



POLICY: Behaviour Policy – Positive Discipline

STATUTORY: Yes

DATE AGREED: 16/7/19

REVIEW DATE: 16/7/20

RESPONSIBLE MEMBER OF STAFF: Mr A Williams

GOVERNOR COMMITTEE: Personnel & Welfare

SIGNED HEADTEACHER: A Evans

SIGNED CHAIR OF GOVERNORS: D Hiley



JMHS Behaviour Policy

Positive Discipline

Rights and Responsibilities

John Masefield High School is committed to the provision of excellent and enjoyable learning for all. High standards of discipline and behaviour in lessons play a major role in ensuring this aim is achieved. It is equally important that all students, staff and visitors feel safe, secure and valued in and around the school site.

Policy Aims

1. To promote the core values of JMHS so that all members of the school community are conscientious, considerate and co-operative.
2. To help students recognise that all members of the school have rights and responsibilities.
3. To create an environment where each member of the school experiences excellent and enjoyable learning where students are able to make good progress and be a part of a safe and supportive environment.
4. To achieve consistency, so that all members of the school are treated fairly and equally.

These aims will be achieved through

1. Having high expectations of all members of the school with a focus on being conscientious, considerate and co-operative. We believe that excellent and enjoyable teaching through our teaching and learning standards provides a platform for positive behaviour.
2. Staff setting an example through their personal conduct and the delivery of high quality lessons, which create an excellent relationship with students.
3. Having a clear and easily understood set of rules, sanctions and rewards.
4. Provision of high quality training and guidance for staff to support students.
5. Supervision of students on the school site and during extra-curricular events.
6. Working in effective partnership with parents/carers and relevant external agencies.

Encouraging positive behaviour

In order to promote excellent behaviour at JMHS and help all students to become conscientious, considerate and co-operative, all staff strive to:

1. Use assemblies to show students how they can be:
 - The best they can be (conscientious).
 - Kind and helpful to others (considerate).
 - Join in school life fully and help other students and staff (co-operative).

2. Promote our learning standards in all lessons so that students:
 - Concentrate and focus right from the start of each lesson.
 - Take great care and pride with written and practical work.
 - Co-operate with the teacher and with classmates so that lessons go smoothly and group work is effective.
 - Contribute positively and enthusiastically to lessons, so that learning is energetic and fun.
 - Be creative so that original ideas are included in their work.
 - Connect learning from different areas, eg using maths work in science investigations.
 - Commit to their learning so that they know how to improve and make the necessary improvements.

In order to reinforce these learning standards staff award house points when they see them being achieved during lessons and extra-curricular activities and in homework.

3. Ensure all lessons start promptly with students working hard as soon as they enter the classroom and on a task they can succeed with for the first 5-10 minutes of a lesson, so lessons get off to a calm productive start and teachers have a good opportunity to prepare to teach the main areas of learning effectively.

4. Plan learning activities that help students achieve mastery so that they all revisit and understand key concepts and the basics; whilst allowing students who have already grasped the basics to deepen their understanding, by applying their learning to more complex and realistic contexts.

5. End lessons promptly and give positive reinforcement to students who have been conscientious, considerate and co-operative so that students can depart on time and have positive habits reinforced.

6. Use marking of books, assessments and exams, and verbal feedback to identify and reinforce good quality work and improvement thereby encouraging students to be even more conscientious. Where students have been particularly conscientious, award house points to reinforce.

7. Award praise postcards for students who have shown excellent learning standards in each class over an extended period of time once each academic year.

8. Identify and reinforce examples of students being considerate and co-operative out of lessons through verbal praise, respect house points and respect commendations.

9. Encourage all students to take part in extra-curricular activities including the Arts and Sports, after school and lunchtime clubs, and to participate in house activities and school trips so they can demonstrate good co-operation with others, make new friends and enjoy and be committed to school life.

10. Use major school awards such as Arts Colours and Sport Colours to reward students who have contributed significantly to the Arts and Sport and have demonstrated that they are consistently conscientious, considerate and co-operative.

11. Give students leadership opportunities such as being language leaders, reading buddies, arts or sports leaders so they can be rewarded for positive behaviour and gain enjoyment and satisfaction from serving their community and helping others.
12. Encourage students to achieve excellent standards of being conscientious, considerate and co-operative and to apply to be prefects (the premier leadership position within JMHS) during Y10 and to serve the school community as prefects.
13. Achieve our key aim of being a community where we all support each other, so that relationships between students and staff are positive and professional and all are encouraged to show courtesy and respect at all times.

Support for students whose behaviour is a barrier to learning

House Leaders provide bespoke support to students whose behaviour is a barrier to learning, through working with the student, their parents/carers and relevant outside agencies.

The methods of support will vary according to the needs of individual students but can include among other methods:

- A Pastoral Support Plan (PSP) where the House Leader, parents/carers and student will meet once a fortnight to review progress against targets set to improve behaviour.
- A Child in Need plan – a more detailed plan involving outside agencies designed to help the student and their family succeed and to keep a child, who is often facing difficult circumstances, safe.
- A strategy guide produced with parents/carers and the student informing staff of the best way to help the student learn.
- A daily report card, where teachers grade a student's behaviour each lesson on a four-point scale.
- Temporarily moving class or removal from the current class to work in the Hub (rooms 38 and 39) to allow time for the student to deal with problems and improve behaviour.
- In certain circumstances make small amendments to the curriculum.

Rules

The rules for the classroom, corridor and beyond the classroom are designed to promote excellent and enjoyable learning for all. The rules are displayed in every classroom on large posters and throughout the school.

Classroom Rules

1. Arrive promptly and sit in designated seat.
2. Have all equipment ready.
3. Begin tasks immediately and remain on task.
4. Follow 10 second to silence rule.
5. Complete all class and homework tasks to the best of your ability.
6. Present, respect and organise your work well.
7. Work in silence during silent work times.
8. Listen silently to the teacher and peers.
9. Demonstrate respect and commitment in collaborative tasks.
10. Remain silent and calm at the end of the lesson.

Corridor Rules

1. Walk calmly and quietly at all times.
2. Use designated areas for meeting and eating: outside, dining hall, community lounge (Y11).
3. Be courteous to others.

Rules before school, at brunch, lunch and after school:

Students are not allowed to:

1. Leave the school premises without prior agreed consent.
2. Be in unsupervised areas such as the bus park or around D2.
3. Drop litter.
4. Act in a way that would put themselves or others at risk of harm.
5. Play any game that involves physical contact.
6. Play ball games outside of designated areas: tennis courts, field.
7. Use disrespectful language or swear at any time.
8. Damage school property.
9. Smoke, vape or consume or bring onto school premises prohibited substances, for example 'energy drinks'.
10. Use mobile phones on school site without obtaining consent from a member of staff.

Sanctions

Sanctions can be given for any incident that occurs in school but also for incidents that occur travelling to and from school, school trips and after school activities. In cases where a crime has been committed within or outside the school, the school will liaise and work collaboratively and proactively with the police.

JMHS expects every student to be conscientious, considerate and co-operative. These expectations apply to all. Examples of misdemeanours are not exhaustive. As an inclusive school JMHS recognises that some students have complex needs such as SEND or being a looked after child and we are committed to help these students become conscientious, considerate and co-operative. To ensure that sanctions are applied in a fair and just way, staff use their professional judgement to reach the best decision in each circumstance.

The sanctions most commonly used are displayed on the sanctions pyramid throughout the school and are clearly explained to students and staff and displayed throughout the school. They are:

S1 – Formal verbal warning

An S1 will be given to students following disruption to learning or breaching an out of classroom rule. For example:

Not following classroom rules/using inappropriate language in general conversation/if a phone in a bag disturbs a lesson/not having key equipment e.g. book or PE uniform.

An S1 is a warning that is noted on the computer system.

S2 – 15 minutes of work in a lunchtime detention and student removed to another classroom to prevent disruption of the lesson

Examples of when an S2 detention can be given include:

Disrespectful language/dangerous horseplay/lateness without valid reason/littering/chewing or eating in class/possession of an item on the prohibited list/ inappropriate uniform/breaking a classroom rule after an S1 warning given in the same lesson.

S3 – 25 minutes of work in a lunchtime detention

Examples of when an S3 detention can be given include:

Encouraging conflict amongst other students/abusive language or gesture towards another student.

S4 – Extended 45 minute lunchtime detention with House Leader or member of SLT

Examples of when an S4 detention can be given for:

Wilful unsafe behaviour/using mobile phone without consent/possession of smoking paraphernalia.

S5 – After school detention 3:15pm – 5:00pm

Examples of when an S5 detention can be given for a serious misdemeanor such as:

Confirmed bullying/vandalism/theft/confirmed breach of equalities/misuse of fire alarm or fire extinguisher/persistent disruption to learning/truancy/failing to comply with school sanction/smoking.

An S5 detention can be served at any time including the day after the offence or with parental permission on the day of the offence.

S6 - Fixed term exclusion

Examples of when an S6 fixed term exclusion can be given include:

Abuse or assault/sexual harrassment/repeated bullying/repeated breach of equalities/substance abuse/possession of an offensive item/persistent disruption to learning,

Fixed term exclusions are serious and remain on a student's record. The decision to exclude a student lies with the Headteacher or Deputy Headteacher. Usually a student will be temporarily excluded from school for 2-3 days for a first major offence. If there is no improvement in behaviour when a student returns to school, they may be excluded for a longer period (usually 5 days).

When a student returns to school from a fixed term exclusion, they will attend a readmission meeting and if deemed necessary the Local Authority Inclusion Officer will attend this meeting. In order for a successful readmission, the student will commence a monitoring programme, typically a Pastoral Support Plan and meet regularly with their House Leader or other senior members of staff. This will detail expectations of the student, targets for improvement and support that the school will provide to help the student improve their behaviour.

Permanent exclusion

If a student continues to place themselves at risk of further fixed term exclusions, in spite of the implementation of a range of supportive strategies, as a last resort, the Headteacher will make a decision to permanently exclude (section 51A(1) - as amended of the Education Act 2002, clarified in the School Discipline (Pupil Exclusions and Reviews (England) Regulations 2012). The Governors' Disciplinary Committee will review the decision and decide whether the pupil should be reinstated or not.

Students may be permanently excluded from school, even if it is a first offence. Situations which may merit permanent exclusion are included in the misdemeanours in the fixed term exclusion. Students who are at risk of permanent exclusion may be referred to Social Services in line with the Child Protection and Safeguarding Policy.

Points to note

1. Any student returning from exclusion will be placed on a two-week report. If comments are not of an acceptable standard for lessons that day then an S3 sanction will be served that day. On the first return from exclusion, an S5 detention will be served. On return from a second fixed term exclusion, two S5 detentions will be served. Students who receive three fixed term exclusions in a 12 month period are highly likely to be permanently excluded.
2. Any student who does not hand in homework will receive an S0 and be required to complete a sanction in the relevant Faculty.
3. Any student who receives 4 or more S1s within the 2-week cycle receives an additional S2 sanction.
4. Any student who receives 10 or more behaviour points in the 2-week cycle will serve an additional S3 detention.
5. Any student who receives 20 or more behaviour points in the 2-week cycle will serve an additional S5 detention.
6. Any student whose behaviour causes serious concern will be placed on a behaviour plan or Pastoral Support Plan (PSP) by their House Leader.
7. Any student who receives more than 50 behaviour points in a half term will be recommended for an S6 fixed term exclusion after consideration by the Head of Pastoral Care.
8. Any student who receives more than 100 behaviour points in a half term, or who averages 10 or more behaviour points a week over a consistent period, would be considered for permanent exclusion.

Roles of members of JMHS in implementing positive discipline

Students

All students are expected to be conscientious, considerate and co-operative at all times, to comply with classroom rules, corridor rules and out of class rules, and accept that if they transgress sanctions will be applied in line the sanction pyramid.

Parents and Carers

All parents and carers are expected to encourage their children to be conscientious, considerate and co-operative at all times and to support the school in applying rewards and sanctions. Where there are behaviour concerns, parents must work with the school by meeting regularly and giving strong encouragement for improvement.

All staff

All staff continually reinforce the need to be conscientious, considerate and co-operative at all times, and highlight examples of good conduct and where appropriate award house points or respect commendations.

In the case of poor conduct, all staff will use the pyramid of sanctions to decide on the relevant sanction and use the SIMS system to administer this. Where the poor conduct is more serious, the

member of staff should discuss this with the House Leader of the relevant student. In cases of alleged bullying staff should consult the JMHS Anti-bullying policy.

Teachers

Teachers use seating plans to ensure all students can work productively with learning partners and to create a positive climate for learning. Teachers ensure prompt active start to lessons for all students and expect very high standards of work and behaviour in the classroom. They continually flag up examples of students being conscientious, considerate and co-operative in the classroom and award house points etc. Teachers try to warn students calmly, quietly and firmly before they break classroom rules, thereby reducing unnecessary sanctions. Where classroom rules are broken and poor behaviour occurs teachers apply the relevant sanction as detailed on the pyramid.

Curriculum and Faculty Leaders

Curriculum Leaders ensure sets and classes are designed to maximise progress and behaviour. Curriculum and Faculty Leaders monitor behaviour in the faculty and support teachers with challenging classes using a range of strategies to help teachers improve the behaviour and work rate of these classes. Curriculum Leaders design a strategy to maximise homework completion for their faculties.

House Leaders

House Leaders continually champion the need for students to be conscientious, considerate and co-operative at all times, using visits to tutor time, lessons and assemblies.

House Leaders ensure that the policy is consistently and equitably applied across the whole school for all students. House Leaders deal with and make a decision on sanctions for more serious incidents.

House Leaders use a range of strategies with students who have challenging behaviour including:

- Lesson by lesson report cards.
- Regular e-mail updates/phone calls to parents.
- Pastoral Support Plans (PSPs) which involve formal fortnightly meetings with parents/carers, and setting and monitoring formal targets.
- In certain circumstances, small curriculum amendments which involves a bespoke plan for an individual student agreed with the SENDCO and Head of Pastoral Care.

SLT members

Senior Leadership Team (SLT) members continually circulate during on call duty periods, break, and lunch, promoting the highest standards of conduct and students being conscientious, considerate and co-operative at all times.

SLT members will quietly advise staff at an appropriate time where they can see scope for improving behaviour management and will intervene if a relevant sanction has not been applied fairly and consistently in line with the Positive Discipline Sanction Pyramid. SLT members will ensure relevant training and support is put in place for teachers who need to develop their behaviour management skills.

SLT members will support staff with any students who are not co-operating.

Head of Pastoral Care (Mr Andy Williams in 2018/19)

The Head of Pastoral Care guides House Leaders and staff in implementing the policy consistently, supports House Leaders when investigating serious or complex incidents and makes recommendations to the Headteacher when he feels a fixed term exclusion is justified.

Headteacher

The Headteacher (or Deputy Headteacher if the Headteacher is not available) makes decisions about fixed term and permanent exclusions.

The Headteacher and Deputy Headteacher provide guidance, support and an overview to the Head of Pastoral Care in monitoring and evaluating the policy and holding all staff to account in consistent implementation of the policy

Governors' role

The Governing Body have an overview of the overall strategy and suggest improvements to the policy.

Monitoring, evaluation and review

House Leaders and Curriculum Leaders continually monitor standards of behaviour in lessons and on the school site.

The Senior Leadership Team consider how this policy could be improved in light of this monitoring, national policy changes, evaluation findings and evidence from other schools.

The JMHS Behaviour Policy - Positive Discipline is subject to annual review. The member of staff who has responsibility for updating the policy will seek opinions from staff, students and parents/carers before submitting to Governors for approval.

Linked Documents: Anti-Bullying Policy, Child Protection and Safeguarding Policy, Teaching and Learning Policy. Links can be found on JMHS website.