



# Behaviour for Learning Policy

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# BEHAVIOUR POLICY

## Reference Documents

- 1 Behaviour and Discipline In Schools DfE 2016 relating to Education and Inspections Act 2006, School Standards and Framework Act 1998, Education Act 2011.
- 2 Exclusion from Maintained Schools, Academies and Student Referral Units in England DfE 2017
- 3 Use of Reasonable Force, DfE 2013
- 4 ATLP Behaviour Policy 2021. <https://atlp.org.uk/files/2021/12/ATLP-Behaviour-Policy-2021-FINAL.pdf>

## ROLES AND RESPONSIBILITIES

- **The Governing Body** has established, in consultation with the Headteacher, staff, students, and parents/carers the policy and will keep it under review ensuring that it is communicated to students and parents/carers. The Governing Body, Headteacher and staff will ensure that the concerns and particular needs and views of students are listened to and appropriately addressed.
- **The Headteacher, Leadership Team, pastoral staff and teaching staff** will lead the school and be responsible for the implementation and day-to-day management of the policy and procedures. It is the aim of the Leadership Team and school staff to promote, recognise and encourage positive behaviour and regular attendance. The positive ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression or prejudice will be actively discouraged at all levels. (see Anti Bullying Policy).
- **All school staff including teachers, support staff and volunteers** will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Students should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the Headteacher and the Leadership Team, for creating a high-quality learning environment promoting good behaviour and implementing the agreed policy and procedures.
- **Students** are expected to take responsibility for their own actions and develop effective behaviour for learning, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They will be made fully aware of the school policy, standard operating procedures and expectations.
- **Students** should be actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment.
- **Parents/carers** will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school to promote and contribute to the further development of the Behaviour Policy through consultation when appropriate. Parents will sign a Home School Agreement at the commencement of their child's placement to show their commitment to this.

## AIM

The aim of this policy is to ensure clarity for all stakeholders. At John Willmott School, we must make all stakeholders aware that we have high expectations for pupils' behaviour and conduct. The expectations are



shared regularly with students and staff and will be applied consistently and fairly. Low level disruption is not tolerated and pupils' behaviour shall not disrupt lessons and the day to day life of the school.

We aim to create a positive learning environment in which bullying is not tolerated. If bullying, discrimination and derogatory language occurs, it will be dealt with swiftly and effectively with appropriate sanctions applied.

## **EFFECTIVE BEHAVIOUR FOR LEARNING**

### **Behaviour Expectations**

These expectations should be adhered to by all students, staff and leaders. Staff should use these as a guideline to set basic expectations inside the classroom and around the school site to help promote positive behaviour.

#### **1. At all times (including on the way to and from school)**

##### **Students will:**

- Follow staff instructions immediately.
- Refer to staff by their title, 'Sir' or 'Miss'.
- Speak calmly and quietly.
- Be polite and respectful to all.

##### **Staff will:**

- Speak calmly and quietly.
- Be polite and respectful to all.
- Listen to what students have to say when appropriate.
- Immediately address any behaviour concerns.

##### **Leaders will:**

- Support and model behaviours and routines to all staff and students to demonstrate the above expectations.
- Ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy.

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. Section 89(5) of Education and Inspection Act gives head teachers a specific statutory power to regulate student's behaviour in these circumstances to such extent as is reasonable. This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public forum, such as on public transport.

#### **2. On the corridor**

##### **Students will:**

- arrive to their lesson in a timely manner.
- be walking to the left of the stairwell in single file and must follow the one-way system (where applicable).
- be walking purposefully and peacefully.
- respond to greetings from members of staff (good morning, hello Miss/Sir).
- arrive at their classroom and enter respectfully, wearing their uniform correctly.

**Staff will:**

- Be at the threshold of their classroom doors
- Direct student to follow the one-way system/keep to the left
- Direct students to be calm and quiet on corridors
- Greet students on their entrance to the classroom
- Correct uniform infringements asking to see the correction before the student moves on,

**Leaders will:**

- be positioned so that they are able to look down the corridor and/or up the stairs.
- greet students by “Have a great lesson, learn something new” / “How has your day been?”
- ensure uniform standards are maintained by using non-verbal signals.
- use a direction to the student to stand to the side if the non-verbal signal is not followed by the student. For example, if their uniform is not rectified correctly, the leader will direct the student to stand away to the side with a hand gesture and ask them to, ‘show me’ the change. Non-verbal actions – point to tie/midriff, cover face with hand, tap head.
- monitor their allocated area until it is clear and calm.

**3. In the classroom****Students will:**

- Students to arrive at their classroom and enter respectfully.
- Students to go straight to their seat, coats on the back of chairs and bags on the floor under the tables.
- Students to immediately start on the ‘Do It Now’ activity in silence.
- Focus on learning, making sure they do not distract themselves or others.
- Speak calmly and politely at all times.
- Leave the classroom by standing in silence and leaving when asked.

**Staff will:**

- Oversee the entrance and exits of their room.
- Hold the student accountable for punctuality to lessons.
- Take responsibility for knowing where students sit.
- Take responsibility for using behaviour systems within their subject area.
- Take responsibility for ensuring a calm and purposeful learning environment.
- Monitor students to ensuring learning is maximised.

**Leaders will:**

- support staff and model the appropriate classroom protocols to demonstrate the above expectations
- ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy

**4. At break and lunch time:****Students will:**

- speak calmly and politely to everyone.
- be mindful of their own and safety of others.
- line up, in single file, for food.
- only eat/drink in the designated areas.
- clear away their rubbish after eating.
- enter the school building in a clam and purposeful manner when the whistle is blown, break – 11:22, lunch – 13:07.
- behave appropriately during lunch time and they will conduct themselves without boisterous behaviour.
- use the outside seating areas if they have brought their own lunch.



- adhere to the no-touching rule to ensure the safety of themselves and other.

**Staff will:**

- ensure they arrive on time to duty and be within their designated area.
- ensure that they notify their absence from duties to their SLT link.
- take responsibility for a safe and calm environment.
- ensure students line up in single file for food.
- ensure students eat food in designated areas.
- ensure students clear up their rubbish after eating.
- ensure students are challenged if they do not adhere to the no-touching rule.

**Leaders will:**

- support staff and model the correct procedures to demonstrate the above expectations
- ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy
- arrange cover for absent colleagues
- issue a lightening quick correction if a student is not meeting expectations.

**John Willmott School Uniform**

At John Willmott School, we have the highest of expectations for every member of our school community – pupils, students and staff. We base our expectations on character virtues and these are expanded upon during our character education lessons.

We expect pupils to strive to make the right choices at all times; to show compassion and empathy for others and recognise that whilst we are all uniquely different, we all deserve to be treated with respect. We expect integrity and courage, and we expect self-discipline and commitment.

We show this in our attitudes and service to each other and to our learning, by saying ‘thank you’ and practising gratitude, by holding doors open for each other and taking turns, and by wearing our uniform with pride.

We expect students to come to school fully prepared to learn and engage with a rigorous and challenging day, developing the right habits of mind to learn and progress and every opportunity.

Students should adhere to our uniform and dress code at all times, including when representing the school away from the School building. While travelling to and from school, including on public transport, we expect that all pupils will uphold the highest standards of behaviour.

We also expect our pupils to respect the fabric of the school building, and play their part in making sure it is able to service generations of pupils to come. This includes clearing away after themselves after they have eaten, and making sure that the playground and school grounds remain litter free.

Our expectations are linked to our desire for all pupils and students to develop into flourishing, active citizens, and the school’s commitment to prepare them for the challenges that lie ahead.

**School Uniform Supplier**

**Clive Marks – Boldmere**

Tel: 0121 382 1728

Website: [www.clivemark.co.uk/johnwillmott](http://www.clivemark.co.uk/johnwillmott)

**Crested Schoolwear – Erdington**

0121 350 8444

Website: [www.crestedschoolwear.co.uk/product-category/schools/j-l/john-willmott-school](http://www.crestedschoolwear.co.uk/product-category/schools/j-l/john-willmott-school)

**Unwanted School Uniform**

Do you have unwanted school uniform that is in good condition?



If so, we would gladly receive and appreciate any donations. Please leave any donations at Student Reception.

### Up-Cycling of School Uniform (Second Hand)

If you would like to make use of any second-hand uniform, to recycle and prevent purchasing items, please contact the school using the following email: [enquiry@jws.bham.sch.uk](mailto:enquiry@jws.bham.sch.uk). Please note: We are committed to up-cycling, but this is dependent on donations

Our school uniform and dress code is in place to foster a sense of shared identity and membership as a learning community with professional standards and expectations.

With such importance placed upon uniform, it shall be checked as students arrive to school using “the standards gate”. Students will be required to demonstrate that they are wearing the correct uniform as they enter through the student reception. Should a student show integrity and acknowledge that an item is missing, the student will be able to borrow/correct the missing/incorrect item without obtaining a negative mark. Should a student not inform the member of staff that an item is missing, the student will need to borrow/correct the missing/incorrect item and receive a negative standards mark.

### Compulsory Branded Items

Blazer	Grey blazer with school logo	This must be worn at all times unless staff give permission for it to be removed.
Tie	John Willmott School clip on tie	This must be worn at all times.

### Compulsory Non-Branded Items

Jumper	V-neck knitted grey jumper	This must be a knitted jumper. No sweatshirts or hoodies are allowed.
Trousers or skirt	Black tailored or straight school trousers  Skirts should be tailored (pleated or pencil skirts) of a reasonable length (ie: just above the knee)	Jeans or tracksuit bottoms are not allowed.  Lycra, jersey, knitted or tight fitted skirts are not appropriate for school.
Shirts	Plain white long or short sleeved shirts	This should have a stiff collar, be buttoned to the neck and tucked in at all times.
Socks / Opaque tights	Black socks or black opaque tights	
Plain, black shoes	Plain black shoes of sturdy leather (or leather style)	Trainers, platform, backless or open toe shoes, coloured laces or visible branding, ballet pumps, fabric shoes or leather trainers are not considered appropriate styles for school (see image below).
Outdoor coats	Coats should be warm and water proof	No hooded tops or any other non-school wear can be worn under or instead of blazers. Outdoor coats are not to be worn in the school building.

### Jewellery and Hair

- Students may wear a maximum of one pair of small, plain metal (silver/old) stud earrings in the lobe of the ears and a wrist watch. These should be removed for PE, dance and enrichment activities. New piercings should be done during the summer holidays.
- No other jewellery or visible body piercing, including tongue studs, is permitted
- Make-up, fake tan, nail varnish or acrylic nails may not be worn.



- Aerosol sprays and perfumes may not be brought into school.
- Hair should be worn in a manner which has regard for a smart personal appearance and safety in relation to any curriculum activity. As an inclusive school we seek to avoid hair discrimination.
- Any items of jewellery or clothing worn for religious reasons should be discussed with the school but reasonable requests will not be refused.

### Equipment

Students require all the usual writing materials:

- Black ink pen,
- Green ink pen,
- Pencil
- Eraser
- Ruler
- Scientific calculator
- Protractor

A strong rucksack or school bag to carry books, school planner and equipment as well as PE kit (drawstring bags that can only be carried on one shoulder are not appropriate).

All items of clothing should be clearly marked with the owner's name so that lost property can be easily returned.

In cold weather, gloves, hats, scarves may be worn on the journey to and from school. Baseball caps or hoodies are not permitted at any time.

### PE Kit

Students must bring their PE kit to school when they have a PE lesson, even if they have a medical note as PE staff will involve students in leadership roles such as officiating, coaching and scoring.

### Compulsory Branded PE Items

Sport shirt	Black school sport t-shirt	
Long sleeved - Zip Top	Black school zip-top	This top is required for participation outside during the autumn and winter months.

### Compulsory Non-Branded PE Items

Shorts or tracksuit bottoms	Plain black shorts or tracksuit bottoms
Knee length socks	Plain black knee length socks
Trainers	These must be suitable for physical activity by providing sufficient ankle support, cushioning and laces to tie up. Converse or 'plimsol' type shoes are not appropriate as they do not provide sufficient support
Shin pads	
Studded boots	
Gum shield	This is recommended for contact sports such as rugby and football



### **Additional Optional Items (for winter months, when outside)**

- Black gloves
- Black base layer

### **Staff will**

- Wear business appropriate dress at all times, in accordance with Health and Safety, dress code is part of our staff code of conduct (See Staff Code of Conduct for further information).

### **Leaders will**

- Support staff and model the uniform expectations at all times.
- Ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy.

### **Mobile devices**

Mobile devices are not permitted to be in view or switched on in lessons or around school, unless the teacher has given explicit instructions. Any device, including headphones, viewed or used during lessons will be confiscated. A central log of incidents is kept so that persistent problems can be communicated to parents or carers. This is in accordance with DfE Guidance 2011 on the confiscation of student property. Further actions may include asking the parents/carers to restrict the mobile device being brought to school. For further information please read the school Mobile Devices Policy.

Earphones are not permitted on school site, students will be asked to remove them immediately. Repeat offences will result in confiscation.

At John Willmott School we ensure students are aware that mobile devices/headphones/speakers will not be seen or heard unless permission has been granted by a member of staff. Failure to abide by this rule will result in the mobile device/headphones/speaker being confiscated.

Upon the first confiscation, the item can be collected by the student at visitor reception at the end of the day. Any further confiscations will result in the parent/carer of the child having to collect the item at the next available opportunity. The item will not be returned to the student.

The policy above will reset at the end of each half term.

Should the students have an afterschool detention, the device will not be given to the student until the afterschool detention has been attended (15:40 or 15:55).

### **Misuse of mobile devices**

Students must not use mobile devices to access, use or distribute any material, or to participate in any activity, which is regarded as distasteful, offensive, indecent or harmful to other students. The following list gives examples of the sort of material or activities that will be regarded as unacceptable. It is not exhaustive.

- bullying or harassment
- personal insults, attacks or abuse
- racist or sexist activity
- indecent images; taking, sending and receiving especially of other students

In the event of a serious misuse of a mobile device, the school will seek to inform you of the circumstances and will also contact the police, pending their investigations. Mobile devices will in this instance only be returned to a parent/carer or will be handed over to the police at their request.





### Mobile devices - iPad Classroom Expectations

Please see below classroom expectations for students with respect to the use of iPads. Please note that this is not an exhaustive list and the school's Behaviour Policy will be applied as appropriate.

Students are strongly encouraged to read the students' Acceptable Use Policy to familiarise themselves with acceptable use of school IT equipment; please see <https://atlp.org.uk/files/2022/11/Acceptable-use-Students.pdf#acceptable-use-policy-students/>.

- **Exemplary use of iPads**
- iPads are brought to school every day and are fully charged at home ready to be used; please note that school does not have sufficient chargers or electrical sockets for students to charge their devices in school.
- iPads are placed on the desk, where appropriate, at the start of every lesson and only used when asked to do so by the member of staff.
- iPads are only used for schoolwork and are always used appropriately.
- iPads are always kept in their protective case and students take care of their respective device to avoid damage or loss as this will likely impede their learning. Students can provide their own cases. Please note that students will be required to return the issued iPad and issued case when they leave school in good condition.
- Store iPads in bags when not in use and take care of the bag and the contents to avoid damage to the iPad.
- iPads are not used at breaktime or at lunchtime unless students are given permission to do so by a member of staff.
- If for any reason a student does not have a working iPad, they will be expected to work with a pen and paper in line with the Learning and Teaching Policy and the Praise and Behaviour Policy; it is very unlikely that students will be provided with a replacement device.
- If the iPad is accidentally damaged or there are technical issues related to the iPad, the student's parent or carer will email [enquiry@jws.bham.sch.uk](mailto:enquiry@jws.bham.sch.uk) to seek advice and support.
- Communicate with staff and students using official school systems only. Any such communication will be polite and courteous in tone and manner. Please note that staff aim to respond within 48 hours (school days only).
- Taking of photos, sound recordings and/or videos are for schoolwork purposes only. Please note that any photos, sound recordings and/or videos must be stored on the iPad and not air-dropped or distributed without permission from a member of staff.
- Students will only attempt to use an iPad off the school site during the specified times of the day when it is permitted.
- Students will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted.
- Verbal praise is used and where appropriate, Virtue Points are issued by members of staff in line with the Behaviour Policy.

**As stated above, the behaviours below are not exhaustive and staff members reserve the right to confiscate a device when learning is being disrupted as a result of misuse. Staff members may feel it necessary to confiscate the device without issuing a warning 1 or warning 2.**

<b>Warning 1</b> <i>Verbal Warning</i>	<b>Misuse of iPads that disrupts own learning</b> <ul style="list-style-type: none"> <li>● Using the iPad when the member of staff has asked students not to</li> <li>● Using an iPad in a way that disrupts your own learning</li> <li>● Not using the correct App as instructed by the member of staff</li> </ul>
<b>Warning 2</b>	<b>Misuse of iPads that disrupts other's learning and/or continued misuse</b>



<b>Verbal Warning &amp; seat change/pastoral conversation</b>	<ul style="list-style-type: none"> <li>Continued inappropriate use of an iPad in the lesson following verbal warning (above)</li> <li>Communicating with others in an impolite or inappropriate way</li> <li>Attempting to restart iPad when locked / restricted by Apple Classroom; please note that this does not work, and students will still be restricted by Apple Classroom/locking</li> <li>Not locking an iPad which may allow others to access the device</li> </ul> <p>The actions above may result in the student receiving an immediate warning 2, without the need for a warning 1</p>
<b>On-call</b>	<p><b>N.B. On-call is used to support the teacher and the student in making the correct choices of actions and appropriate use of the iPad. Devices may be confiscated if a teacher/pastoral member deems it necessary.</b></p>
<b>Warning 3 After school detention</b>	<ul style="list-style-type: none"> <li>Using an iPad to make a noise or project light (e.g. using the torch function) in a way that is likely to disrupt learning</li> <li>Using an iPad at breaktime or lunchtime without permission from a member of staff.</li> </ul> <p>The actions above may result in the student receiving an immediate warning 3, without the need for a warning 1 or warning 2</p>
<b>Other: On-Call – device confiscated</b>	<p><b>Grossly inappropriate misuse of iPads</b></p> <ul style="list-style-type: none"> <li>Attempting to contact another student for example via the Messages app, FaceTime, an email, Teams, or any other app/ internet based platform in a lesson without permission from a member of staff</li> <li>Attempting to contact anyone outside of school eg home, friends etc when in lessons</li> <li>Searching (e.g., via any search engine such as Safari) for something inappropriate. Please note that all devices are monitored by Smoothwall and alerts are sent to school with screenshots with the inappropriate material</li> <li>Using another student’s device without permission from a member of staff and/or to disrupt learning, that may lead to a loss of work or to access inappropriate material</li> <li>Supplying the passcode for an iPad to another student/person or giving access to an iPad to another student/person</li> <li>Using social networking sites without permission from a member of staff or not in accordance with the school’s policies</li> <li>Attempting to download unauthorised apps</li> <li>Refusing to follow instructions from a member of staff following a warning 3</li> <li>Using an iPad for any harmful sexual behaviour e.g. sending an abusive or indecent message of a sexual nature, use of sexualised language towards a student or member of staff or creating/sending sexualised, indecent or pornographic material</li> <li>Using an iPad for any racist, homophobic, transphobic, misogynistic or discriminatory behaviours</li> <li>Sending abusive, intimidating or threatening messages</li> <li>Refusing to hand over an iPad to a member of staff when asked to do so; please note that the iPad is school property and not the property of the student</li> <li>Connecting an iPad to a projector without permission from a member of staff</li> <li>Removing any wiring or IT equipment such as cables, Apple TV box etc as this could disrupt learning</li> <li>Any behaviours using an iPad that may cause significant disruption to learning</li> </ul>



	<ul style="list-style-type: none"><li>• Taking photos, making sound recordings or filming of students, the classroom environment or the school site without permission</li><li>• Taking photos, making sound recordings or filming a member of staff/student without permission</li><li>• Attempting to access prohibited areas of the school network, other students' work or members of staff's files without permission from a member of staff</li><li>• Attempting to disable systems or equipment</li><li>• Deliberately installing malicious software or altering device or school network settings that may disrupt learning</li><li>• Deliberately damaging an iPad</li><li>• Selling or giving the iPad to someone else to keep. Please also note that the device can be remotely deactivated rendering the device useless to anyone else outside of the organisation</li><li>• Using an iPad for any potentially illegal behaviours</li><li>• Any serious breach of the students' Acceptable Use Policy (<a href="https://atlp.org.uk/files/2022/11/Acceptable-use-Students.pdf#acceptable-use-policy-students/">https://atlp.org.uk/files/2022/11/Acceptable-use-Students.pdf#acceptable-use-policy-students/</a>). Please note that the device is school property and can be taken back at any time at the discretion of the school</li></ul>
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### **Harmful Sexual Behaviour (HSB)**

John Willmott School takes a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.

- The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and it will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children (for the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school).
- John Willmott School will avoid not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as this can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- In the event of an incident of HSB, John Willmott School will investigate, taking the advice of external agencies where appropriate, comprehensively record and sanction with exclusion/suspension as per the behaviour policy.
- If a report is shown to be deliberately invented or malicious, John Willmott School will consider whether any disciplinary action is appropriate against the individual who made it.

### **Discriminatory Language/Behaviour**

John Willmott School will not tolerate discriminatory behaviour/language of any sort. The school maintains a zero-tolerance policy relating to this issue.

- Any incident involving the use of language/behaviour which is considered to be discriminatory towards any person with a protected characteristic will be investigated and sanctioned in accordance with the behaviour policy.
- This policy addresses discriminatory language and behaviour which occurs both on and off the school site, as well as face to face and/or online.



## SANCTIONS

John Willmott School is an orderly school in which students normally act with care and consideration. We use our reward system to promote and encourage good behaviour; however, sanctions are necessary for students who have not responded to encouragement.

The following table outlines the range of sanctions we use at John Willmott School. The third column shows possible examples of when these sanctions would be used. It is not an exhaustive list and care is taken to consider that sanctions are proportionate and reasonable.

### Warnings and detentions

There will be an expectation that teachers will redirect behaviour in the first instance and describe what behaviour is required in the classroom. This may be to an individual/group of students. Possible language could include, <i>"I must not have been clear; I need you to complete the DIN in silence"</i> .	
<b>Warning 1</b> Verbal Warning	Verbal warning, reminder of school rules and consequence. <i>An example of the language used by the teacher could be, "X, I need to you to be silent during this activity, that is a warning 1".</i>
<b>Warning 2</b> Verbal warning/seat change	Verbal warning, reminder of school rules and consequence. Where possible, the teacher may move the student to another seat to reset the behaviours displayed. The class teacher may log the behaviour on Bromcom. An example of the language used by the teacher could be, <i>"X, I have asked you not to talk, but you have continued, that is a Warning 2"</i> .
<b>On-call</b>	If the student is continuing not to meet the behaviour expectations, the teacher will email for a member of the pastoral team/SLT to remove the student from the lesson and attempt to redirect the behaviour so the students can return to the classroom with a positive attitude.
<b>Warning 3</b> After school detention	Student will be removed from the lesson and placed into the department referral classroom/reflection room. Student will be issued with a 30-minute afterschool detention to be attended on the same day (unless it has been issued period 5). The class teacher will log the behaviour on Bromcom. If the detention has been issued during a period 5 lesson, the detention will take place the following school day. An example of the language used by the teacher could be, <i>"X, unfortunately, you have continued to talk so you will have a W4 and I'm going to call on-call"</i> .
<b>Senior Leadership detentions</b> 45 mins – 60 mins	A student would receive a Senior Leadership detention if they receive multiple afterschool detentions in one week or if a member of the Senior Leadership Team/Pastoral team deem it a necessary sanction for an incident of poor behaviour.

If a student receives an afterschool detention, a text message and/or push notification will be sent to the priority one contact(s) that we hold in our electronic management system. This will be sent before 14:30 on the day of the behaviour event stating that a same day after school detention has been issued. This process will be replicated for Senior Leadership detentions, stating the date and length of the detention. Should a student receive a detention during a period 5 lesson, a text message will be sent to the priority one contact(s) before 16:00 stating that a detention has been issued and will need to be attended the following school day.

Please see below the escalation procedures should students fail to attend their sanction:

**Escalation 1** - failure to attend afterschool detention escalates to P4, lunch, P5 and 30 minutes afterschool in the reflection room.



**Escalation 2** - failure to attend escalation 1 will result in P4, lunch, P5 and 60 minutes afterschool in the reflection room.

**Escalation 3** - failure to attend escalation 2 will result in a full day in the reflection room including 1 hour after school.

**Escalation 4** - Failure to attend the reflection room could result in a suspension.

**The escalation of sanctions has been shared with students through tutor time and assemblies.**

### **Student out of lesson**

At John Willmott School, we do not permit students to be out of lesson unless they have been collected by a member of staff or have been provided with an out of lesson slip. We hold the same expectations for those students who do not arrive to lesson on time. For those students who are not meeting this expectation, we follow the procedure below:

### **Student out of lesson**

- Student out of lesson to be escorted to the reflection room
- Call home made by leadership/reflection room staff

### **Reflection room**

- Students to complete statement sheet identifying reasons for being out of lesson
- Following statement, if deemed necessary, student to hold conversation with staff member to identify the reason for being out of lesson
- Students to remain in the room through social time until they are “ready to learn” which is a **minimum** of 2 periods of good work

### **Defiance (refusal to attend reflection room)**

- Parents will be communicated with – explaining escalation process

### **Escalation of defiance**

- First offence - 1 day suspension + reintegration explaining escalation process + any support required
- Second offence - 2 day suspension + reintegration explaining escalation process + explanation that next offence will involve respite sought
- Third offence - 3 day suspension + respite placement sought + reintegration following respite + explanation of further process
- Fourth/fifth offence - 4/5 day suspension + OSD placement sought

If a sanction has been given this will be recorded on the Bromcom, where Behaviour Points are subtracted from the students' Virtue Points. These points will be reported to parents via the school reporting system (My Child at School). We expect to work with parents to ensure that students have a successful and worthwhile education; therefore, sanctions are given when negative behaviour occurs and when the member of staff feels that it is appropriate. We will use our professional judgement to ensure that the behaviour policy is implemented appropriately and within context.

Please note that detentions are a school's disciplinary right, and as a result permission is not needed to detain a student, however the school will endeavour to notify parents/carers via text message on the day of an after school detention.

### **Punctuality to lessons**

John Willmott School know the importance of being punctual to lessons. Students who are late to lessons miss out on valuable learning time and disrupt the learning of the other students in the classroom. Therefore, those students who arrive late to lessons will receive a lunch detention the following day.



## Behaviour reports

Should a student fail to uphold the character virtues of a John Willmott Student, there is an escalated approach in which a student is under focus from the relevant staff member (see table 1). The following process will be followed

**Table 1.**

Phase 1 -30	<ul style="list-style-type: none"> <li>Form tutor report. Logged on Bromcom by tutor</li> <li>Form tutor monitors Bromcom and facilitates appropriate actions including, contact home, emotion coaching and restorative conversations. All to be logged on Bromcom</li> <li>After 2 weeks, the form tutor logs pass of fail on Bromcom and communicates this home.</li> <li>Unsuccessful students move to the next stage</li> </ul>	Tutor focus
Phase 2 -60	<ul style="list-style-type: none"> <li>On report to Year leader. Year Leader logs on Bromcom</li> <li>Parent/carer meeting with Year Leader</li> <li>Year Leader monitors Bromcom and facilitates appropriate actions including, contact home, emotion coaching, restorative conversations and lesson drop ins. All to be logged on Bromcom.</li> <li>After 2 weeks, Year Leader logs report pass of fail on Bromcom and communicates this home.</li> <li>Unsuccessful students move to the next stage</li> </ul>	HOY focus
Phase 3 -90	<ul style="list-style-type: none"> <li>On report to Phase Leader. Phase Leader logs on Bromcom</li> <li>Parent/carer meeting with Phase Leader</li> <li>Phase Leader monitors Bromcom and facilitates appropriate actions including, contact home, emotion coaching, restorative conversations and lesson drop ins. All to be logged on Bromcom.</li> <li>After 2 weeks, Phase Leader logs report pass of fail on Bromcom and communicates this home.</li> <li>Unsuccessful students move to the next stage</li> </ul>	PL focus
Phase 4 -120	<ul style="list-style-type: none"> <li>On report to SLT Link. SLT Link logs on Bromcom</li> <li>Parent/carer meeting with SLT Link</li> <li>SLT Link monitors Bromcom and facilitates appropriate actions including, contact home, emotion coaching, restorative conversations and lesson drop ins. All to be logged on Bromcom.</li> <li>After 2 weeks, Phase Leader logs report pass of fail on Bromcom and communicates this home including discussing next steps.</li> <li>SLT Link liaises with SEND/SEMH to identify any additional needs, discuss possibility of EP support</li> <li>Unsuccessful students move to the next stage</li> </ul>	SLT focus
Phase 5 -125	<ul style="list-style-type: none"> <li>On report to behaviour lead</li> <li>Parent/carer meeting with behaviour lead</li> <li>Behaviour lead monitors Bromcom and facilitates appropriate actions including contact home, emotion coaching, restorative conversations and lesson drop ins. All to be logged on Bromcom.</li> <li>After 2 weeks, behaviour lead logs report pass of fail on Bromcom and communicates this home including discussing next steps.</li> <li>SLT Link liaises with SEND/SEMH to identify any additional needs, discuss possibility of EP support</li> <li>Unsuccessful students move to the next stage</li> </ul>	Behavior ur lead
Phase 6 -150	<ul style="list-style-type: none"> <li>Student is subject to a disciplinary meeting with HOY, SLT Link and SLT lead for behaviour</li> <li>Appropriate next steps are discussed and initiated. This could include and managed move, respite placement or off-site direction depending on the situation.</li> <li>Where a respite placement is unsuccessful, a longer period of off-site direction or managed move are required.</li> </ul>	OSD

## Exclusions/Suspensions

The Headteacher decides whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

This sanction would be for either a single serious incident or where a student has repeatedly failed to follow the required standards of behaviour. The table below demonstrates some of the reasons provided for an exclusion/suspension, it is not exhaustive.

### Suspension

- Suspensions will be used appropriately. We will reintegrate suspended pupils on their return in order to manage their behaviour effectively.
- It is likely that students may spend some time in the Reflection Room. This could be prior to the fixed term exclusion/suspension during the initial investigation into the incident or behaviour, or as part of their re-integration plan. This may also be referred to as internal exclusion.
- Parents/carers are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days the school will arrange suitable alternative education from the 6th day.
- Parents/carers are expected to attend a reintegration meeting following a fixed term exclusion, at this meeting a student's behaviour will be reviewed and a reintegration programme drawn up including the



Categories
Bullying
Drugs/alcohol related incidents/s
Persistent general disruptive behaviour
Abuse relating to disability
Abuse against sexual orientation and gender identity
Inappropriate use of social media or online technology
Use or threat of an offensive weapon or prohibited item
Wilful and repeated transgression of protective measures in place to protect public health
Physical assault against a pupil
Verbal abuse/threatening behaviour against a pupil
Physical assault against an adult
Verbal abuse/threatening behaviour against an adult

student being placed on Behaviour Report, either to their Year Leader or a member of the Senior Leadership Team.

- Where a student has been excluded for 5 days or more (either for one fixed term exclusion or a series of different fixed term exclusions) the student, along with their parent/carer, may be asked to attend a meeting with the Governance Representative Disciplinary Committee.

### Permanent Exclusion

A decision to exclude a student permanently is a serious one. It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

A decision to exclude permanent can arise:

- In response to serious breaches of the schools' behaviour policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first or one off offence. The Secretary of State for Education has made it clear that he would not normally expect the Governance Representative Disciplinary Committee, or an Independent Appeal Panel, to re-instate the student.

Parents have the right to challenge a permanent school exclusion decision via the Governing Body in the first instance. Parents be invited to a review meeting with the school's Governance Representative if your child has been permanently excluded. This will happen within 15 school days. If the Governance Representative don't overturn the exclusion, parents can ask for an independent review by their local council.

### Part time timetables

It may be appropriate for some students to receive a part time timetable. This should only be considered in very exceptional circumstances. This must be reviewed regularly with the initial review date to take place within 2 weeks of the start date. Part time timetables may be implemented for the following reasons:

- To support a student who has become disaffected
- As part of a medical plan as agreed between the school and health professionals
- As part of a planned reintegration programme into school



## **Preventing Bullying**

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. At John Willmott School we have a separate policy which deals with the procedures we follow in instances where bullying has been reported. However, as a school we are dedicated to the prevention of bullying by fostering an ethos of respect for others, an understanding of the value of education and a clear understanding of how our actions affect others.

This is delivered through our tutor programme, assemblies, and across the curriculum in subjects like drama, citizenship, history and English. Outside agencies are also used, such as the police, to deliver messages to the students to help protect them from situations outside school where they may be vulnerable to bullying; this includes; use of social media and other electronic communication, the dangers of carrying weapons and the dangers of criminal exploitation.

The Headteacher decides whether to suspend/permanently exclude a student from school, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

## **Student Restraint**

The Education Act 2006 provides clear guidance on restraint. Further advice is available to schools in the DfE guidance "Use of reasonable force" July 2013. Staff are authorised to use physical force to control or restrain students if a student's misbehaviour is so serious that:

- there is a danger of physical injury to the student themselves or someone else.
- there is a danger of damage to property.
- the student is prejudicing the maintenance of good and discipline within the school.
- a criminal offence is being committed.

In circumstances when restraint has been necessary it is likely that this would be seen as an offence where a student would be punished by internal exclusion, fixed term exclusion or permanent exclusion. We expect our students to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school.

## **The power to screen, search and confiscate items**

The Education Act 2002 provides clear guidance on screening and confiscation. Further information is available [here DfE guidance 'Searching, screening & confiscation; Advice for schools' July 2022](#)

## **Screening**

### **What the law allows:**

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.
- We work alongside our local police forces and participate in programmes, which aim to raise the dangers of carrying weapons both inside school and outside. This process involves screening of classes and students using a metal detector and searching bags to ensure students are safe and there are no prohibited items.



**Also note:**

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

**Searching**

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

Staff authorised by the Headteacher also have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student 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 to commit an offence, to cause personal injury to, or damage to the property of, any person (including the student)
- headteachers and authorised staff can also search for any item banned by the school, such as electronic cigarettes, laser pens/lights, lighters, matches, vapes

School staff also have the power to search students if they believe they are in possession of a banned item.

**Banned items are:**

- fizzy drinks
- brain lickers
- other unsuitable confectionary
- permanent marker pens
- mobile device that has been used for the purpose of cyber bullying/sexting/disrupting the behaviour of students both inside or outside school
- any items that may cause harm to themselves or others

Searches will take place wherever possible by two members of staff, with at least one being the same sex as the student, and member of staff acting as a witness. The search should be conducted quietly and discreetly, and if possible, away from other students. Any item found during the search will be confiscated by the staff members.

**Confiscating**

School staff can seize any prohibited or banned 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.

It is our intention that seized items will not be returned to the students, and in some instances may be referred to the police. However, there may be instances where items could be returned to parents/carers and



in these circumstances, we will contact parents, for their support and to arrange an appropriate time for them to collect any items that can be returned.

**Allegation against staff**

When a student makes an accusation about a member of staff and the accusation is shown to have been deliberately invented or malicious, the head teacher/ executive head teacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused. The LADO must be consulted when there are concerns that a person in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Where such an allegation is made, appropriate support will be provided to the members of staff affected (See Safeguarding Policy for further information)

**Transition Support**

The transition between year groups, key stages and school settings can be disruptive to some students - setting out a plan which ensures a smooth transition will help to make this a positive experience for all.

This will include:

- Meeting with previous school
- HoY meeting with students and parents
- Testing of student’s ability
- Student will have a buddy of support
- Regular contact with parents
- Ensuring new students are aware of the expectations we hold of all
- Ensuring new students are aware of all rules, routines and consequence systems
- Ensuring new students know key staff and understand where, who and how they can receive support.

**Staff induction, development and support**

To implement a consistent approach to behaviour, we offer regular training and support to both new and existing members of staff. We offer “playbooks” to staff members and ensure behaviour management routines are revisited regularly with frequent instructional coaching opportunities available.

**Virtue rewards and recognition**

**Purpose:**

- Encouragement and Motivation.
- Reinforcement of Positive Behaviours.
- Academic Performance Improvement.
- Fostering Healthy Competition.
- Building a Sense of Community and school pride.
- Student Engagement and Participation.
- Encouraging Goal Setting and Progress Tracking.

Category	Criteria for award	Reward	When
<b>Assembly shout outs</b>			
Form tutor shout out	One student in each form who has consistently demonstrated the virtue of the week.	Public shout out – virtues post card	Weekly in tutor time



Head of year shout out	One student in each year who has consistently demonstrated the virtue of the week.	Public praise – virtues post card – tutor phone call home.	Weekly in assembly.
<b>Virtues awards</b>			
Department virtues awards	Departments choose up to three students who exemplify our virtues in their lessons.	Virtues Champion Certificate - Departmental phone call home.	Termly celebration assembly.
Virtues badges	Collecting 30 virtues points for a virtues category.	Virtues badge for the category.	Half termly celebration assembly.
Bronze virtues award	Collecting 100 virtues points in any category.	Bronze badge, certificate and phone call home from HOY. Name goes in the JWS update.	Half termly celebration assembly.
Silver virtues award	Collecting 150 virtues points in any category.	Silver badge, certificate and phone call home from HOY. Name goes in the JWS update.	Half termly celebration assembly.
Gold virtues award	Collecting 200 virtues points in any category.	Gold badge, certificate and phone call home from SLT. Name goes in the JWS update and up on the virtues champion board.	Half termly celebration assembly.
Head teachers award	Collecting all eight virtues badges individually.	Head Teacher Award badge/trophy, certificate, and parent meeting with head. Name goes up on the virtues champion board and into the JWS update.	Half termly celebration assembly
<b>Attendance rewards</b>			
Weekly attendance cup	Weekly attendance category – best attendance, most improved, fewest lates etc.	Form cup to be held by form tutor for the week.	Weekly in assembly.
Y7 weekly 100%	Attended school on time every day for the previous week.	100% badge awarded by form tutor to wear for the week.	During form time on Monday.
96% attendance	Students over 96% are entered into a draw for the celebration assembly.	£10 voucher - certificate – phone call home from HOY.	Half term celebration assembly.
100% attendance	Students over 100% are entered into a draw for the celebration assembly.	£25 voucher.	Half term celebration assembly.
Improved attendance	Students who have improved their attendance from the previous half term by more than 10% are entered into the draw.	£10 voucher – certificate – phone call home from HOY.	Half term celebration assembly.



## Reflection room procedures and protocols

1. Students must remove all outdoor clothing including coats, hoodies, jackets, and hats. Students should comply with John Willmott School Uniform Policies at all times.
2. All mobile phones, tablets or technological devices must be switched off. Students will place their belongings including bags, coats and technological devices into a secure locker as indicated by a member of staff.
3. Students will be allocated work, staff are to enquire whether students have work with them that they can complete or should source alternative work.
4. Students are to be seated where indicated by the staff member in the room
5. All students should register with a staff member upon arrival and record any times in and out of the reflection room.
6. Students will fill out the 'Daily Record'. This should be completed fully, signed, and validated to John Willmott standards before leaving the reflection room.
7. Room Expectations:
  - NO graffiti
  - NO chewing gum
  - NO eating or drinking
  - NO movement around School during lesson change, break or lunch
  - NO movement around the reflection room
  - NO talking with peers under any circumstances
  - NO communication through windows or the door
  - NO communication with visitors to the reflection room
  - NO talking to staff unless spoken to
  - NO comfort breaks during lesson change over (students must be escorted by on-call).
8. Students will be advised of any detentions or other sanctions within reasonable time.
9. Students are to ensure their workstations are clean, tidy, and all equipment/resources are returned before retrieving their belongings and being allowed to leave the reflection room.



## **Key Staff Members: 2023-24**

### **Senior Leadership Team**

Mrs N Gould - Headteacher  
Miss T Richards (Miss) – Deputy Headteacher  
Mr S Foster – Assistant Headteacher  
Mr M Grove – Assistant Headteacher  
Mrs L Lockley – Assistant Headteacher  
Mrs L Norton – Assistant Headteacher  
Mrs G Aston – Associate Assistant Headteacher  
Mrs N Sturmeay – Associate Assistant Headteacher  
Mrs V Spawton – Pastoral Manager & Lead DSL

### **Designated safeguarding lead**

Miss L Wootton

### **Heads of Year**

Year 7 – Miss S Wootton  
Year 8 – Mr M Denver  
Year 9 – Mr A Ahmed  
Year 10 – Mr H Young  
Year 11 – Miss N Noreen

### **Learning mentor**

Mr E Warner  
Miss K Holland

### **Phase Leaders**

Mr D Smikle – Years 7 and 8  
Miss E Smart – Years 9 and 10  
Mrs C Halford – Year 11

### **SENDCO**

Miss D Bell  
Mrs G Gilbert (Assistant SENDCO)

### **Inclusion manager**

Mrs S Allen