



# Behaviour and Conduct



**John Mason School**  
Excellence Through Creativity

# A Learning School

## Your School, Your Voice

Children achieve best when their parents or carer are involved in their education. At John Mason School we provide a number of ways in which you can be involved in your child's learning.

When your child moves up to secondary school there is a very different relationship between home and school, which can be difficult if you are very much part of the 'playground pick-up' social network at the moment. When you join John Mason School you join as a family and your part in your child's education becomes even more crucial, particularly as they get older and perhaps don't want their parents as involved. You only have to think back to your own teenage years!

At John Mason School we encourage you to be as engaged as you can be with your child's learning and with the life of the school itself. There are several ways you can do this.

We run a termly Parents' Forum to discuss aspects of school life, listen to your ideas or concerns and consult with you on new initiatives to encourage as many of you as possible to help us ensure we have happy, successful children.

Finally, we encourage you all to become part of the John Mason Association (JMA), as this is where the social network of parents and families continues from primary schools. In supporting this group, you get to know other people, continue friendships from primary school and make a difference to your child's schooling.

## 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.

## 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;

- 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 behaviours.

## 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

## Inclusion

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.

## Bullying

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.

## School 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. 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.

## 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.



## **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.

# 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: alert, awareness, behaviour and conduct Sanctions can apply to individual or groups
C1: Verbal Warning	Disruption/ attitude to learning: C3 scale Lack of equipment- teacher to issue C1 as not ready to learn. Tutor checks-1 per week- C3/2/3 each term.	Uniform: C3 plus tutor email. Tutor to note in planner and student to show teacher on entry to avoid C1.	Lateness: C3 and log minutes late. Totals then repaid in detention on year day: C3 if total of 40 or more/ 3 AM lateness (DDE) (C4 if above 60 mins (DDE))
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= 1hr after school. If student produces HWK before detention, detention issued	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 DDE: 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 8.30-8.10: phone confiscated and taken to Student Services. C3 if lost	Truanting a lesson: C3 Walking out of class without a pass/ valid reason: C3 (silent on call) Refusing to move from an out of bounds area: C3
C4: SIA- Break, Lunch and after school (1 hr) detentions		Missed C3 detention Failing to move for on call Failing to go to faculty parking on instruction. 2x C5 in 1 day 5 x C2 in 1 week	Leaving school site without permission: C4 upwards depending on severity Fighting/ physical assault: C4 upwards depending on severity Smoking/ vaping (including having equipment on their person): C4
C5: Isolation (8.30-3.30)		Swearing towards staff/C5 Failed C4	Progressive scale
C6: A2E- 3-4-10 (including a meeting with Parents)		Swearing at staff: C5 Failed isolation/ C5	
C7: Fixed Term Exclusion (inc repeated behaviour or serious incident)		Failed A2E/06	

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## 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.

## 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.

## School Safe

If a student reports someone acting suspiciously (while coming to school or leaving school) they should be sent to the Student Managers.

The Students Managers will take a description of the incident. The “School Safe” system is then put into operation.

### **This involves:**

- contacting and reporting the incident to the parents of the student concerned;
- reporting the incident to the police if necessary;
- circulating a description to all classes;
- where appropriate, circulating details to all parents;
- circulating details to all other schools locally.

We also receive school-safe messages from other schools in the area. Again, the descriptive form is circulated to all classes via e-mail and by paper.

Upon receiving a school-safe message, teaching staff should, at a suitable juncture in the lesson, read the message to all students.

## **Safeguarding Students**

At John Mason School we take our responsibility for promoting the safeguarding and welfare of students very seriously and this is summarised in the following ways:

- We ensure that full discussion of the school's safeguarding policy is included in the induction of all new members of staff and volunteers to ensure that there is a common understanding and to maintain a safe culture at the forefront of staff consciousness.
- All staff have child protection training as a minimum once every 3 years.
- Our school policy encourages all staff to raise any concerns they may have about students; the interests of the young person are paramount and take priority over professional loyalties.
- Our staff selection and interview process will rigorously assess all candidates' suitability and their commitment to safeguarding children.
- In addition to their tutors, students have pastoral support from their Head of House and Student Manager. Students can also access the support of a full time School Health Nurse, and an external Counsellor via a weekly provision.
- Under the leadership of the Senior Child Protection Officer, **Cally Batcheldor**, the school has six additional staff who are specifically trained in Child Protection.

**Please note:** There may be occasions when our concern about your child means that we have to consult other agencies before we contact you.

If parents or carers have any concerns regarding the welfare or safeguarding of students, in the first instance they should contact their form tutor.

John Mason School has a clear Safeguarding and Child Protection Policy that is reviewed annually; this can be found on the school's website.

John Mason School will follow the Oxfordshire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse; these can be found at [www.oscb.org.uk](http://www.oscb.org.uk)

Further information on Behaviour can be found in the Behaviour Policy on our website.