valued and loved**.

"We treat each other with care, respect and kindness"

"Strong positive relationships make a great school"

"All of us at SJT have the capacity to improve what we do"

(**Sir John Thursby Community College – Strategic Vision 2025-28**)

The right to teach and the right to learn are central to Sir John Thursby Community College's primary aims and we believe that for effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We seek to create a learning environment which both challenges and supports by

- Promoting positive behaviour, self-regulation and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring all individuals receive fair treatment and have equal opportunities.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention and dealing with incidents quickly and resolving them at the lowest possible level.
- Providing a safe environment, free from disruption, violence and any form of bullying, discrimination or harassment.
- Building a positive relationship with parents and carers to develop a shared approach: involving them in the implementation of the school's policy and procedures.

Our 3 universal rules regarding all members of our community are:

- **Ready**
- **Respectful**
- **Safe**

Sir John Thursby Community College believes that in order to enable teaching and learning to take place, a high standard of behaviour in all aspects of school life is necessary and we seek to create an inclusive, caring, learning environment in the school.

Fundamental to achieving this is a strong, respectful and effective working relationship between staff and students. These principles are explicitly covered through our form time curriculum.

The policy is also based on the principle that all members of the school community are equally valued regardless of factors such as race, ethnicity background, religion, gender, sexual orientation or status.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- (updated Feb 2024) Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Suspension and permanent exclusion guidance
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

2.1 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Assistant Headteacher (Inclusion) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis. The use of multiagency assessment for those students who display continuous disruptive behaviour may also be actioned.

3. Child on Child abuse

Child on child abuse can happen inside and outside of school, and online. It is where children abuse other children and it can include bullying, abuse in intimate personal relationships between children, physical abuse (e.g. hitting, kicking, shaking, biting, hair pulling etc) and sexual violence. When this occurs, it will be dealt with in accordance with the sanctions outlined in this policy.

4. Bullying

Bullying is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- **Repeated, often over a period of time**
- Difficult to defend against

Bullying can include:

Type of bullying	**Definition**
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. This includes what takes place outside of normal school time.
Indirect discrimination	Indirect discrimination occurs when a provision is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
Direct Discrimination	Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.
Harassment	Harassment is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic

Victimisation	Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done

Details of our school's approach to preventing and addressing bullying are set out in our Antibullying Policy. At Sir John Thursby, we do not tolerate bullying or discrimination. We work to educate our students in understanding what discrimination is and the impact of it when it occurs. A review of incidents will occur for repeat offenders and additional intervention considered.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for ensuring the policy is in place and reviewed on a regular basis. It will ensure that it fits with the ethos of the school and is non-discriminatory. Governors will support the school in achieving high standards of behaviour and carry out their statutory responsibilities as delegated to their Student Discipline Committee. Governors will monitor the effectiveness of the Behaviour for Learning Policy through its Standards Committee. The Headteacher is responsible for the implementation and day to day management of the policy and the procedures within it.

5.2 The Headteacher

The Headteacher is responsible for reviewing this climate for learning policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

All Staff are responsible for:

- implementing the climate for learning policy consistently without favour.
- setting and maintaining high standards of professional behaviour, politeness, self-discipline and respect to all.
- providing a personalised approach to the specific behavioural needs of particular students
- recording behaviour incidents
- disciplining students whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- ensuring students' efforts and achievement are recognised, rewarded, acknowledged and celebrated
- sharing in the process for review and communicating any ideas for improvement to the school's leadership team.

5.4 Parents/Carers

Parents are expected to:

- support their child in adhering to the student code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the school promptly

6. Code of Conduct/ Home-School Agreement

Our climate for learning policy is based on Article 28 of UNICEF's Human Rights, 'Children have a right to an education'. This makes clear what both students and adults in the school need to do to respect this right.

The School:

- In preparing students for life beyond secondary school to be confident, caring and successful adults, the school will aim to enable each student to reach the highest standard their ability will allow. In line with this, the school provides extra study sessions, 1:1 tuition and specific support. If your son/daughter is offered such support, they are expected to attend.
- Provide a safe secure environment in which to learn.
- Provide a broad and balanced curriculum.
- Inform parents/carers of their children's' academic progress at regular intervals throughout the year.
- Communicate with parents/carers regularly via newsletters, website, letters home, telephone calls, etc.
- Provide a range of opportunities beyond the curriculum aimed at developing students.
- Ensure all students are valued and encouraged to achieve their full potential.
- Be open and welcoming at all times.
- Promote our 3 universal rules - **Ready, Respectful and Safe.**

Students:

- Ensure that they abide by and promote our 3 universal rules - **Ready, Respectful and Safe.**
- Attend school and all lessons punctually (including extra study sessions and 1:1 support provided by school).
- Be prepared for school by wearing the correct uniform and by bringing all equipment needed.
- Do all work/homework to the best of their ability.
- Treat everyone and everything within the school with respect.

Parents/Carers:

- Ensure their child/children attend school regularly and punctually. Holidays during term time are not allowed.
- Support school regarding encouraging good behaviour and a respect for the building and the people in it underpinned by our 3 universal rules of **Ready, Respectful and Safe**.

- Communicate effectively with school by attending all Parents' Evenings, by informing school of any absences, by making school aware of any concerns or problems that might affect their son/daughter's work, progress or behaviour.
- Ensure their child(ren) adhere to the school's expectations, are appropriately dressed in full school uniform, rested and equipped for learning.
- Ensure rules regarding makeup/jewellery are adhered to.

7. Rewards and sanctions

Our approach to rewards and sanctions is built on the principles of first attention to best conduct and is well documented through research. Staff training and induction reinforces this approach, and it also forms part of our classroom routines.

The Code of Conduct clearly sets out the requirements for good behaviour for learning. Every member of staff is responsible for promoting high standards of behaviour and a positive climate for learning in the classroom and around school. We know students thrive when they receive recognition; our rewards system therefore aims to acknowledge and promote the behaviour and achievement of all our students, but there are times when students need to be held accountable for their actions.

The school operates a **restorative and relational based system where students are given "take up time" to resolve any issues**. This is designed to promote consistency in dealing with classroom misbehaviour and ensures that students have an opportunity to correct their behaviour before receiving a sanction. Students know this as "chance, choice, consequence". Our aim is to be firm but fair in our dealings with students and to reassure them that it is their poor behaviour which is being rejected not the student themselves. We aim to work with students to enable them to understand why their behaviour has been inappropriate. It is important that students and staff are able to move forward following any instance of misbehaviour so that all students' learning can continue. It is also important for students to understand that they can move down the scale if they show improvement over time.

Staff should use the **chance, choice (planner warning) and consequence system** and deal with low level disruption themselves in the first instance. If they require additional support, they should then seek it from their Learning Leader before the next lesson with the class or individual students. Staff may also alert the Leadership Support Team if a student is persistently disruptive to a point where learning cannot continue **or** due to a **serious one-off incident that is unsafe or aggressive** (appendix 2) by emailing **supportrequest@sirjohnthursby.lancs.sch.uk** .

Staff need to give the name of the student and the room where they are. The member of staff who responds to this will reply to the email to let the member staff, the pastoral and leadership teams that the student is being attended to. Students that are not ready to back to class, may be parked which could result in a further sanction of half a day in the Repair Room and restoration being required.

Teachers use "take up time" and deescalation as part of their classroom practice. The following process is expected to achieve consistency in the classroom:

- First attention to best conduct – use of praise, achievement points and positive recognition through recognition boards
- Where students are losing focus, their behaviour will be gently redirected and supported by the teacher. This is not recorded. Teachers will look to praise improvement.
- If needed, the teacher will remove the planner from a student's desk and place it on their own. This is a visual reminder that the student has been given "take up time" and they will be advised on how to improve. The "planner warning" is not recorded and serves as a chance.
- If needed, the teacher will escalate where there is no improvement. This will result in a "choice" being issued. This carries a behaviour point.

- If needed, the teacher will move to issue a consequence of a restoration or the need to park the student.
- A student may be parked if needed to preserve a safe and productive working environment.

7.1 Reward and recognition

The school's ethos of encouragement is central to the promotion of positive behaviour for learning. Rewards are an integral means of achieving this. We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who from time to time may be struggling and can inspire and motivate those who may be disenchanted. Rewarding students and celebrating success is at the heart of our community. All staff are encouraged to focus on rewards - not sanctions, and achievement points are given for good behaviour and a positive attitude to learning. These are beneficial motivational tools and encourage healthy competition within the school community.

Aims

- Rewards increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.
- The practice of giving rewards assists the school in maintaining and increasing the quality of teaching and learning.
- The giving of rewards encourages all students to achieve. Thus, they will receive credit for achievement throughout the school in all contexts.
- The system of giving rewards supports the role of Achievement Leaders and Form Tutors in celebrating success and helps to facilitate the awareness of achievement by other members of staff and parents.
- Rewards are to support and promote good behaviour

Students in all year groups who are working well and highlighting a positive attitude to learning will be rewarded with achievement points which are recorded on ClassCharts. Achievement points are awarded for success in a number of areas including effort, homework, outstanding work, positive contribution in class and positive behaviour outside of the classroom – for example demonstrating resilience, kindness, leadership or respect. When students achieve certain thresholds, they are rewarded with bespoke awards, badges and a letter home.

- Students can access their achievement points via the ClassCharts app or ClassCharts website - https://www.classcharts.com/student/login
- Parents/carers can access information regarding their child(ren) via the ClassCharts app or ClassCharts website https://www.classcharts.com/parent/login

All staff are involved in the rewards process and are encouraged to use these as a way of recognising the positive behaviour for learning reflected by the majority of students across the school.

Certificates and prizes are presented in year/school assemblies. They are awarded for:-

- Progress and attainment
- Attendance
- Sporting achievements
- Accumulation of achievement points

- Departmental rewards
- Extra support given to the school/extra-curricular involvement
- Homework rewards
- STRETCH project awards
- SJT50 Award
- Reading Rewards

Other rewards will also include:

- Leadership Team lunches and breakfasts.
- Reward vouchers.
- Reward trips throughout the year.
- Form Tutor rewards.
- Commendation/Celebration Assemblies.
- End of year Achievement Presentations.
- Verbal and written praise
- Letters/post cards or phone calls home to parents/cares
- Special responsibilities/privileges
- Y11 awards for Academic Achievement and Progress
- Feel Good Friday tokens

7.2 Sanctions

Our three 'universal' rules are:

- **Ready**
- **Respectful**
- **Safe**

These universal rules underpin our values of **Ambition, Respect and Belonging** allowing all students to achieve outcomes that enable them to gain success in the future. If students choose to not abide by our basic rules, then sanctions will be enforced. These may consist of:

- After school restorations
- Lunchtime restorations
- Removal of the student from the classroom
- Individual Behaviour Plan
- Individual Health and Safety Risk assessment where appropriate
- Contact with parents (phone calls and meeting)
- Referral to internal exclusion
- Referral to internal exclusion in another school
- *Student report linked to the behaviour support stages
- Suspension

- Governors' panel
- Managed move to another school following the appropriate guidance
- Attendance at alternative provision where deemed appropriate
- Permanent exclusion

*If the unacceptable behaviour is persistent or recurring, a student may then be placed on a daily or weekly report in order to monitor their behaviour. If there is no improvement a student will be placed on a disciplinary stage (see disciplinary stages).

7.2.1 Behaviour Points

Behaviour points will be issued by any member of staff for poor behaviour/attitude **both in and outside of the classroom or not abiding by our 3 universal rules (ready, respectful and safe)**. Points will be issued via ClassCharts and parents/carers will be able to login to view current achievement points and behaviour points. If student's behaviour for learning continues to be below expectations, behaviour points will trigger a review of the student's behaviour which may result in moving to a behaviour support stage. (see 8.5 behaviour support).

The Achievement Leader will have oversight over a Year Groups behaviour and be expected to review the sanctions and decide if a student needs individualised behaviour support through the Line Management process. Students will be spoken with to allow reflection, and students may be placed on report to the form tutor or Achievement Leader/Assistant Achievement Leader in accordance with the behaviour stages.

7.2.2 Restorations and Repair

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2024)' states that 'Teachers have authority to issue detention to students, including same-day detentions.' and that Parental consent is not required for detentions that satisfy the conditions mentioned in 'What the law allows'.' Further information is found here: Behaviour in Schools - Advice for headteachers and school staff Feb 2024

Restorations are to allow staff to restore a relationship with a student and usually range between 20 and 45 minutes in length. They are issued for poor behaviour in lessons (consequence) **and** outside of lessons, lack of homework, not wearing the correct uniform, lateness to school and lessons, not having correct equipment and inadequate work in lessons (this list is not exhaustive). Restorations will be written in the planner of students by the member of staff issuing the detention. Where a conversation needs to take place only, these will be held using the central restoration system. Staff are also allowed to utilise a 'Teacher Repair 'where staff need to hold a restoration, students need to catch up on missed work or make up lost time. This shall be in accordance with the linked document above.

The restoration will take place on a Monday, Wednesday or Friday. If the restoration is issued during periods 1-4, it may be the same day. If the restoration is issued during period 5 it will take place on the following slot.

If a student does not abide by our 3 universal rules (Ready, Respectful and Safe) on the corridors during transition between lessons or when lining up for a lesson they will be allocated a behaviour point relating to out of classroom behaviour, which may trigger an after-school restoration.

During the restoration, a restorative conversation between the student and member of staff must take place. If the student fails to attend and no restorative conversation takes place, the member of staff who issued the sanction must inform the Year Team if they feel that a restorative conversation needs to take place between the student and the member of staff before the next lesson. The Year Team will then arrange for this to take place. If the member of staff does not feel that this is necessary, they need to attend the Leadership restoration (Monday or Wednesday) where the student will be placed, as a result of missing their initial restoration, to hold the restorative conversation. Restoration sessions may last up to 20

minutes, but students may be released before this if a successful restorative conversation has taken place. Restoration will be staffed for 20 minutes in the case a student needs to wait in school to be collected. After this, they will be released.

If a student arrives late to school, the student will be placed into a lunchtime reflection restoration on the day of arriving late of up to 20 minutes. Multiple instances of lateness will carry the same sanction, but students may be placed on to the behaviour support stages if needed.

If a student fails to attend a Restoration session, they will automatically be placed into Leadership Restoration detention on a Monday or Wednesday for up to 30 minutes. Leadership Restoration sessions may last up to 30 minutes, but students may be released before this if a successful restorative conversation has taken place. Leadership Restoration will be staffed for 30 minutes in the case a student needs to wait in school to be collected. After this, they will be released.

If a student fails to attend Leadership Restoration, they will be placed in the Repair Room until 3.45pm at the earliest opportunity.

Longer restorations may be used but will be at the discretion of the Leadership Team and the Head Teacher. These will be communicated with parents in advance where possible.

7.2.3 Internal Exclusion – Repair Room

This measure will be used as a last resort before an external exclusion from the school. Students will be placed in the Repair Room for a specified number of days. Parents/carers will be informed. A student could also be placed in the Repair Room following a removal from a lesson on the following day (this is decided on a case by case basis), a serious breach of our Code of Conduct or failing to attend a Leadership Team Restoration on a Friday.

The Repair Room is staffed by our full-time Repair Room Manager who will work with the students using a range of strategies to improve their behaviour and allow students to reflect. If we feel that it would help a student with their behaviour, a student may be referred to our Personalised Learning area with Student Support. Here, students can access a bespoke timetable with 1:1 or small group teaching for an agreed amount of time.

Failure to complete the day successfully in the Repair Room or cases where students have been placed in the Repair Room several times for similar reasons, may result in students being asked to complete Internal Exclusion in another local school. This will be arranged by the behaviour team in liaison with staff in the host school. Parents/carers will be informed, and clear instructions will be issued around how the student will get to the other school. Students will be expected to complete their time in another IE to the same standard expected of them at SJT.

7.2.4 Suspensions

A student may be suspended for a fixed term for an isolated incident or where a student's behaviour has not improved over a period of time, despite support and despite other sanctions. For suspensions of 6 days or longer, alternative educational provision will be made via the school. This provision may be at another educational establishment. The decision to exclude will be made by the Headteacher, or person acting with the Headteacher's authority.

All suspensions are considered as a group decision and following the DfE guidance: Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement.

The list below sets out a range of behaviours for which suspension **may well be considered appropriate**. The list is not exhaustive:

- physical abuse
- threatening or intimidating behaviour/bullying behaviour which discriminates against a group or individual
- theft
- damaging the school's reputation in the community
- smoking or vaping in the school building
- smoking on the school site, including e-cigarettes
- verbal abuse
- refusing to follow instructions from a member of staff
- other serious breach of the school's Code of Conduct / Behaviour for Learning Policy / failure to meet the school's expectations
- false or malicious allegations
- damage to school property
- breach of internet / ICT agreements
- repeated breach of mobile phone policy
- possession of an illegal substance or being under the influence of an illegal substance/legal substance
- breaches of school uniform policy, including where they relate to jewellery, hairstyles, body piercing etc. and where these are persistent and in open defiance of the policy
- discrimination against protected characteristics
- not engaging with or not completing a previously agreed sanction
- At stage four of the truancy pathway

7.2.4.1 Return from suspension

We will use suspension as an opportunity to review the provision and support for a student. This may result in reviewing the behaviour stage and support for a student, managing alternative support or intervention, considering different timetable arrangements, the use of MAP or other factors. This will be discussed with parents and is recorded as part of the return to school process.

7.2.5 Permanent Exclusion

A student may be permanently excluded where a serious isolated incident has occurred, or where a student's behaviour has not improved over a period of time, despite support and despite other sanctions, including fixed term exclusion. The decision to permanently exclude will be made by the Headteacher, or person acting with the Headteacher's authority.

The list below sets out a range of behaviours for which permanent exclusion **may well be considered appropriate**. The list is not exhaustive:

- physical abuse
- severe threatening or intimidating behaviour
- severe behaviour which discriminates against a group or individual
- false or malicious allegations
- bringing a weapon, or an item to be used as a weapon, onto the school site
- possession of an illegal substance or being under the influence of an illegal substance or other substance
- sale/supply of an illegal substance
- severe damage to school property

- issues relating to exploitation
- targeting protected characteristic(s) for assault or provocation
- failure of placement or suspension from an alternative provision provider
- failure of placement or suspension from an off-site direction (managed move)
- A one-off serious safeguarding incident
- not engaging with or completing agreed targets set at a Governor's Panel

7.2.6 Off-Site Direction "Managed Move"

An off-site direction to another local school may also be considered for certain students. This follows a locally agreed protocol and is always with the parent's agreement. This is in line with the DfE guidance.

7.3 Off-site behaviour

The Behaviour for Learning policy applies to students on site during the school day, while they are on educational trips and visits, while they are travelling to and from school and if they are clearly identifiable as belonging to the Sir John Thursby Community College (i.e. in uniform).

Appropriate sanctions will be applied for any misbehaviour which could adversely affect the reputation of the school, poses a threat to another student or member of the public, or could have repercussions for the orderly running of the school. Responses and sanctions will be in line with this policy and will involve the student's parents or carers.

7.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7.5 Charges for damage caused by students

The school reserves the right to charge parents/carers some or all of the cost of damage that their child may have caused in school.

8. Behaviour management

- School expectations that apply at all times to students relating to our three universal rules of **Ready, Respectful and Safe**:
- Be polite and respectful in your manner and choice of language.
- Be considerate of all others within your environment.
- Follow the reasonable instructions of **all staff**.
- Behave in a way that secures a positive learning environment where all students feel safe, valued and loved.
- Always be on time – be on site by 8.20am and attend all lessons on time.
- Maintain good attendance, this includes attending every lesson.

- Bring the correct equipment to school each day in an appropriate school bag
    - Equipment for learning: pens, pencils, eraser, ruler, clear folder and their school planner.
    - Books for lessons and PE Kit
- Keep your appearance smart and tidy.
    - School uniform should be worn at all times during the school day and to and from school
    - Make-up/Nails – no make-up, no nail varnish or false nails, nails should be kept short. No false eyelashes are allowed
    - Jewellery – A watch is permitted and 1 pair of studs (not earrings)
    - Clear plastic retainers in piercings. Nose rings or studs are not permitted.
    - Hair must be tied back in practical subjects to prevent any accidents/injury
    - Headscarves must be tucked in fully in all practical lessons to prevent any accidents/injury
    - Reasonable adjustments may be made where required in accordance with the Equality Act 2010
- Take care of your environment.
    - keep it tidy and place litter in the bin
    - do not damage school property (students will be charged for damaged caused in school)
    - do not damage or graffiti on walls or furniture
    - take care of displays
- Move around the school in a calm and quiet manner, do not run in the corridors and keep to the left.
- Headphones and ear buds/pods – out of sight
- The following items are **prohibited** and **may be searched for by staff without consent**. This list is not exhaustive:
    - Mobiles phones if not in a secure school issued pouch
    - Alcohol, caffeine or energy drinks
    - Any illegal drugs, solvents or substances (in the case of where a student needs to take medication during the school day, the school should be made aware by a parent/carer)
    - items that can be smoked, such as cigarettes, cigars, tobacco, vapes – Sir John Thursby Community College is a non-smoking site and smoking (including all forms of e-cigarettes) is not permitted anywhere on the site including car parks.
    - matches, lighters
    - aerosols
    - chewing gum, lollies, birthday cakes, high sugar content drinks
    - knives and other weapons, or other objects that could be deemed to be a weapon
    - Any extreme political, racist, sexist, sexually explicit materials or literature
    - items that could be dangerous to others e.g. party poppers, fun snaps, fireworks, laser pens, water pistols or imitation firearms
    - items to swap or sell
    - items that disrupt a calm learning environment e.g. speakers

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the classroom reward and sanction overview
- Develop a positive relationship with students, which may include:
    - Greeting students at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour through first attention to best conduct
    - Concluding the lesson positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption through relationship building, recognising people working positively and choice, chance, consequence.
    - Using positive reinforcement and visually reward achievement points on the recognition board.
    - Ensure end to the lessons is calm with students stood behind their chairs in full school uniform. Dismiss students in an orderly fashion. Ending the lesson as you started in a positive manner.

8.2 Positive Handling

- Further information can be found in our Care and Control Policy.

8.3 Confiscation

8.3.1 Any prohibited items will be confiscated.

These items **will not** be returned to students and **may be passed on to the police**.

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

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

8.3.2 Mobile phones

Students are discouraged from bringing mobile phones into school. Any phone brought onto site must be switched off and secured in a school-issued Yondr pouch for the duration of the school day. Any phones found on a student whether the student is using it or not, will be handed in and kept until a parent/carer comes to collect the phone. Students will not be able to remove the phones from the pouches until they have left school grounds.

A. Morning Phone Check

- At the start of each day, as students come into the building through their respective doors. Students to line up and show phone being placed into pouch. Pouch must then be held upside down to show that it has been sealed.
- Students may be screened on entry by being scanned with a handheld metal detector. This is designed to look for mobile phones and ensure we are a phone free school. Students who trigger the detector will be given the opportunity to show what is alerting the scanner and be rescanned. If the detector is still triggered, we may also search a student's bag or person. If this happens it will be in line with school guidance on searches.

B. Digital Scanning & Random Classroom Checks

- To ensure compliance, staff will conduct unannounced digital scans using signal detectors and metal detectors to identify any phones in classrooms. Again,
- If a phone is detected, students will be asked to hand it over immediately.

C. End of school

- Students will be able to open the pouches as they walk down the drive using the opening devices on the flag poles.
- Students are not allowed to walk back into school with the phone. If a student needs to come back into the building, then the phone must be placed back in the pouch and the pouch sealed.

Consequences for Non-Compliance

First offence: Phone handed over and collected from the office by parent/carer. Phones will be kept until collected by parent/carer
Second offence: Phone handed over and held until the end of the week and collected by parent/carer.
Third offence: Possible internal exclusion or fixed-term exclusion

8.4 The Report System

Students may be placed 'on report' to their Tutor, Department, Achievement Leader/Assistant Achievement Leader, and Leadership Team.

The students will then be monitored using ClassCharts by the member of staff appointed to them. This may involve daily and weekly meetings with the students and the members of staff that they are on report to.

Parents/carers should be informed at each stage in the disciplinary stage (see 8.5 Behaviour Support Stage Process/appendix 3).

Classroom and departmental sanctions apply. The monitoring of the behaviour is not a substitute for dealing with it according to the consequence system. For example, a student receiving a low mark for poor work or behaviour must be disciplined by the class teacher or department in the first instance.

8.5 Behaviour Support Stage Process (see appendix 3)

The school has a **5-stage** behaviour support procedure. A student is placed on a stage following a serious incident **or** if behaviour points **and other evidence** indicate that their behaviour is giving cause for concern. In September students will remain on the same stage of support as they were on at the end of the previous year.

When reviewing an incident or pattern of behaviour, consideration will be taken of:

- Current stage and previous history (repeat offences will be taken very seriously as this will indicate an unwillingness or inability to change the pattern of behaviour. A repeat offence is one which is similar in nature or of equal severity to previous offences).
- Aggravating and/or mitigating circumstances.
- Special Education Needs (SEN), disabilities, additional challenges.

The 5 stages of the SJT Support for Behaviour are a guide to the support that is on offer for students. Not everything will be offered to students, only those deemed appropriate will be offered to students. Students may jump stages if required to provide the appropriate support for them.

8.6 Additional Support for Students with Special Educational Needs and Children Looked After

Certain groups of students are particularly vulnerable to the impacts of exclusion. This includes students with Educational Health Care Plans and Children Looked After. Where concerns arise about the behaviour of such students, additional support will be sought in order to help a young person improve his or her behaviour. This might include the use of external agencies, the use of alternative provision and the use of multi-agency meetings and/or assessment.

9. Student transition

We operate a student induction where students will be briefed on expectations for the year. The school's policies and expectations are discussed during this time.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Late to Lesson and Truancy

Students are expected to be in lesson on time to maximise their exposure to high-quality teaching. The school operates a 'through the door in 4' policy wherein students are expected to be in their designate lesson within 4 minutes of the end of the previous one. When students arrive more than 4 minutes after the start of the lesson, staff are to use their professional judgement to decide if the student has a valid reason for being late. If the student fails to provide a reason, then the teacher will log a 'late to lesson' sanction via Class Charts. This will result in the student being issued a same day lunchtime detention. If a student is late to lesson in period 4 or 5 then they will sit a lunchtime detention the next day. Students will follow the escalation process for missed detentions as per appendix 2: Late to lesson escalation pathway

If a student is found to be out of lesson without a valid reason, then they will be logged as truanting via Class Charts by the member of staff who discovers them. They will be placed in a same day lunchtime detention. If a student is truanting during period 4 or 5 then they will be placed in a lunchtime detention the next day

11. Training

Our staff are provided with training on managing behaviour as part of their induction process (Welcome to SJT programme). Behaviour management also forms part of continuing professional development.

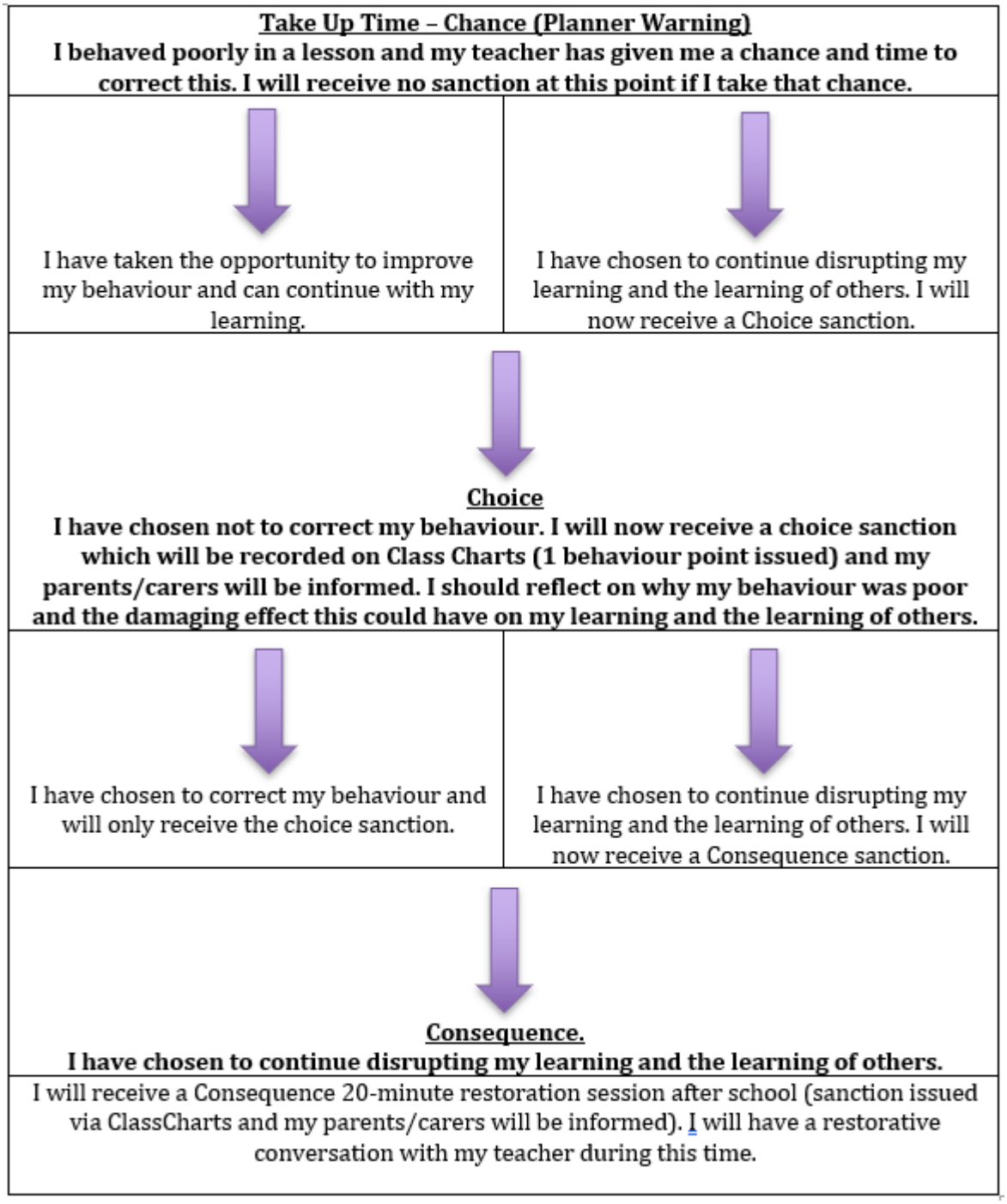
12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every year. At each review, the policy will be approved by the Headteacher.

13. Links with other policies

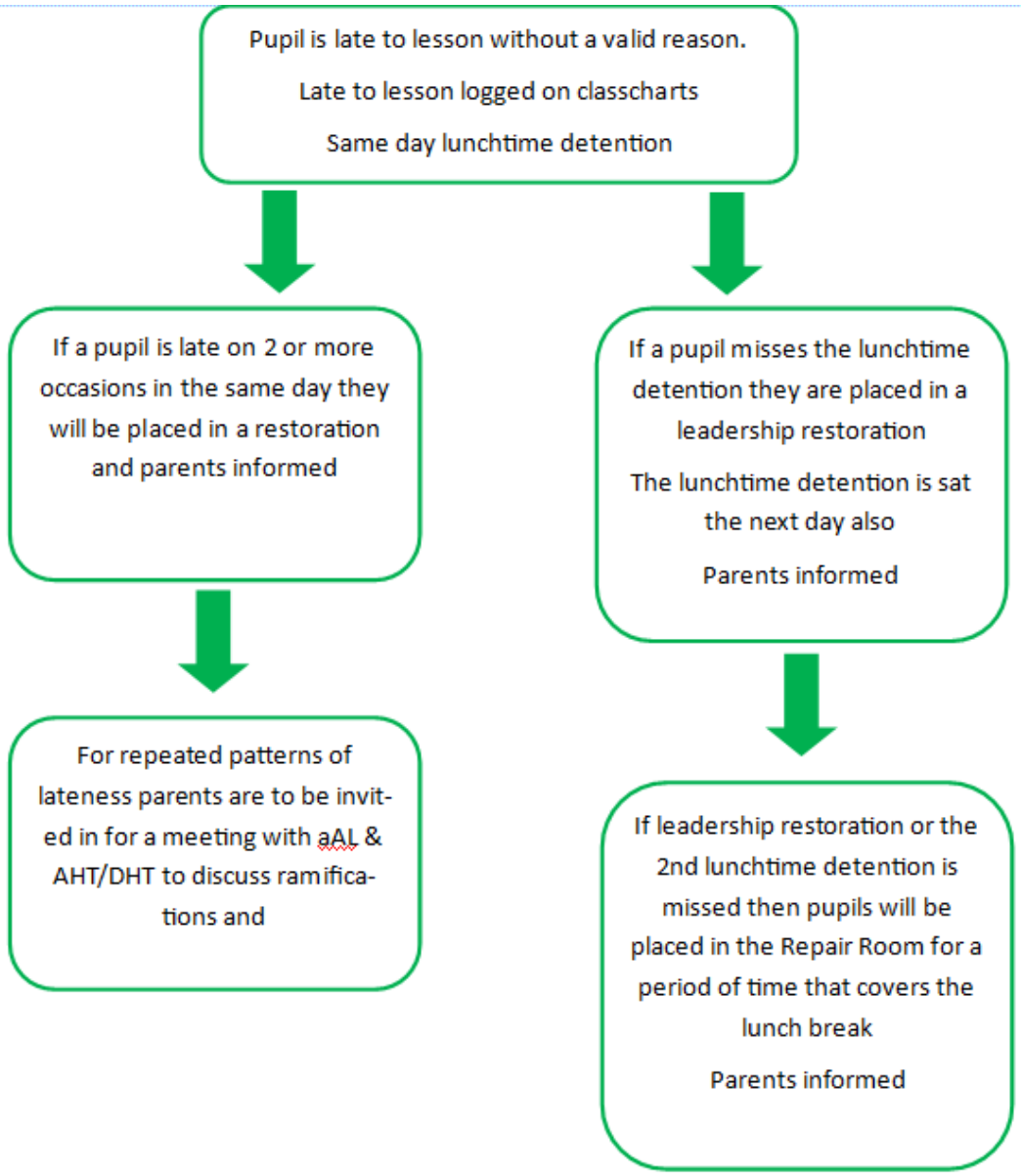
- Anti-bullying policy
- Safeguarding child protection policy
- SEND Policy
- Care and control policy

Appendix 1: Chance, Choice (planner warning) and Consequence Stepped Sanction Overview

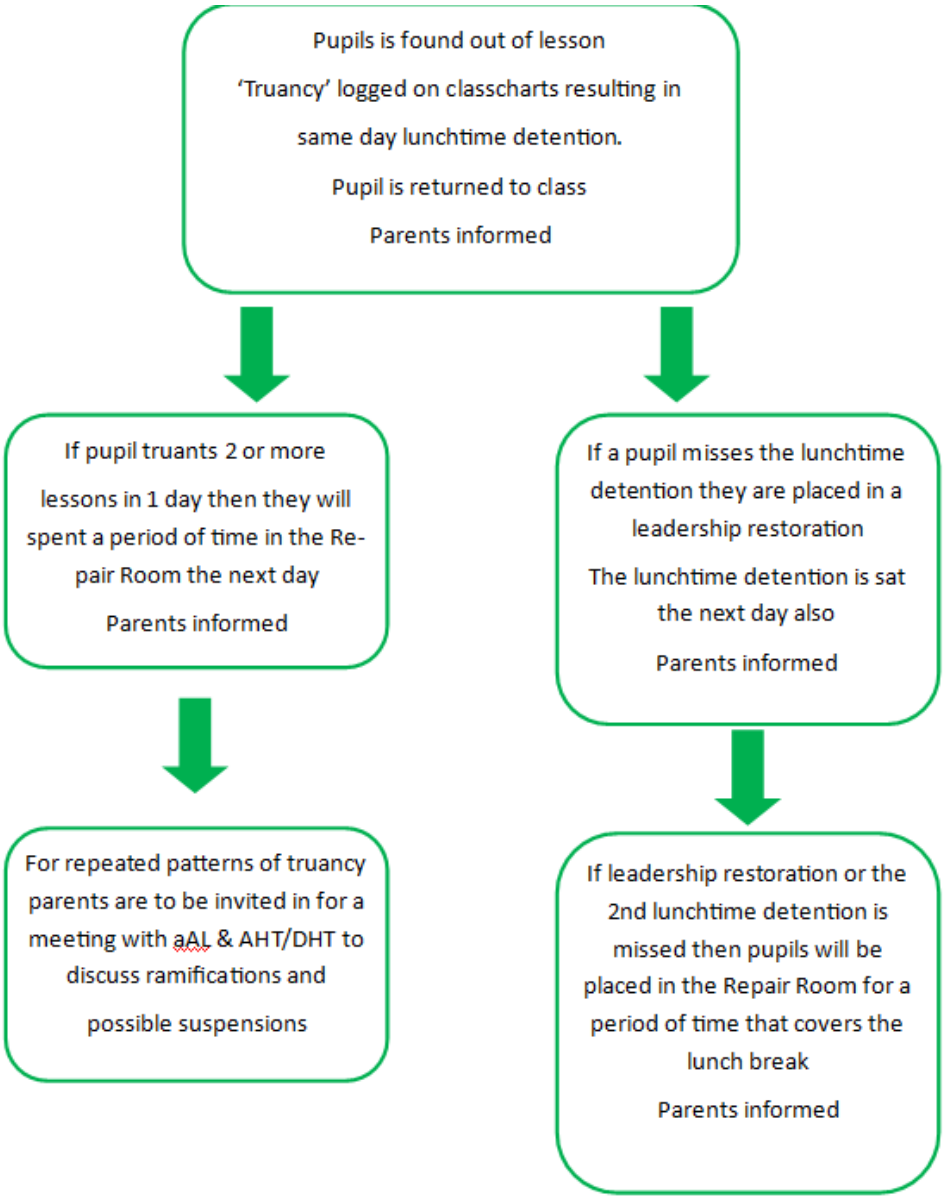


*If my behaviour continues to have a negative effect on my learning and the learning of others or there is a **serious one-off incident that is unsafe or aggressive**, I will be removed into classroom withdrawal and will spend the **half a day in the Repair Room (sanction issued via Class Charts by the member of staff attending the support call) and my parents/carers will be informed by a phone call)**

Appendix2: Late to lesson escalation pathway



Appendix 3: Truancy escalation pathway

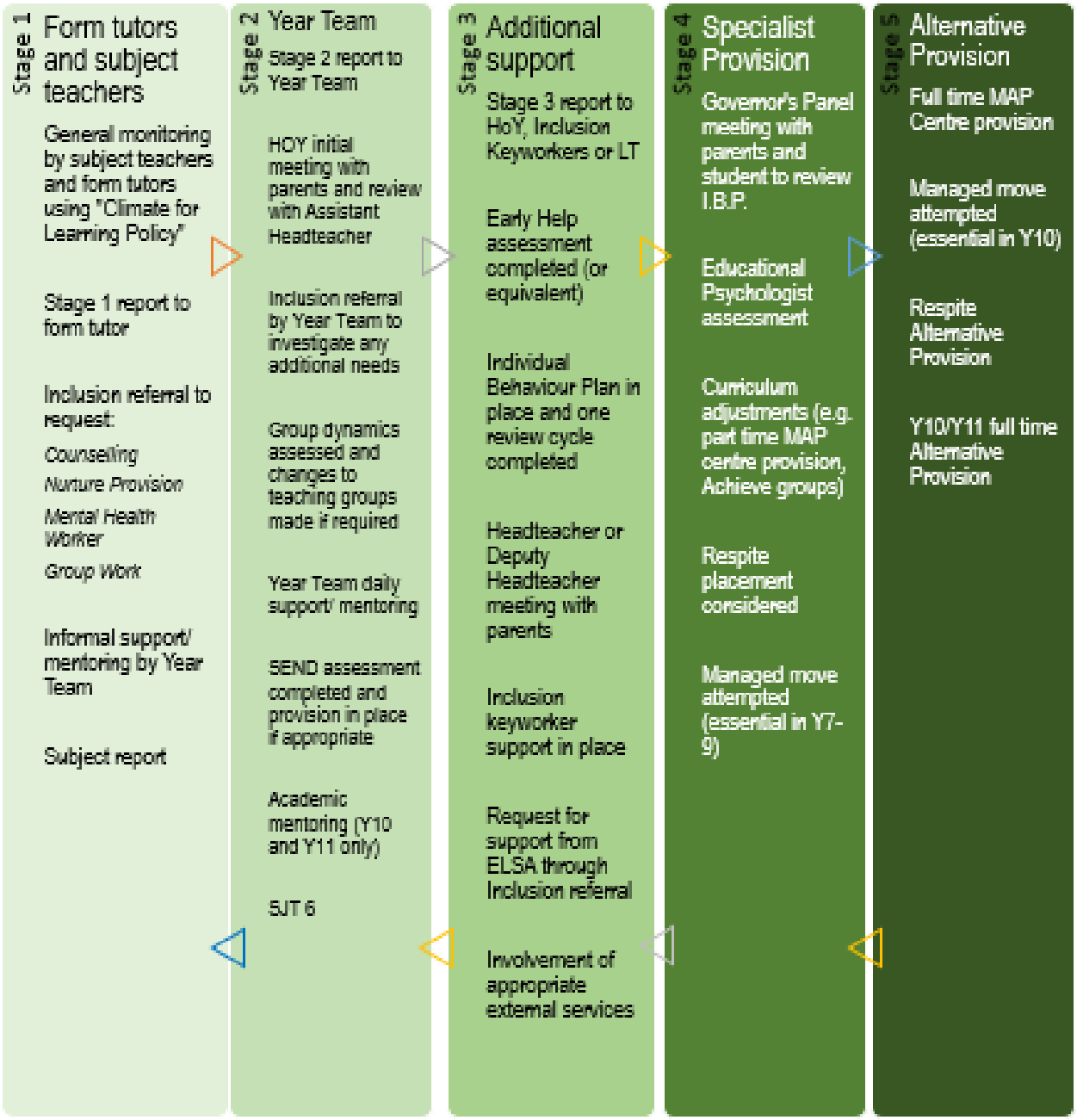


Appendix 4: Behaviour Support Logs (Green Sheet)

Behaviour Support Log	This document is designed to help support SJT's core values of ambition, respect and belonging. The following lists are not designed to be exhaustive or prescriptive. They are a guide to the type of intervention we would expect at that level. All intervention will be considered on an individual basis if it is necessary. Some intervention may be repeated through the stages if needed. The primary aim of this system is to keep students engaged with classes and the behaviour policy.
Name:	
Form Date Started:	

General Monitoring – All Students

All students will receive monitoring, guidance, and reward through the First Attention to Best Conduct system and good relationships with all members of staff. Year teams will keep an overview of this stage, look for emerging trends and intervene where needed.



Dates of intervention that have taken place.
Strategies that have been put in place not listed in the levels.
Strategies that have had a positive impact.
Strategies that did not have a positive impact.
Information from student around personal feelings or preferences.