



Applicable to:	Responsible Officer	Date Adopted	Date to be reviewed:
All Staff	MDD	September 2018	August 2020

# Behaviour Policy

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## **1. Introduction and Vision**

The Behaviour policy is underpinned by the school's vision and values and sets out the key expectations for the behaviour of students at John Mason School, and the policies by which failure to meet those expectations will be managed.

Our vision is for every child to access high quality learning opportunities, which encourage them to become academically successful, happy, resilient, enquiring young people. We believe that every child has the potential to make a difference in the world, must be ambitious in their career choices and will understand their place in society. We will only achieve this for every child if we have very high expectations of ourselves and the community we serve. We will be relentless in our pursuit of great teaching and learning, being reflective in approach.

We know that student conduct, accountability and attitudes to learning all matter, as much as the belief that each child can and will achieve.

## **2. School Values and behaviours**

We are proud of our values. We aim to ensure both Students and Staff display them in their actions and conduct. We use them as a foundation for our learning and development and feel that they are the key to our Character Education provision:

- Proud of our creativity
- Passionate about learning
- Keen to inspire
- Valuing ourselves and each other
- Determined to be the best that we can be

These values are underpinned by three essential behaviours that we expect from all stakeholders;

- Honesty
- Kindness
- Respect

School values are 'recognised' in the form of House Points and our Assembly programme and tutor activities are based on these values and behaviours.

## **3. Ethos**

We believe that the ethos of our school is one of mutual respect. As such, our ethos is driven by our values and behaviours listed above. All members of our school community must show respect for one another by treating each other, as we would wish to be treated. We must work hard at school and in the wider community to show ourselves as model citizens. We can do this if we:

- Value our education and respect the right of others to learn
- Listen to each other and not interrupt when someone is speaking
- Speak to each other in a calm and quiet tone of voice
- Treat each other fairly at all times and offer the same opportunities to all
- Hold doors open for adults and/or those carrying objects in their hands
- Make no negative reference to a person's appearance, size, shape, colour, gender, race, religion or sexual orientation
- Make decisions based only on evidence and not on hearsay or gossip

- Settle differences between each other by discussion and mediation
- Bring out the best in each other through mutual encouragement and motivation
- Respect each other's property
- Do our best in everything that we attempt and be responsible for our actions
- Take a pride in our work, our uniform and in John Mason School

For young people to learn, they must feel safe and secure. We are a school community and we have a responsibility to each other and ourselves to make our school a safe and healthy place to be. This is achieved when everyone:

- Moves around the site in a quiet and calm manner
- Walks in single file where others need to pass
- Is courteous and welcoming to visitors
- Uses litterbins for all rubbish
- Eats only during break and lunch in the hall, in rooms supervised by adults or outside
- Stays on the school site unless given specific permission from a member of staff to leave

#### **4. Rights and Responsibilities**

We believe that a classroom is a learning environment where the teacher has authority; it is the responsibility of both teachers and students to create an atmosphere where learning and teaching can take place.

##### **4.1. Students' Responsibilities:**

- Respect other people's right to learn and have opinions and listen when either students or teachers are talking
- Arrive on time for lessons with all necessary equipment
- Wear the correct uniform
- Place bags and coats on the floor, under tables or as directed by the teacher
- Carry out requests from teachers straight away and without argument
- Attempt and complete all work set by the teacher
- Not to eat in the classroom
- Ask permission to drink water in lessons
- Keep mobile phones switched off and in bags for use after school only
- Raise a hand and wait rather than call out
- Respect other people's and the school's property
- Use their planner to be organised and self-regulating
- Hand in completed homework on time
- To be responsible for the room and leave it in a good condition for the next class

##### **4.2. Staff Responsibilities:**

- Create a quiet, calm environment conducive to purposeful learning
- Be punctual, well prepared to meet the needs of all students and to have high expectations of their achievements
- Model the behaviour expected of students

All Teachers will:

- Follow the school's behaviour policy
- Respect personal space
- Use the student's name

- Be 'present' when dealing with individuals
- Keep voice calm yet assertive tone
- Repeat the instruction and refer to the behaviours
- Be proactive in encouraging and facilitating 'repair' with students
- Recognise success and feed this back to students

## **5. Learning Support**

Our Teachers, Special Needs Coordinator (SENCo) and the team of Teaching Assistants support students who have an identified learning difficulty (SA, SA+, EHCP/Statemented). This is done either by supporting students in lessons or withdrawing students to work one-to-one or in small groups in the Learning Support Faculty.

### Stretch and Challenge

Students whose attainment is particularly high in a subject or activity are given additional support to extend and challenge them, either in lessons or in additional learning activities.

### Alternative Curriculum

In some cases, a student's curriculum offer can be adjusted and/or refined to ensure they access the best learning possible and learning that enables them to succeed. This can be in the form of College courses, external agency support, reduced timetables or curriculum changes.

## **6. Bullying (Further information in Anti Bullying Policy)**

To bully is to intentionally torment others through actions that make the individual feel uncomfortable, threatened or harmed in any way and it can take many forms:

- Cyber / E-bullying – email, texting, prank calls
- Verbal – name calling, swearing
- Emotional – tormenting, humiliating
- Racist – racial taunts and abusive language
- Sexual/Homophobic – unwanted sexual contact or abuse or sexist language
- Physical – pushing, punching, hitting, slapping, kicking

Unless we are aware of bullying it is impossible for us to act. Students who are bullied are urged to report problems without delay. They can speak to any teacher in confidence. We also have Student Managers, teaching assistants and Sixth Form Peer Mentors who can either help or guide students to where they can find help. Parents are asked to tell the school if they know of any form of bullying.

A thorough and fair investigation is undertaken, including accounts from witnesses. Action to eradicate further incidents is taken. This could include:

- After school detention
- Letters or telephone calls to parents
- Isolation and/ or exclusion – depending on the seriousness of the case
- Advice from the school's Police Liaison Officer

- Restorative meetings between students involved

At a restorative meeting we will always try to bring people affected by incidents of bullying together in the presence of a trusted adult so that the damage can be repaired.

## **7. Uniform**

We believe that a school uniform is an outward symbol of belonging to and taking pride in membership of the whole school community. Uniformity helps students to focus on our primary purpose of learning and teaching and helps to ensure that this takes place in a healthy and safe environment, therefore, we expect all students to follow our uniform code at all times. The uniform code can be found in Appendix A. Students are expected to follow all reasonable requests from staff regarding their uniform. Failure to do this will be treated as refusing to follow instructions/defiance and will result in further sanctions.

If a student arrives to school with incorrect uniform, the following will happen:

- Where possible, the student will be loaned school uniform and will be expected to change
- Parents will be contacted by a member of the Student Services team and asked to bring correct uniform in to school to rectify the issue
- Student will be sent home to rectify uniform issue
- If none of the above actions resolve the issue, the student will be in isolation with their Year team during social times/lessons depending on severity/frequency.

In regard to piercings, students will be asked to remove the piercing. Piercings to be left at Student Services or year base to be collected at the end of the day. If instruction refused after take up time, the student should be isolated with the year team and home contacted.

## **8. Praise and Recognition (House Points and Attendance)**

We believe that learning is intrinsically rewarding and that students will reap the rewards of their own efforts and hard work. However, we also believe that students respond to praise and encouragement and that displaying our school values, progress, effort and achievement in lessons, on the sports field, in music or art or any walk of school life should be acknowledged and celebrated. We have high expectations of students' behaviour for learning and we will recognise positive contributions to lessons and school life in general; this will include good manners, good working practices and respect for learning.

All students are issued with a planner to record their achievements; progress, effort, achievement and contribution to our school community will be recognised by staff in the planner and on the student's individual electronic records on SIMs. Tutors will regularly monitor students' planners, Character Education Map progress and House points. Parents are also encouraged to look at the planner at home in order to celebrate their child's achievements and communicate with the school.

Students are also recognised by being awarded House Points in line with the School Values. We hold termly House Point events for those students who reach agreed milestones.

We also hold termly Attendance recognition events at DEAR time (PM Tutor time) for students who have attendance above 95% (exemptions to be discussed with Student Manager/Head of Year on an individual basis).

## 9. Levelling Behaviour - the graduated consequences

The whole community at John Mason School benefits from a clear Behaviour for Learning Policy; we want all students to learn effectively within a safe, calm and purposeful environment. Where students do not meet the expected level of behaviour/conduct, staff should use the corrective strategies and graduated consequences guidance listed.

### Corrective strategies: The Graduated Consequences

Phrase	When Given	What happens
Informal warning(s)	If a student demonstrates low level disruption which is hindering their learning or the progress of other students	<ul style="list-style-type: none"> <li>• Use of non-verbal reminders</li> <li>• Verbal reminder to 'focus on your learning'</li> </ul>
C1 – the first warning	The low level disruptive attitude to learning is continuing despite informal verbal / non-verbal warnings and correctives given by the teacher.	<p>As above, but with specific mention of: <i>"I have given you several reminders and correctives; you are now at C1 because you are not ...."</i></p> <ul style="list-style-type: none"> <li>• Adjust seating plan if appropriate</li> </ul>
C2 – the second warning	The low level disruptive attitude to learning is continuing despite C1 warning and correctives given by the teacher <b>after take up time</b>	<p>As above, but with specific mention of: <i>"You are now at C2 because you have.....and if you do not make the right choices I will need to ask you to leave the classroom for Parking"</i></p> <p><i>Teacher to log on SIMS</i></p>
C3	Failure to demonstrate improvement following C2 warning <b>after take-up time</b>	Student will be asked to leave the classroom and go to Parking. Faculty to arrange repair if appropriate

NB: Reference to our School values should be given when giving verbal reminders- E.g.: *'You are not valuing yourself or others', 'You are not showing determination to be the best you can be'*

NB: There may be times when a student's behaviour is dangerous/unsafe or higher level that means the teacher does not use all levels in order.

In the event of a student refusing to be 'Parked' (move to another room) after C3 has been issued by the teacher, 'On Call' will be called for and will follow the process listed below.

## 10. On Call

On call have 5 main functions:

1. Visiting classrooms to **celebrate** student work, achievement and collaboration
2. Visiting **Hot Spots** per the JMS rota to support colleagues
3. A **Call Out** from a teacher who has a student refusing to move on from their class and into Parking
4. A Serious Incident level 3 behaviour e.g.
  - a. Direct and premeditated verbal assault on a member of staff
  - b. Physical attack on a student or member of staff
  - c. Health and Safety issue for others
5. An opportunity to observe Teaching and Learning/ CPD opportunity.

All staff 'On Call' need to report to Student Services at the start of their cover and collect the mobile devices and folder (detailing hot spots and strategies for certain students).

If the student refuses to move to Parking as instructed by the teacher, the on call member of staff arrives with the aim of getting students into Faculty Parking. The students will be issued with a Leadership Detention until 4pm at the next opportunity, On Call to alert Student Services to book.

If they refuse Faculty Parking for on call, the student should be taken to the Year base to be isolated for the remainder of that period. This will result in an SLT detention until 5pm at the next opportunity, On Call to alert student services to book.

If the student refuses to go to the Year base for on call then a member of SLT should be contacted (ideally SLT year link). This could end up with a longer isolation period or further sanction.

NB: If a student is refusing to move from a classroom for the member of staff on call, the class will need to be moved. This should then result in isolation for 3 periods and possible 1 lesson withdrawal.



## 11. Sanctions

The following is a guide to higher level behaviour, or is out of lesson time. John Mason School reserves the right to remove lunch and break time privileges from any student who behaves in an antisocial manner.

Title	Given for ...
<p><b>Year Team - After-School Detention</b> Students are given restorative work or community service for 60 mins after school or at lunch times. Parents are given 24 hours' notice. Report to the HoY any behaviour that warrants a Year Team detention.</p>	<ul style="list-style-type: none"> <li>• Failing to respond to report card (not meeting the report cards targets).</li> <li>• Significant bullying offences.</li> <li>• Continued lateness to school.</li> <li>• Anti-social behaviour.</li> <li>• Truancy.</li> <li>• Leaving site without permission.</li> <li>• Failed faculty after school detention.</li> </ul>
<p><b>Leadership detention</b> A detention until 4pm served with School Leaders. Booked via Student Services when on call inform them.</p>	<ul style="list-style-type: none"> <li>• Refusing to go to Faculty Parking when instructed.</li> <li>• On call having to be called to accompany student to Faculty Parking.</li> </ul>
<p><b>SLT (Senior Leadership) detention</b> A detention after school on Fridays with a member of the SLT from 3.10pm until 5pm. This must be booked via the HOY with student services to send the letter giving notice to Parents.  Note: Only on call, HOY and SLT can authorise these- DoF to discuss with HOY.  Booked via Student Services to ensure a letter is sent to parents.</p>	<ul style="list-style-type: none"> <li>• Failing to attend Faculty Parking with on call</li> <li>• Failure to complete HOY detention</li> <li>• 3 AM reg lates in 1 week (1 hour)</li> <li>• As an alternative to isolation for rudeness to staff and refusing to follow instructions.</li> <li>• In addition to isolation to avoid exclusion in some circumstances.</li> </ul>
<p><b>Social time detention- break and lunch (and after school)</b> Students are given restorative work or community service during break times, lunch times (and after school) for a set period of time up to 5 days maximum at one time.</p>	<ul style="list-style-type: none"> <li>• Poor conduct at social times</li> <li>• Low level violence- hitting/ slapping/ kicking/ pushing.</li> <li>• In correct uniform- failing to comply with uniform code.</li> <li>• Truancy</li> </ul>

<p><b>Isolation</b> A period of time in isolation from peers and other students. This will served in Year bases and parents /carers informed. Students may be placed in isolation without notice if they refuse instructions.</p>	<ul style="list-style-type: none"> <li>• Smoking, possession of tobacco or lighters, including the possession or use of 'electronic cigarettes'.</li> <li>• Persistent refusal to follow instructions /defiance (consider SLT detention depending on severity- discuss with SLT link).</li> <li>• Repeated offences of truancy, smoking, bullying or disruption.</li> <li>• To avoid a Fixed Term Exclusion.</li> <li>• Staff abuse (plus SLT detention).</li> <li>• Mid-level violence/hitting/kicking/ fighting.</li> </ul>
<p><b>Alternative to exclusion (A2E)</b></p>	<ul style="list-style-type: none"> <li>• Major vandalism/deliberate damage to equipment and property</li> <li>• Stealing personal property</li> <li>• Serious violence hitting, kicking, fighting</li> <li>• Threatening behaviour to pupils</li> <li>• Persistent bullying</li> <li>• Threatening behaviour towards staff</li> <li>• Refusing to follow instructions of SLT.</li> <li>• Direct abuse (verbal/ physical) of a member of Staff.</li> </ul>
<p><b>Fixed term exclusion</b> A formal exclusion for a fixed number of days. A meeting is arranged with parents / carer for the student to be formally re-admitted. The pupil will then be placed on a red report for the period of 2 weeks on return from any exclusion at SLT's discretion. An alternative to exclusion JMS may choose to use an internal exclusion as an alternative to an exclusion of one day. Students may be excluded pending investigation (for a set period until all evidence is gathered and informed decision made by the Headteacher)</p>	<ul style="list-style-type: none"> <li>• Repeated abuse (verbal and/or physical) of a member of the school community.</li> <li>• Being intoxicated or bringing alcohol on site.</li> <li>• Significant and/or repeated bullying.</li> <li>• Possession of an illegal substance.</li> <li>• Failure to complete an 'Alternative to Exclusion'.</li> </ul>
<p><b>Permanent exclusion</b> <b>(Please refer to section 12 of policy)</b></p>	<ul style="list-style-type: none"> <li>• Serious physical assault of a student, member of staff or member of the school community.</li> <li>• Repeated and unsuccessful Fixed Term Exclusions.</li> <li>• The selling of illegal substances on the school site.</li> <li>• Bringing or possessing an offensive weapon on the school site.</li> <li>• Behaviour that endangers others within the school community.</li> </ul>

The school will consider whether or not to inform the police where such a criminal offence has taken place. It will also consider whether or not to inform and involve other agencies eg. Youth Offending Teams, Social Workers etc. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

### **Reasonable Adjustment**

Reasonable Adjustment must be considered when deciding the consequences for students who have **Statements of Special Educational Needs**; there should be liaison with the SENCO when deciding responses to negative behaviours.

### **Off-site Behaviours**

The school will use appropriate consequences for behaviours in any event should they occur off-site, thereby bringing the school's reputation into disrepute or impacting on the positive experience of being a member of staff or a student at John Mason School. Each case to be considered by the HoY with the SLT link.

### **Misuse of IT equipment**

Students should act in line with our acceptable use policy. When this does not happen:

- Accounts taken from student and HoY informed
- Judgement made on severity of situation and appropriate action taken including: Up to 2 days isolation, up to 2 days Fixed Term Exclusion, SLT involvement for more serious cases
- Record on SIMS
- Possible loss of ICT usage for set period

### **Mobile Phones**

JMS operate a 'see it, hear it, lose it' system between 8.30am and 3.10pm. Between these hours, mobile phones will be confiscated by staff if they are seen or heard at school unless students are given specific permission by the teacher. Such circumstances could include learning opportunities, appointment reminders or Parental contact with a teacher.

If the phone is confiscated, it will be kept at Student Services or the Year base until 3.10pm when the student can collect it. On the second offence, phones must be collected by parents. Further incidents may result in the phone being locked in the Year base for a set period of time (2 days-10 days).

If a student refuses to hand over their phone to be confiscated, on call should be used and on call policy followed as this is an act of defiance.

### **Theft**

Statements to be taken from students including possible witnesses. HOY to speak with SLT link regarding severity of sanction. Sanctions range from social time detentions, isolation for up to 2 days or alternative to exclusion. Repairs to be completed where appropriate. SLT involvement for more serious cases. Possible police involvement.

### **Damage to School Property**

Staff should inform the HOY/DoF ASAP to launch an investigation. Parents to be invoiced for contribution towards costs. Sanctions from detentions, isolations or alternative to exclusion depending on intent/severity. In some rare cases of high level intended damage, this could lead to exclusion.

## **Inappropriate Language**

If inappropriate language is used in class, teachers should issue a C2 warning and follow the graduated consequences chart. If used outside of class, this should be recorded on SIMS and referred to the HOY.

Inappropriate language towards staff should be reported immediately to the HOY/Year team for investigation. HOY to discuss with SLT link to determine sanction - from Isolation, SLT detention or alternative to exclusion. In severe cases or repeat offences, fixed term exclusion may be applied.

A repair should always take place with the member of staff, facilitated by the HOY.

## **Smoking**

Any students found smoking in school uniform or on site (including the front of school and in bus bays) or in possession of smoking equipment (including Vape/ e-cigarettes) will have an immediate isolation for half a day. The second time they are caught, it will be isolation for a full day. The third time will result in an 'alternative to exclusion'. After that, consideration for an exclusion from school for a fixed period as deemed appropriate by the Headteacher. Furthermore there will be no fresh starts at the beginning of a new term.

In circumstances where the school suspects that a student may be in possession of smoking equipment or has been caught smoking previously, we reserve the right to search their belongings on a random basis, ensuring that we always follow the guidelines discussed with the local police (i.e. – only by staff nominated by the Headteacher, in the presence of a second adult and without any personal contact of any sort).

## **Malicious allegations against a member of staff**

Should a student make an accusation against a member of staff, it will be investigated by SLT under the direction of the Headteacher; where appropriate the Local Authority LADO should be contacted. If the outcome of the investigation concludes that there has been a malicious accusation, the consequence applied to the student will be decided by the Headteacher and will be drawn from the high to very high consequences identified in the Consequences Guidance.

## **Punctuality**

The numbers of minutes late are correctly recorded by tutors/ teachers and the importance of punctuality enforced during tutor time. The total amount of minutes late are reported each week and repaid with the tutor team overseen by the HOY.

HOYs to ensure detentions are carried out with appropriate sanctions issued for those who do not attend. (30 mins to 1 hr with HoY, above 1 hour or 3 AM lates in 1 week with SLT.) Repeated lateness could result in referral to the County Attendance Team.

## **Truancy**

The student should be challenged by staff and attempts made to return them to class.

Detention then with Faculty/class teacher as per detention flowchart.

Repeated truancy could result in target card with the Faculty/Year team and meetings with parents. Truancy off site or longer than a period will result in a loss of social times for a set period of time with the Year team.

## **Lack of equipment**

Some Faculties have separate operational procedures for specific equipment (PE/Visual

Arts/ Performing Arts).

If a student persistently forgets equipment, the class teacher should call home and log on SIMS. If this continues, the teacher should talk to the tutor and agree a target card to monitor.

### **Drugs/alcohol**

If a student is under suspicion of being in possession or using a banned substance, this should be reported to Student Services or year bases ASAP. An investigation will follow coordinated by HOY/ Student Managers with the SLT link to determine information. Contact with parents made. Students and possessions searched. If found to be true, sanction to be applied ranging from isolation to permanent exclusion depending on severity. Police to be involved as appropriate in discussion with Safeguarding team/ Headteacher.

### **A Personalised “Child-Centred” Approach**

There will be fortnightly ‘Year Inclusion Meetings’ for each year group attended by: Student Managers, HoY, AHT, SENCO and Inclusion Manager. The meetings follow a ‘team around a child’ approach and consider students on inclusion phases who may require additional intervention; which may be in the form of targeted intervention from the school’s Student Support Centre, or may include referrals to outside agencies such as the School Health Nurse, Community Police, P-CAMHS, The Hub, or School Counsellor. Such Interventions will also be considered in response to isolated negative attitudes to learning and attendance.

## **12. Exclusions**

For high level incidents or repeated incidents of poor behaviour, the school may exclude a student for a fixed period of time and in the most serious of cases, the school may permanently exclude a student. If the decision is made to permanently exclude, the Headteacher will notify parents, the governing body and the Local Authority straight away. A Governors’ Panel will be convened to review the exclusion between the 5th and 15th day of exclusion. Parents have the right to appeal the decision of the Governors’ panel via an Independent Review Panel.

For further information on the legal powers Headteachers have with regards to exclusions please refer to the "Behaviour and Discipline in Schools" guidelines. This can be found on the Department for Education website.

As a school we will endeavour to be inclusive, we will put extra provision in place for those students at risk of permanent exclusion.

In addition to the information below, the Headteacher may exclude for a fixed time or permanently for:

- Persistent defiant behaviour (*following repeated FTEs and intervention*)
- Persistent and targeted bullying (including racist, sexist/prejudiced based bullying)

There will be, however, exceptional circumstances where, in the Headteacher’s judgement, it is appropriate to fixed term or permanently exclude a student for a first or ‘one off’ offence:

- Serious actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault

- Supplying an illegal drug
- Possession, or under influence, of an illegal substance
- Carrying an offensive weapon; schools now have a power to screen and search students for weapons
- Internet crime against a member of staff
- Actions that compromise the health and safety of others; e.g. damaging fire extinguishers, setting off fire alarm
- Any other serious/continual breaches of the school's expectations compromising the good order and discipline in the school to be considered on an individual basis

### **13. Target Cards system**

Students who are demonstrating unacceptable behaviour may be placed on target cards to monitor their behaviour. This has a levelled approach with students moving up/down the ladder when the report is completed/failed. Each stage lasts a minimum of 2 weeks and a maximum of a month unless an extended period is supportive.

- Green Tutor Target Card: Targets set by the tutor with the student.
- Green Faculty Target Card: Where the concerning behaviour is isolated to one Faculty. Targets set with the class Teacher/ Director of Faculty.
- Yellow HOY Target Card: Targets set by the HOY with the student.
- Red SLT Target Card: Targets set with the SLT member linked to the Year group.
- Individual Behaviour Plan (IBP): co-ordinated by the Head of Year involving regular contact home and meetings with parents every 2 weeks. IBPs last between 6 to 8 weeks. Interventions are put in place to support the student including input from Learning Support, alternative curriculum, curriculum refinement and reduced timetables.
- Pastoral Support Programme (PSP): Co-ordinated by the Student Manager and HOY, a PSP lasts for 16 weeks and has regular review meetings between staff and Parents with the student. Targets are set and reviewed. At this stage, Students may be referred to IYFAP (In Year Fair Access Protocol) meetings for consultation on further support. If the PSP fails, Governors will meet to determine if the student will need to be Permanently excluded.



**Appendix A.  
Building**

**School Uniform – Inside & Outside the School**

<b>Uniform Code</b>
<ul style="list-style-type: none"> <li>Plain white collared <b>shirt</b> buttoned to the neck</li> </ul> <p>A plain white T-shirt may be worn underneath the shirt Other than a fitted blouse, all shirts must be tucked in at all times and fastened to the neck line and worn with the school tie. Summer uniform – white polo shirt with John Mason School logo</p>
<ul style="list-style-type: none"> <li>The school <b>tie</b> must be knotted and hide the top button. It needs to be of a reasonable</li> </ul> <p>Length (covering at least four buttons) and look smart A tie is to be worn on all occasions, <i>except if the student wears a polo shirt in the summer</i></p>
<ul style="list-style-type: none"> <li>John Mason School jumper, to be worn except when given permission by a member of staff</li> </ul> <p>No jumper required when summer uniform commences</p>
<ul style="list-style-type: none"> <li>Plain formal black skirt of knee length or black tailored trousers. No jean/denim, tracksuit or legging material.</li> </ul> <p>A small / thin black belt may be worn only if the trousers / skirt are fitted with the appropriate loops.</p> <p>Trousers are not to be worn rolled up at the ankle. In the summer term (After Easter), students may wear suitable length black tailored shorts. No sports shorts or jean/ denim material allowed. Shorts should be of a suitable length that protects modesty (discretion of SLT).</p>
<ul style="list-style-type: none"> <li>Plain black low heeled shoes or Plain black trainers with black laces with no logos / coloured laces/ coloured soles</li> </ul> <p>(boots / mules / backless shoes /coloured trainers / coloured laces are not allowed)</p>
<ul style="list-style-type: none"> <li>Plain grey, white or black socks or black or natural tights orange PE socks may only to be worn during PE lessons )</li> </ul>

<b>Jewellery</b>	<b>Coats &amp; Jackets</b>
<p>In the interests of safety and security jewellery must be kept to a minimum and not exceed the following:</p> <p>Watch – all students are recommended to wear a watch every day</p> <p>Earrings – one simple metal, non-jewel plain stud may be worn but only in the ear lobe of each ear. No other jewellery or body piercing is</p>	<p>Hooded fleece jackets (hoodie) are allowed to be worn and coats must not have large writing on them. No denim jackets.</p> <p>Only hoods attached to raincoats may be worn</p>



allowed. Inappropriate jewellery and plastic retainers must be taken out, NOT covered with a plaster.

All jewellery is to be removed when taking part in PE

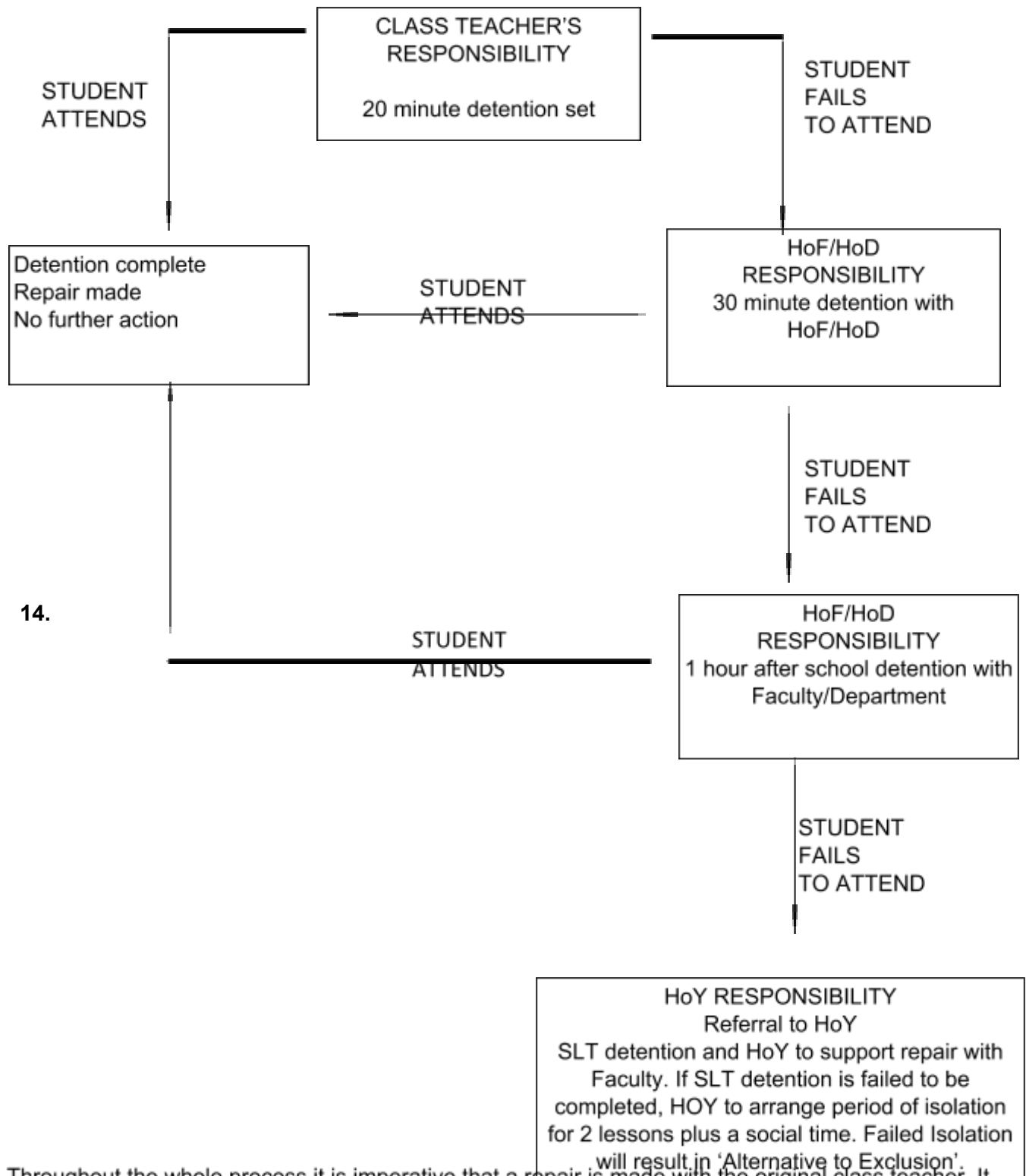
Hats / caps are not allowed and m  
worn for specific events during the  
the summer or Winter.

**Parents are asked to support the school by ensuring that their son / daughter has all of the above uniform and that it is named and worn correctly.**

**Parents accept responsibility if injury comes as a result of inadequate footwear in classes/ at School.**

**Students are expected to follow all reasonable requests in regard to their uniform. Failure to do so will result in sanctions for defiance or refusal to follow instruction**

**DETENTION SYSTEM FLOWCHART**



Throughout the whole process it is imperative that a repair is made with the original class teacher. It is also vital that parents are communicated, by HoF/HoD/HoY when it requires an After School Detention or isolation.

APPENDIX C

**Sanctions and Support**

**Departmental Procedure**

- Stage 1**
- Teacher phone call home
  - Informal monitoring
  - Progress call after 2 weeks

**Trigger**  
3X parking



- Stage 2**
- Head of Faculty referral. Head of Year alert
  - Head of Faculty phone call home
  - Department report \* 2 weeks
  - Progress call 2 weeks

**Trigger**  
Failure to improve attitude  
Repeated parking



- Stage 3**
- One lesson parking
  - Contact parent (Head of Faculty)
  - Further 2 week report
  - Progress call

**Trigger**  
No improvement on Faculty report



- Stage 4**
- Parental meeting arranged
  - 2/3 lesson parking
  - Withdrawal managed within the Faculty
  - 2 week report on return to lessons

**Trigger**  
No improvement on Faculty report

Referral to Student Support Service via HOY/ SENCO/ Student Manager



**Teacher Monitoring**



**Return to Teacher Monitoring**



**Return to Teacher Monitoring**

\* Not to be used if the student is on a pastoral report.

This process should be followed on 2 occasions up to stage 4, in any 1 year. On a third occasion refer to Student Support Services.

**NOTE:** For a one off serious incident the member of staff needs to phone parents (supported by HoF). The student should be parked for 1 lesson, and then informally monitored at stage 1 unless they are already above this.