

JUDGEMEADOW COMMUNITY COLLEGE

BEHAVIOUR POLICY

Last reviewed date:

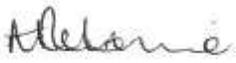
September 2017

Next review date:

September 2018

Responsibility of:

Vice Principal - Holistic Development

Version: 1.1	Signed:	Date:
Alex Petrie Interim Principal		September 2017
Ratified by IEB:		September 2017

Introduction

Judgemeadow is a learning community which believes in the right of all staff and students to work in a safe and positive environment, conducive to effective learning for all. Everyone should feel encouraged and supported and students must be encouraged to develop their potential fully. The college promotes a caring, yet challenging, ethos and encourages the development of self-esteem and resilience in every aspect of school life.

The management of behaviour within the college is the professional responsibility of all staff, both inside and out of the classroom. The college has high expectations of all students in terms of both their academic achievement and social behaviour. All members of the college community are expected to model the highest standards in behaviour and staff will utilise a range of strategies that encourage students to do this.

The IEB, Principal and Senior Team will help to cement a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline students demonstrating anti-social and disruptive behaviours. They will also help to ensure that procedures and practices are implemented consistently across Judgemeadow.

All staff will be familiar with this Behaviour Policy:

- Staff (teaching staff, cover/supply staff, teaching assistants, administrative staff and lunchtime staff) will have access to/ a copy of, and be well versed in our Behaviour Policy, which will also form part of their induction.

All students and parents will be familiar with this Behaviour Policy:

- Clear expectations regarding behaviour will be published in student planners. Students and Parents/Carers should sign the Student Planner to indicate their agreement to these expectations. College expectations for students are outlined in Appendix A.
- The policy will be made available through the college website www.judgemeadow.leicester.sch.uk and upon request.

This policy should be read in conjunction with the college's other policies.

Rewards:

Judgemeadow recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing the highest standards of learning and behaviour. This has both the impact of modelling and reinforcing excellent behaviour and has a motivational role in helping students to realise that behaviour is intrinsically linked to sustained academic success.

Staff are expected to reward students both informally and formally. Full details of our Rewards Policy can be found at Appendix B.

Sanctions:

Students are expected to take responsibility for their own behaviour and are made fully aware of policies, procedures and expectations. If a student's behaviour does not meet Judgemeadow's expectations, a range of sanctions are available.

Disruption within the Classroom:

To maximise the progress of students, within the classroom, teaching and learning must not be interrupted. Hence, in all but obvious emergencies and for those with toilet passes, students are not allowed to visit the toilets during lesson time. Equally, only in exceptional circumstances should students be allowed to use the water fountains or visit lockers during lessons. With the single exception of duty staff, students are not to be dismissed before the bell. When staff are on duty, students should be dismissed only a few minutes before the bell. Low-level disruption by students (off-topic conversations, persistent lateness, a failure to bring equipment or students distracting others etc) hinders or prevents learning and is therefore unacceptable. In some cases, it may escalate and endanger the wellbeing or safety of students, staff or others.

In the event of unacceptable classroom behaviour, staff may use a 3-stage discipline procedure as follows:

- C1- **Initial** Warning: the teacher will write the student's name on the board
- C2 - Final Warning: the teacher will implement a sanction such as a change of seat for the student
- C3 - Consequence: a referral will be issued with a departmental sanction

Senior Team Call Out:

In **exceptional** circumstances*, a member of staff may require the immediate support of a Senior Member of Staff. To obtain this, he/she should contact the main school office either by telephone or by sending a reliable student. The Senior Member of Staff will then take appropriate action and, if necessary, remove the student from the lesson. The member of staff who has requested the call-out should write a full referral about the incident as soon as possible. If necessary, a letter will be sent home to Parents/Carers.

*e.g. **serious** disruption, assault, verbal abuse toward a member of staff.

A record of Full Referrals and Senior Team Call Outs will be shared with appropriate members of staff.

Appendix C outlines the "Classroom Ladder of Consequences". Details of our right to use reasonable force and to search are outlined in Appendices D and E.

Behaviour at Social Times:

The College expects high levels of conduct at all times and we aim to implement a zero-tolerance approach. This includes the journey to and from college (see Appendix F), break and lunch times and when representing the college on trips or in competitions. If a student does not adhere to these high expectations, then appropriate sanctions will be taken. During Break and Lunch, staff may issue a Social Time slip for poor behaviour. Please see Appendix G for more information.

Note: Use of CCTV

Judgemeadow uses CCTV in the corridors, main public areas and throughout the external spaces and perimeter. This is to maintain the security of the premises and for discouraging and investigating crime. It is also used to deter antisocial behaviour and for the purposes of

student, staff and public safety. The school may use images obtained by CCTV for discipline purposes.

Detentions:

The college runs detentions at a number of levels. These detentions may be issued for breaches of the college's Code of Conduct. There is no legal requirement to provide notice of a detention; however, Judgemeanow will provide notice of an after-school detention to parents/carers but will not always give 24 hours' notice. An appropriate activity should be completed by the student, whether it is to catch up on missing work, complete homework or revision. Any activity needs to be supervised by a member of staff.

Senior Team Detentions are for those students who have repeatedly failed to behave positively and will be held on a Friday evening. Students are expected to work silently during this detention. Attendance at this detention will be logged and tracked.

Reports:

Judgemeanow monitors and supports behaviour in a number of ways. The college has a system of classroom reports that serve different purposes. The classroom report is a means for students to reflect on their behaviour, attainment and progress as well as a means of communication with parents/carers. Students are responsible for ensuring that their report is completed positively.

- **Green report** - issued and monitored by the Form Tutor.
- **Orange report** - issued and monitored by Head of Year and/or Associate HOY.
- **Red report** - issued and monitored by the HOY, Associate HOY and members of the Senior Team.

Withdrawal from lessons:

A student may be withdrawn from lessons for a number of reasons, for example:

- As a sanction for behaviour, failure to complete a report or not wearing the correct college uniform.
- Whilst staff conduct an investigation.
- For their own safety.

The college will inform parents/carers when their child has been withdrawn from lessons.

The college will ensure that appropriate work is provided for a student who has been withdrawn from lessons.

A student who has been withdrawn from lessons will be placed under supervision in an area of the college deemed appropriate by a Head/ Associate Head of Year, Head of Department or Senior Member of Staff, for example in the Pastoral Support Unit (PSU).

Formal Warning of Exclusion:

The student may receive a Formal Warning of Exclusion from a member of the Senior Team in the presence of a witness.

This results in a letter home to the Parents/Carers explaining why the student has received a Formal Warning of Exclusion. Additionally, the student is placed on red report, which has a personalised action plan. In some cases, it will be decided to give the Formal Warning of Exclusion in the presence of Parents/Carers.

Internal Exclusion Unit:

The Internal Exclusion Unit is where students study the same subjects as they would in a normal day and personalised work is provided by their subject teachers. Students also undertake restorative thinking where appropriate.

A student may be excluded to the Internal Exclusion Unit when:

- It is deemed an appropriate and proportionate sanction for behaviour.
- The student has failed to complete a red report **appropriately**.

Parents/carers will be contacted by the college to inform them of the decision to exclude to the Internal Exclusion Unit.

Students should arrive at 10am and report straight to Reception. They should bring a packed lunch. Students who receive free school meals will have a lunch provided by the college. They will have a short break after 2 hours of work. Students will leave school at 2pm.

It is the responsibility of parents/carers to arrange transport for students in the Internal Exclusion Unit as it will not be possible for them to catch the school bus.

One hour of the work set is expected to be completed at home. All work is closely monitored and written feedback is given to the appropriate member of the Holistic Development Team.

After the period of internal exclusion is over a PSP meeting takes place between an appropriate member of staff, parents/carers, the excluded student and any other appropriate professionals. Appendix H outlines the PSP system.

Upon the student's return to mainstream school, s/he is supported by a Red Report (see above).

Fixed - Term Exclusion:

In the case of a serious incident, a student may be excluded off-site for a fixed period of time deemed to be proportionate.

The Local Authority will be informed of the exclusion.

The college will inform parents/carers of the exclusion.

The college will ensure that appropriate work is set for the student to complete.

After every period of exclusion an appropriate PSP meeting will take place involving the parents/carers, the student and a Vice/Assistant Principal or another member of the Holistic Development Team.

Behaviour Review Panel:

Repeated incidents of misbehaviour, and in cases where students have amassed a number of fixed-term exclusions, may result in the student involved being invited to appear before a Behaviour Review Panel. Parents of the relevant student will also be invited to attend. The nature of their misbehaviours will be discussed as will the impact of their behaviours on their own learning, the learning of others, and the wider college community. Targets will be set in an attempt to re-engage the student with the objective to avoid the possibility of permanent exclusion.

Upon the student's return to school, s/he is supported by a Red Report and PSP 3. Appendix I gives full details of the overall systems used.

Appendix A: College Expectations of Students

Basics

1. Follow all staff requests, first time without challenge.
2. Behave sensibly and respectfully at all times.
3. Treat all people with respect at all times.
4. Mobile phones, tablets, headphones and speakers should not be seen or used at any point during the school day.
5. Treat the building, the outside areas and all learning areas with respect.
6. Keep your language appropriate and respectful. If inappropriate language is loud enough to be heard, it is loud enough to be sanctioned.
7. No chewing gum.

Lessons

1. Arrive at all lessons on time.
2. Enter classrooms sensibly and be ready to learn as quickly as possible.
3. Take off coats and bags as soon as you enter the classroom.
4. Have the necessary books and equipment, including a working pen, with you at the start of each lesson.
5. Give your best effort to all pieces of work in all lessons.
6. Listen to other people, without interrupting, when it is their turn to speak.
7. Do not disturb the learning of others.
8. Do not leave a lesson unless you have received permission.
9. Treat resources and equipment with respect.
10. All homework should be completed well and on time.
11. You may bring only a bottle of water to lessons, but no food.

Breaks and lunchtime

1. Behave in a calm, sensible manner at all times.
2. Stay left when walking in corridors and on stairs. Do not run.
3. Students are only allowed in department corridors/break out areas if supervised by a member of staff.
4. Sitting on the floor in corridors and breakout areas inconveniences others. Use the seating provided.
5. Always use the litter bins provided.
6. No caps or hoods to be worn indoors at any time.
7. *Out of bounds areas:*
 - Department areas (unless supervised by a member of staff)
 - On/underneath stairs
 - The spinney
 - The Football Foundation
 - Anywhere past the Football Foundation building
8. *Quiet area:*
 - The area directly outside the Sports Café, outside Languages, has always been designated as a quiet area. The area is directly outside 15 classrooms. The area is not for chasing, shouting or ball games. Please keep this area quiet and be mindful of the learning of others when you are there.

9. Listen to, and show respect to, student leaders.
10. Move to lessons when the first bell has rung.
11. Make use of toilets, drinking fountains, lockers, etc. during break and lunch, not at the end.
12. *Dining areas:*
 - Be respectful to lunchtime staff and carry out all staff requests first time.
 - Sit at a table to eat.
 - Coats and jackets must be taken off in all dining areas when students are seated.
 - No food or drink is to be taken away from dining areas.
 - Leave dining tables clean and litter free for other people to use.
 - Queue respectfully.
 - No eating or drinking in corridors.
13. *After school:*
 - Leave the school grounds unless you are in a supervised after school revision activity.

Appendix B: Rewards policy

At Judgemeanow, we celebrate excellent student progress, behaviour and effort through a variety of systems, both informal and formal.

Informal Rewards Processes

The list below is not an exhaustive one but gives a guide as to how staff may reward students in an informal manner:

- Non-verbal recognition in lessons: thumbs up, nodding, smiling etc
- One-to-one and public verbal recognition in lessons
- On student work, the use of positive stickers, stamps and symbols such as smiley faces
- Positive comments written on work
- Placing students' work on display
- Positive contact with home: phone calls, emails, notes in planners, letters and postcards etc
- Informing the Form Tutor and/or Head/Associate Head of Year
- Mentions from the Head of Year/ Associate Head of Year in Assembly
- Senior staff visiting classes to praise students' work and effort
- Recognition from Twitter, Facebook and the College Newsletter
- Prize draws

Formal Rewards Processes

We use a variety of strategies in order to reward and motivate our students. The main formal ones are outlined below:

Merits	Certificates	Principal's Student of the Month	Ambassadors for Judgemeanow: Being a member of a Sports Team; Performing at a Music/Drama Show and assisting at events or interviews etc
Student Leadership Opportunities	Attendance	Rewards Trips	Celebration Evenings

Merits

Merits may be awarded for the following reasons and are weighted accordingly:

Reward Category	Merits
Strong demonstration of one of the 5 Rs	1
Extremely positive verbal contribution to the lesson (answering difficult questions; asking high quality questions or contributing well to group work)	1

Producing an excellent piece of work or homework (excellent progress/ exceeding the target grade at the teacher's discretion)	2
Representing Judgemeanow as part of a sports team	2
Being a Judgemeanow Ambassador at a "one-off" College Event such as Open evening, at a concert or assisting with an interview	2
Each term, attending a club or breakfast/after-school lessons for the majority (90%) of that term	3
Achieving external recognition : for example, representing the County at a sport; achieving a graded music examination or achieving a Duke of Edinburgh (or equivalent) qualification	3
Representing a Judgemeanow Sports Team at least 5 times in a term	5
Holding a Judgemeanow Student Leadership role for a term and fulfilling all duties in an exemplary fashion	5
Principal's Students of the Month	10

Certificates

Linked to the merit system, these will be generated termly and presented in celebration assemblies throughout the academic year:

50 - Bronze

75 - Silver

100 - Gold

125 - Platinum

Departments are also expected to award their own certificates (based upon agreed criteria) to be presented during Celebration Assemblies and at other relevant times.

Principal's Students of the Month

Students who have excelled (single piece of outstanding work, consistent effort or ongoing excellence etc) will be nominated monthly by departments. They will meet with the Principal and will be awarded a silver star to wear on their lanyards. They will also receive 10 merits, certificates and their names will be displayed in public.

Judgemeanow Ambassadors and Student Leaders

As a reward to our most successful students, a range of leadership opportunities will be offered. Successful students will be rewarded through the merit system and through the presentation of certificates. Students will be actively encouraged to hold leadership/ambassador roles to enhance their CVs.

Attendance

High attendance is intrinsically linked to academic success. Certificates will be awarded termly and presented in Celebration Assemblies as follows:

- 97% attendance = Bronze Certificate
- 98% attendance = Silver Certificate
- 99% attendance = Gold Certificate
- 100% attendance = Platinum Certificate

Rewards Trips

Students who meet set criteria (based upon attendance and merits) will be eligible to attend trips and the end of year Rewards Trips.

Celebration Evenings

The evenings will be formal recognition of our most successful students and who will be recognised in front of an invited audience of parents, staff and the IEB/Governors.

Appendix C: Classroom Ladder of Consequences

C1	Initial Warning	Behaviours preventing yourself or others from learning Inappropriate behaviour or language for a professional environment. Your name will be written on the board.
C2	Final Warning	Continued C1 behaviours. There will be a sanction such as a change of seat.
C3	Consequence	Continued C2 behaviours. A referral will be issued and there will be a departmental sanction.
	On-call	Significant or dangerous behaviour. Your parents/carers will be contacted and the sanctions will escalate.

*Only one referral per lesson. Teachers should be explicit with the student that a referral has been given.

Examples of C1 behaviours

- Turning up late, disrupting the learning going on in the lesson
- Uniform incorrect, including wearing excessive make-up
- Refusing or delaying with argument [about] taking off coats and not placing bags on the floor
- Not bringing the right equipment
- Lack of homework, making it difficult to continue with your scheme of learning
- Being slow to start work or follow instructions
- Not focusing on the task set, just sitting there doing nothing
- Not completing classwork
- Talking whilst the teacher is talking
- Talking unnecessarily or chatting
- Calling out without permission
- Showing a lack of respect for each other and staff
- Demanding attention without regard for other students' needs
- Being out of a seat without permission
- Chatting back to a teacher or other adult
- Disobeying instructions of a teacher or other adult
- Rolling eyes at teachers or other impolite gestures or behaviours
- Making comments to other pupils which cause them to react
- Using mobile devices inappropriately

Examples of C2 behaviours

- Continued C1 behaviours

Examples of C3 behaviours

- Continued C2 behaviours

Appendix D: the use of Reasonable Force to Control or Restrain Students

In very rare cases it may be necessary to physically control or restrain a student. This will always be used as a last resort and staff will always try to de-escalate situations first.

The DfES identifies three broad categories of incidents where the use of force may be appropriate:

- **Where action is necessary in self-defence or because there is an immediate risk of injury.**
Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Likewise, if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else any member of staff would be entitled to intervene.
- Where there is **a developing risk of injury, or significant damage to property.**
- Where a pupil is **behaving in a way that is compromising good order and discipline.**

Examples of situations that fall within one or more of the above categories are:

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing or may cause injury or damage through rough play or misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a manner which might cause an accident to themselves or possible injury to others
- The pupil absconds from a class or tries to leave the setting and may be at risk through doing so

We follow Leicester City Council's Health and Safety document 'Guidance no. 34'.

Appendix E: Searching

- School staff can search a pupil for any item if the pupil agrees
 - Head teachers 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
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used
- i)** To commit an offence,
- ii)** To cause personal injury to, or damage to the property of, any person (including the pupil)
- Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation:

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

We follow the DfE **Screening, Searching and confiscation** Guidance Document 2012.

Appendix F: Code of Conduct for Use of School Buses

1. Please behave responsibly at all times when waiting for, getting on, travelling or getting off the school bus. **If you misbehave you may be excluded from the transport.** Parents and students should be aware that CCTV systems are fitted to a number of school contracted buses. Vehicles fitted with CCTV will have notices displayed to this effect.
2. Please make sure that you arrive at your stop at least 5 minutes before the scheduled departure time. Do not push or rush for the door when the bus has stopped. Do not get on or off the bus until it has stopped moving. If you have to cross the road after getting off, allow the bus to move away before doing so. Only get on and off the bus at designated pick-up/drop off points.
3. Very occasionally the bus may fail to arrive on time. If it is late you should wait for 20 minutes after the bus was due to arrive at the pick-up point. Should the bus fail to turn up after this time **you should now discuss with your parents your options on how to get to school.** These options include: Travelling to school using public transport; travelling to school with a responsible adult e.g. your parents or a friend's parents; or ringing the School Transport Helpline on 0116 265 7055 who may be able to arrange transport. Please ensure you inform the school of the reasons for your late arrival.
4. When you board your bus, sit down and remain seated until you arrive at your drop-off point. If seat-belts are fitted to the vehicle, you are encouraged to wear one. In cars and some mini-buses it is compulsory to wear a seat-belt; the driver will tell you when this is the case.
5. Do not distract the driver's attention as this could cause an accident. Only speak to the driver when he or she is not driving, or in an emergency.
6. Disruptive or anti-social behaviour, will lead to your bus pass being withdrawn, and parents will be required to make alternative arrangements for your journey to school.
7. Ensure that bags do not block gangways and exits or take up the seats.
8. If you should miss your afternoon bus, return to school and tell the school office or a member of teaching staff.

Appendix G: Ladder of Consequences – Social Time

Social Time

- Poor behaviour at lunch - next day lunchtime detention
- Poor behaviour at break - same day lunchtime detention
- Non-attendance - same day after school detention (3pm-5pm)
- Non-attendance - internal isolation
- Poor behaviour again - 3 x lunchtime detentions to be escalated as necessary

Appendix H: PSP System

Pastoral Support Programme

The Pastoral Support Programme (PSP) is intended as a supportive mechanism for students. PSP meetings are an opportunity for staff, parents/carers, students and other relevant agencies to meet in order to plan support and future targets for students. Parents/carers and students may be asked to attend a PSP meeting:

- After a period of internal or external exclusion
- As a result of wider concerns regarding a student

PSP meetings operate at a number of different levels (see below). PSP meetings should be followed up by review meetings as agreed. The level of the PSP programme the student is on is subject to review, and may move up or down as the college deems appropriate.

PSP Level 1:

PSP level 1 meetings involve parents/carers, the student and the Head of Year/Associate Head of Year plus invited others.

PSP Level 2A:

Meetings will involve the Student, parent/carer, and the Head of Year plus representatives from the Form Tutor, Associate Head of Year and invited others. The aim of the meeting is to provide some extra support, whether it is mentoring, counselling or other personalised provision.

PSP Level 2B:

As for Level 2A but with some guidance, support or alternative placement intervention put in place, e.g. from Leicester Partnership Schools. An Assistant Principal may also be involved.

PSP Level 3:

Meetings may involve all of the above (at 2B), and either an Assistant Principal or Vice Principal. Any outside agencies who are working with the student may also be invited. These meetings usually facilitate a change in educational provision which may be temporary or permanent.

Permanent exclusion

In the most exceptional circumstances the Principal may take the decision that a student needs to be permanently excluded.

Appendix I: Ladder of Consequences - General

Stage	Number of Referrals (cumulative)	Consequence		Who Responsible?
1	5	Contact with parents to share concerns Green Report		Tutor
2	15	Student placed on behaviour contract – PSP 1 Copy sent home for signing/comments Orange report		HOY and Associate HOY
3	25	Meeting with parents to write PSP 2a Red Report		HOY
4	(Repeated) ISU and PSU	Meeting with parents to write appropriate PSP 2b Red report		Senior Team
5	Repeated Poor Behaviour or a Serious, Isolated Incident	1 day fixed term exclusion	PSP 3	Senior Team
6		3 day fixed term exclusion		Senior Team
7		5 day fixed term exclusion		Senior Team
8		8 day fixed term exclusion		Senior Team /IEB
9		Permanent Exclusion		Principal/IEB