



Behaviour Policy

Applicable to:	Responsible Officer	Date Adopted	Date to be reviewed:
All Staff	MDD	September 2020	August 2022

As of July 2021, any reference to Fixed Term Exclusion (FTE), is to be referred to as ‘suspension’. This will be amended in the policy when it is reviewed.

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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 procedures 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.

This Policy is written with reference to the following advice and guidance:

- [Behaviour and Discipline in Schools DfE July 2013 \(last updated Jan 2016\)](#)
- [Ensuring Good Behaviour in Schools DfE September 2012 \(last updated Jan 2016\)](#)
- [Exclusions from maintained schools, Academies and pupil referral units in England – DfE 2012 \(last updated July 2017\)](#)
- [The Education Act 1996 Use of reasonable force - Advice for headteachers, staff and governing bodies DfE July 2013](#)

And should be read in conjunction with the relevant school's procedures relating to:

- Attendance
- Anti-bullying
- Safeguarding

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 attributes that we expect from all stakeholders:

- Ready
- Respectful
- Safe

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

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 attributes 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 litter bins 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
- 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 environment/ 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 Educational 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 feel they are being 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/ social times 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 including meetings

- Restorative meetings between students involved
- Contracts for acceptable behaviour where appropriate

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 uniform issue will be corrected by borrowing uniform or having the correct uniform bought to school. Where this is not possible, students will:

Receive a C1 from the tutor and teacher for the first offence in each half term. This must be recorded in the student's planner.

Receive a C2 (5 minute detention) for the second offence that half term. Tutor to call home.

Receive a C3 (1 hour after school detention) for the 3rd offence that half term- Director of Key Stage to call home.

Reasonable adjustment can be used by staff and this must be recorded in the student's planner. If they have a note signed in their planner- no further action is needed on that occasion.

In regard to piercings, students will be asked to remove or cover any piercings above those accepted (such as nose/ additional ear piercings).

A call home from the Pastoral team (co-ordinated by the Director of Key Stage) will be made and the student given a period of reasonable adjustment (maximum 10 school days) to have the piercing removed for school.

During the period of reasonable adjustment, the student must keep the piercing covered and will be asked to sit in isolation during social times.

If this instruction is refused, the student will be isolated and Parents asked in for a meeting with the Director of Key-Stage. The student would then remain isolated until the piercing is removed for school.

Parents, Students and Staff should use the school planner to communicate uniform issues.

8. Praise and Recognition (House Points and Attendance)

Recognition

At JMS, we have high expectations of all our students and therefore we want to recognise the consistent hard work and efforts our students make every day in the classroom and with homework, as well as recognising the extra efforts they make to our school community. Our recognition system is about helping our students become good citizens, be prepared for life beyond school and reflect our JMS values:

- Proud of our creativity
- Passionate about learning
- Keen to inspire
- Valuing ourselves and each other

- Determined to be the best we can be

Our recognition system will automatically use regular progress checks to allocate House Points to students for:

- Progress
- Attitude to learning
- Homework/ learning outside of class
- Attendance
- Improvements since previous data checks for the above

This means students who do the 'right things' all the time in the classroom and for homework will duly be recognised for it. Students who show positive improvements from the previous progress check will also be recognised for taking steps to improve.

Additionally, the progress checks we all do regularly will be more meaningful for students and staff as House Points will automatically be allocated and then recognised by different members of the school.

Faculty/ Year specific bespoke systems will run alongside the recognition system with House points awarded at the discretion of the member of staff in line with guidance.

House points are therefore be allocated in 6 ways but all recorded on SIMS so staff can see an individual student's total.

	Responsibility for allocation
Progress (excellence and improvement)	Automated by SIMS from Progress Checks as they happen
Attitude to learning (excellence and improvement)	
Homework (excellence and improvement)	
Attendance	Student Managers Monthly in line with KITE mark log on SIMS
Beyond classroom contributions	All staff, ongoing: Names to Claire T to input/ staff input on SIMS
House competitions	House or competition leaders/ staff as competitions happen

Points will be awarded with the following weighting:

Reason	Number of Points awarded
Students on track or above in 100% of subjects	10 points per data check
Students on track or above in 70% of subjects	5 points per data check
Students who improve the number of subjects on track or above since previous data check	5 points per data check (can be on top of those awarded as above)
Students with an average AtL score of 2.00 or better	10 points per data check
Students with an average AtL score of 1.00	20 points per data check
Students who improve their average AtL score from previous data check	5 points per data check (can be on top of 10/20 awarded for average as above)
Homework average score of 2.00 or better	10 points per data check
Homework average score of 1.00	20 points per data check
Students who improve their average score for homework	5 points per data check (on top of those awarded above)
Gold attendance	10 points each Month
Silver attendance	7 points each month
Improved attendance from previous Month	5 points each month (can be on top of those above)

Participation in school event or contribution to wider school community (Eg: sports fixture, drama show, DoE expedition)	5 points per event/ contribution/ attendance at club/ rehearsal.
Demonstrating a JMS value as awarded by staff	3 points per recording (Can be for staff to as awarded by SLT or House event leader only)
Participate in House event	3 points per event (For staff too as awarded by SLT or House event leader only)

Points will be collected throughout the academic year. At the end of each half term, letters will be sent home to Parents to those students who have reached a milestone as detailed below. These students also to be recognised by the Director of Key Stage via assemblies/ tutor team as appropriate.

Points total	Recognition type
50 HPs	Bronze letter awarded
100 HPs	Silver letter awarded
150 HPs	Gold letter awarded
200 HPs	Platinum letter awarded



Key Stage recognition events:

When	Who	Recognition
Christmas	Top 20 in each year	Head of School to send Christmas card home
Easter	Top 20 in each year	Director of Key Stage holds Easter egg event
July	Top 20 in each year	Director of Key Stage to hold ice cream on field event

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 graduated consequences guidance listed.

Ready, Respectful, Safe

Progressive scale 1-7	Ready to learn: Homework/ Equipment/ Attitude/ Disruption (HEAD)	Respectful to yourself, others and the environment Sanctions can apply to individual or groups	Safe etc: awareness, behaviour and conduct Sanctions can apply to individual or groups
C1: Verbal Warning	Disruption/ attitude to learning: C1 scale Lack of equipment-teacher to issue C1 as not ready to learn Tutor checks- 1 per week- C1/2/3 each term.	Uniform: C1 plus tutor email. Tutor to note in planner and student to show teacher on entry to avoid C1.	Lateness: C1 and log minutes late. Total then report in detention on year day: C1 if total of 40 or more/ 3AM late (DOK) C1 if above 60 mins (DOK)
C2: Formal warning: logged on SIMS (5 minute detention with member of staff issuing)	Failure to complete and hand in homework on time. Teacher logs on SIMS (drop down). This generates a 20 minute centralised detention at least 24 hrs later. Break/lunch. If missed- 1 hr after school. If student produces HWK before detention, detention is void	Rudeness: C2 Dropping litter: C2 Swearing: C2 Verbal abuse/ intimidation: C2 upwards depending on severity	Incident on way to/ from school or in the community: report to DOK: C2 upwards depending on severity
C3: Final warning (Parking) 1 hour after school detention	Progressive scale	Defiance: C3 upwards depending on severity Damage to property/ possessions: C3 plus contribution to costs See it hear it lose it: mobile phone seen or heard 8.30-1.10: phone confiscated and taken to Student Services: C3 if fail	Trainting a lesson: C3 Walking out of class without a pass/ valid reason: C3 (alert on call) Refusing to move from an out of bounds area: C3
C4: B.A. Break, Lunch and after school (1 hr) detention		Missed C3 detention	Leaving school site without permission: C3 upwards depending on severity Fighting/ physical assault: C3 upwards depending on severity Smoking/ vaping (including having equipment on their person): C3
C5: Exclusion (8.30-1.10)		Swearing towards staff: C5 Failed C3	Progressive scale
C6: AIC: 15-1.30 including a meeting with Parents		Swearing at staff: C6 Failed retention/ C5	
C7: Fixed Term Exclusion (inc. repeated behaviour or serious incidents)		Failed AIC/C6	

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/ 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.

If they refuse Faculty Parking for on call, the student should be taken to the Learning Zone

If the student refuses to go to the Learning Zone 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.

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.

Where the misbehaviour of students is related to a disability and/or additional needs, the Governors expect that the Headteacher will make reasonable adjustments to sanctions to enable those students to be included within the School community. These will include: Ensuring that staff have had training in the nature of disabilities and additional needs, and how they should treat students with disabilities; Ensuring that staff are aware of any students with such disabilities; Ensuring that help is sought from the Local Authority to enable the School to make reasonable adjustments; Ensuring that School resources are committed to assist in making reasonable adjustments; Making reasonable adjustments to School organisation or of the timetable of particular students.

Detentions:

When a member of staff issues a C2 to a student, they must log this on SIMS and set the 5 minute detention. If a C3 is issued, the member of staff must email 'Parking' to ensure the students name is added to the detention list.

If a student fails to attend a C2 detention for no valid reason, they are added to the C3 detention by the teacher responsible sending an email to Parking.

Staff can fail a student's detention for any of the following reasons:

- Failing to attend for no valid reason
- Arriving more than 5 mins late
- Using their mobile phone
- Not removing their coat (unless permission given to wear it)
- Refusing to follow reasonable requests or instructions from staff

If a detention is failed, please email Student Services and the DOKs who will ensure the next sanction is awarded.

In regard to detentions for homework, staff should ensure that 24 hours are given between the lesson and the detention to allow students the chance to produce the homework. If homework is produced before the detention, the class teacher must ensure the students name is removed from the detention list.

Repeated offences

5 X C2 in a week results in a C4 set by DOKs.

2 X C3 in 1 day results in C4 the next day set by DOKs.

If multiple C1 needed to be issued by teacher (late, no equipment) then issue C2- not ready to learn but a student is not parked for this alone.

Where students are repeatedly displaying behaviours and breaking the school policy, Directors of Key Stage will determine appropriate intervention in the form of further consequences and support in consultation with SLT and the inclusion team. This can include the removal of social times, students going on target cards, time out cards or bespoke support/ intervention packages.

Defiance

If a student refuses any reasonable request from staff, this is classed as defiance. If, after take up time, the student remains defiant then the student will be parked and given a C3 detention. If they fail to complete this moving to Parking, it becomes a C4. If they still fail to move, it becomes a C5 for remainder of the day plus a C4 the next day. Fail to move to isolation after take up time results in being sent home that day with A2E- C6 the next day.

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. Consequences to range from C2 upwards depending on severity.

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 C3 upwards. 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 C3 upwards. Detentions 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 or on school site, teachers should issue a C2 warning and follow the graduated consequences chart. Inappropriate language towards staff ('Eg this is') should be reported immediately to the HOY/Year team for investigation. HOY to impose sanction of C5 (isolation). Swearing at a member of staff ('You are / '.... off') results in a C6 (A2E) sanction set by the DOKs. In the event of 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.

Fighting/ physical assault:

The students involved should be moved to separate areas and asked to write a statement. If medical attention is required, this is priority 1 and student services should be informed to administer any first aid. Once statements are taken, the students should be kept apart until either a member of SLT or on call are happy to allow students to return to class or isolation pending investigation/ further decision. The Director of Key Stage will then ensure a repair and consequence is carried out.

Truantiing/ leaving class or site without permission:

All class registers should be taken in the first 10 minutes of the lesson. If a student has been marked present all day but is not in your class, teachers should email student services. On call will be alerted who will search the school site. If the student/s are not located then Parents/ Carers will be informed. If no valid reason is given, this will be classes as truancy and the relevant sanction set by the Director of Key Stage. If Parents are not aware where the student is and we are concerned for their safety, the school may inform the police that the child is missing. Students will receive a C3 detention for truantiing class with no valid reason and a C4 sanction for leaving school site.

Smoking

Any students found smoking/ vaping 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) should be issued with a C4 (break, lunch and after school detention). Repeated offences will result in bespoke intervention and sanctions from Directors of Key Stage such as the loss of social times for an agreed period. Teachers should report the incident to the Director of Key Stage or Student Services who will inform home and add them to the detention lists.

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).

Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are: knives or weapons alcohol illegal drugs stolen items, tobacco and cigarette papers (including e-cigarettes) fireworks pornographic images any article that the member of staff reasonable suspects has been, or is likely to be used to: - commit an offence - to cause personal injury to, or damage the property of, any person.

Circumstances for searching a child: Staff must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched. Staff can carry out a search of a student of the opposite sex and/or without a witness present, but only where they reasonable believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

School staff can seize any prohibited item found as a result of a search. They can also seize any item that they consider harmful or detrimental to school discipline.

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 and the Designated Safeguarding Lead (DSL); 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.

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 by serving the detentions detailed below:

Up to 40 mins: Lunch detention on Year day (same as assembly day)

41-60 mins total: C3 issued for an hours detention after school.

Over 60 mins total: C4- Break, Lunch and after school detention set.

Repeated lateness could result in referral to the County Attendance Team.

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 Pastoral staff 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 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.

Behaviour Points

Behaviour incidents of a C2 or above are recorded on SIMS as appropriate by the member of staff. These points are monitored by the pastoral and inclusion team.

Where staff are concerned with the frequency of points being recorded, discussion should take place with the tutor and/ or Director of Key Stage who will advise on appropriate support. This will be discussed at the Year Inclusion Meeting.

Restraint

Section 550(A) of the Education Act 1996 – The Use of Force to Control or Restrain Pupils – allows teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of school activity.

Where physical intervention has been used as a method of restraint the incident should be reported to the school's Designated Safeguarding Lead (DSL) or deputy DSL, who will record the incident.

11. Exclusions

As of July 2021, any reference to Fixed Term Exclusion (FTE), is to be referred to as 'suspension'.

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 Head teachers 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 Head teacher 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 Head teacher'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, serious physical assault
- 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

Following a fixed term exclusion, a re-admission meeting will be held with the student, school

and Parent/s/ carers. It may be appropriate that supportive external agencies are also present. This meeting will set out the terms of re-admission. If a student fails to follow these or the meeting is deemed unsuccessful by the school then the student may be excluded again until a successful meeting is held.

12. 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 and 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.

Uniform Code
<ul style="list-style-type: none">Plain white collared shirt buttoned to the neck and tucked in to trousers or skirts at all times. 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
<ul style="list-style-type: none">The school tie must be knotted and hide the top button. It needs to be of a reasonable 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>
<ul style="list-style-type: none">John Mason School jumper, to be worn except when given permission by a member of staff. Students must have jumpers on their person at all times. No jumper required when summer uniform commences
<ul style="list-style-type: none">Plain formal black skirt of appropriate length or black tailored trousers. No jean/denim, tracksuit or legging material. A small / thin black belt may be worn only if the trousers / skirt are fitted with the appropriate loops. Trousers are not to be worn rolled up above 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).
<ul style="list-style-type: none">Plain black low heeled shoes or Plain black trainers with black laces with no logos / coloured laces/ coloured soles (boots / mules / backless shoes /coloured trainers / coloured laces are not allowed)
<ul style="list-style-type: none">Plain grey, white or black socks or black or natural tights orange PE socks may only to be worn during PE lessons)

Jewellery and fashion

In the interests of safety and security jewellery must be kept to a minimum and not exceed the following:

Watch – all students are recommended to wear a watch every day

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 allowed. Inappropriate jewellery and plastic retainers must be taken out or covered with a plaster for a period agreed (maximum 10 school days with loss of social time).

All jewellery is to be removed when taking part in PE

Hair colour must be neutral and of a natural colour. Where hair is died, it must be of a natural hair colour.

Haircuts that include patterns or designs must not be offensive.

Coats & Jackets

Hooded fleece jackets (hoodie) are not allowed to be worn and coats must not have large writing on them.

No denim jackets. Only hoods attached to raincoats may be worn

Hats / caps are not allowed and may only be worn for specific events during the height of the summer or Winter.

Parents are asked to support the school by ensuring that their student has all of the above uniform and that it is named and worn correctly. This includes subject specific equipment such as PE kit/ ingredients etc.

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

