



# JFS BEHAVIOUR POLICY

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## JFS BEHAVIOUR POLICY

### MISSION STATEMENT

JFS is committed to the development of thoughtful, respectful, responsible and caring young citizens who have a strong sense of identity with Judaism and Israel.

The School aims, through excellence, to educate its students according to their full potential and, through its curriculum, to equip students with skills and qualifications to help them make life and career choices.

*Please note that the use of the word 'Parent' in this document implies 'Parent/Carer'  
All the School policies mentioned in this document can be obtained on request to the Headteacher*

### 1. INTRODUCTION

JFS is committed to ensuring that our students master the knowledge and skills and aspire to be responsible and independent young people. We believe in order to be successful one must develop self-discipline and be given autonomy to make the right choices. We aim to enable our students to understand their role as members of the School and of the wider community.

This policy, which extends to all members of the School community, sets out how the School will promote good behaviour, self-discipline and respect, prevent bullying, ensure students complete assigned work and regulate the conduct of students. Behaviour for learning expectations provide a framework to ensure that our core values are embedded within our daily practice and routines. We fully believe that appropriate praise and reward can be powerful in developing a happy and purposeful school environment.

In applying this policy, the School will take into account its duties under the Equality Act 2010. It will also take into account the needs of students with special educational needs. The School will also have regard to its child protection policy where appropriate (Education and Inspections Act 2006).

### 2. AIMS

JFS believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the School which:

- encourages students to take responsibility for their behaviour;
- encourages, acknowledges and rewards good behaviour;
- encourages students to learn from mistakes;
- treats all students with respect;
- provides a safe environment free from disruption, violence, bullying and any form of harassment;
- promotes early intervention to address behaviour and/or bullying issues;
- ensures a consistency of response to both positive and negative behaviour;
- encourages a positive relationship with parents to develop a shared approach and to involve them in the implementation of the School's policy and associated procedures;
- promotes self-esteem by encouraging students to value and respect themselves and others.

These aims are supported by regular and appropriate staff in-service training, close parental and community links, student organisation which takes account of ethnic and gender balance, the boosting of students' self-esteem through positive reinforcement and extra-curricular activities aimed at pulling together the different life experiences of groups within the community.

### **3. REWARDS POLICY**

#### **3.1 Rewarding positive behaviour and creating a positive climate for learning**

JFS believes that the best and most successful approach to creating a positive ethos is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements both inside and outside of school.

Without exception, success is to be celebrated at all levels and teachers will use rewards as a mean of raising levels of attainment and achievement, encouraging appropriate behaviour, increasing students' self-esteem and creating a positive learning environment.

The many ways we celebrate success are listed below and will be reviewed by students and staff at the end of each academic year:

##### **3.1.1 Celebration for Reward 1** (see the Ladder of Reward)

Verbal praise, sticker, stamp in marked work, lottery ticket.  
Prominent display of student's work.

##### **3.1.2 Celebration for Rewards 2, 3, 4 and 5** (see the Ladder of Reward)

Phone call home, merit, gold slip, postcard, commendation certificate, letter to parents and achievement points rewarding students for excellence, dedication and/or contribution to school life.

##### **3.1.3 Student of the Term (twice a term) or Student of the Month (Sixth Form only):**

Awarded by tutors and teachers, e.g. for musician or mathematician of the term, name displayed in tutor base on praise board/wall/ classrooms. Commendation certificates in assemblies. The student of the year in each year group receives a prize at our annual awards ceremony.

##### **3.1.4 Reward Prizes from the JFS Rewards Catalogue:**

During the year, students are able to 'cash in' their hard earned achievement points in line with the rewards on offer in the JFS Rewards Catalogue on the School Website. Students with the highest achievement points will also receive a prize at our annual awards ceremony.

##### **3.1.5 Attendance and Punctuality:**

Termly 100% or excellent attendance letters home.  
Weekly achievement points for 100% weekly attendance and punctuality  
Termly/half termly raffle (with vouchers as a prize).

##### **3.1.6 Celebration Assemblies:**

At the end of each term we celebrate the success of many students who have 100% or excellent attendance or punctuality and those who win student of the term for hard work, dedication and/or contribution to school life.

##### **3.1.7 House Competition Assemblies:**

Students participate in competitions in a variety of subjects to earn house points to win the House Cup in the whole school final assembly of the academic year. House points are collated by the House Captains and displayed on TV screens around the school. All achievement points acquired by students during the academic year count as house points.

##### **3.1.8 Celebration Breakfast**

At the end of each term, 10 students in each year attend a celebration breakfast with their Tutors, Year Manager and Head of Year, or Sixth Form Head of Year/Assistant Head of Year. These students are chosen by their tutors for their contribution to tutor group. Members of the Senior Leadership Team also attend the celebration breakfast.

##### **3.1.9 Positions of responsibility:**

Students who show themselves to be positive role models are appointed by their peers and by teachers to positions of responsibility (Student Officers, Student Council Representatives, Peer mentor, Head Boy/Girl Team, Team Leaders, House Captains, Sports Captains, Charity Representatives, LRC monitors, etc).

##### **3.1.10 Year 11 and Sixth Form End of Year Celebration:**

Year 11 and Sixth Form students have an end of year celebration before the start of the main school examinations. These events are organised by teachers and students.  
Students may not be able to attend if they do not show positive behaviour conduct by the end of the academic year.

### 3.1.11 Sports Awards Evening:

Awards for our committed PE and Dance students.

### 3.1.12 Annual Awards Ceremony for Years 7 to 11 and Sixth Form Graduation Ceremony:

At the end of the academic year, parents are invited to the annual Awards Ceremony to celebrate students' outstanding achievement, progress and contribution to school life.

## 3.2 The Ladder of Reward

The rewards system runs alongside the consequences system and is displayed in a ladder format. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are a means of achieving this. **The Ladder of Reward can be seen in Appendix 1.**

Teachers are responsible for logging merits, gold slips, postcards, commendation certificates, or letters to parents on our electronic management information system (SIMS).

Parents will be made aware of occasions on which their child is in receipt of a reward by checking SIMS Learning Gateway.

## 4. BEHAVIOUR FOR LEARNING EXPECTATIONS

JFS believes that behaviour is learned and our role is to model positive behaviour to create mutual respect. Every member of staff is required to encourage students to have positive attitudes to learning and help them see that every mistake can offer an opportunity to learn, move on and improve.

### 4.1 Students

#### Students are expected to:

- Be prepared to listen and learn.
- Control their own behaviour.
- Let others work and make progress.
- Sort out disagreements without resorting to physical/verbal aggression.
- Respect property and not damage, take, or misuse the property of others or the school.
- Make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to all students regardless of gender, race, abilities, sexual orientation and background.
- Work hard and practise those things that they find difficult, in order to maximise their achievement.
- Complete all their work on time.
- Wear their school uniform correctly at all times (Details of our uniform can be found in the Student Planner for Years 7-11 and in the Student Planner for the Sixth Form Dress Code).
- Arrive at every lesson on time and aspire to 100% attendance (More information can be found in the School's **Attendance Policy**).
- Follow school rules.

(See **Appendix 2 JFS Behaviour for Learning Expectations**, **Appendix 3a Whole School Code of Conduct** and **Appendix 3b Sixth Form Code of Conduct**).

### 4.2 Parents

#### Parents are expected to:

- Ensure their child's regular attendance and punctuality.
- Ensure their child brings the right equipment and wears full school uniform/ or follows the Sixth Form Dress Code.
- Co-operate with the School to ensure that their child follows the School's Behaviour Policy.
- Keep the Tutor/ Year Manager/ Assistant Head of Year/ Head of Year aware of any circumstances which may affect their child's learning and behaviour.
- Maintain regular contact with the school through attendance at Parents' Open Evenings and through letters, emails, the SIMS Learning Gateway and telephone calls as appropriate.
- Encourage and support their child in completion of home learning and homework.

### 4.3 Tutors

#### **Tutors are expected to:**

- Play a central role in the pastoral care at JFS.
- Encourage all students to be active members of the School and wider community.
- Model positive behaviour at all times.
- Support consistent expectations across the School, especially regarding punctuality, attendance and uniform/ or Sixth Form Dress Code.
- Ensure tutor sessions are purposeful, understanding that this sets the learning climate for the rest of the day.
- Develop and maintain caring and positive relationships with all students.
- Be the first point of call with parents.
- Offer advice and informal counselling.
- Implement and monitor students on report if there are concerns regarding behaviour and attitude to learning. This will involve one to one sessions with students and discussions with parents to monitor behaviour and progress in lessons.
- Ensure all rewards and consequences are accurately logged onto SIMS.

### 4.4 Teachers

#### **Teachers are expected to:**

- Plan and prepare stimulating lessons.
- Register students in every lesson.
- Teach respect by treating students with fairness and consistency.
- Reinforce, encourage and reward positive behaviour.
- Support the School's Behaviour Policy, by using the referral system effectively.
- Provide an environment in which students can learn.
- Set up useful, interesting and relevant work if an absence from a lesson can be foreseen.
- Ensure all rewards and consequences are accurately logged onto SIMS.
- Avoid shouting, confrontation, aggression, humiliation, personal comments about students and whole class punishments resulting from poor conduct of only some of the class.
- Avoid sarcasm which is demeaning, humiliating or insulting.

### 4.6 Year Managers/ Assistant Heads of Years / Heads of Years

#### **Year Managers/ Assistant Heads of Year / Heads of Years are expected to:**

- Provide clear leadership and support of their pastoral team and support the School's Behaviour Policy.
- Ensure that positive behaviour is recognised and celebrated in meetings, assemblies, prize giving ceremonies.
- Support, challenge and monitor tutors to ensure positive behaviour for learning underpins all classroom practice.
- Ensure parental contact is consistent and encourages positive behaviour for learning.
- Organise, coordinate and monitor specific intervention and support for students.
- Use data to inform decision regarding targeted support and intervention to promote good attitudes to learning.
- Investigate serious incidents thoroughly and fairly, and collate evidence to inform decision making.
- Ensure all events are accurately logged onto SIMS.

### 4.7 Senior Leadership Team (SLT)/ Headteacher

#### **Members of the SLT are expected to:**

- Provide clear leadership and support for the School's Behaviour policy by providing a visible presence and dependable support to staff throughout the day.
- Ensure a curriculum is in place which is appropriate for all learners.
- Ensure that good practice is both developed and shared e.g. observation of teachers who are skilled in behaviour management.
- Support staff in managing student behaviour by ensuring that systems for managing and monitor behaviour and attendance are consistently implemented.
- Provide effective support for teachers presented with challenging and uncooperative student behaviour.
- Ensure that the school regularly communicates with parents and governors.
- Oversee and implement exclusion procedures in line with local authority and national guidelines.
- Ensure all events are accurately logged onto SIMS.

## 4.8 Governors

### Governors are expected to:

- Monitor the effectiveness of the School's Behaviour Policy.
- Support the Headteacher and the SLT in the monitoring of attendance and exclusions of different groups of students.

## 5. CONSEQUENCES POLICY

### 5.1 Consequences System

#### 5.1.1 The Ladder of Consequence

Students at JFS normally behave well and are expected to do so. JFS does have a consequences system in place for those occasions when it is required.

The system consists of a staged process using **The Ladder of Consequence** (see **Appendix 4**). It is designed to encourage all staff at JFS to approach disruption in a consistent way.

Sanctions are given a number according to the degree of seriousness (Consequences C1 to C6). Each stage indicates who is likely to be involved in dealing with a student but this may vary depending on circumstances. In the normal course of events, if students are not behaving correctly, staff will apply sanctions described in Stage 1, 2 and 3 of the Ladder of Consequence. There are behaviours, however, that cross what is described in the policy as a 'red line.' These are behaviours which are likely to receive a red slip or other sanctions described in Stages 4, 5 and 6 of the Ladder of Consequence. Students on Stage 4 may be at risk of exclusion if behaviour does not improve.

In the Ladder of Consequence table, there are some examples of what the School considers to be misbehaviour together with a range of sanctions likely to be applied. **The list is not exhaustive.** Sanctions will vary according to the **nature** and/or **frequency** of the unacceptable behaviour or offence. Some sanctions may be used in combination, e.g. student asked to report to a Year Manager and a letter home.

#### 5.1.2 Promoting positive behaviour for learning

All staff are expected to promote positive behaviour for learning at all times and employ a range of techniques and strategies to achieve this. A booklet on strategies for Promoting Positive Behaviour for Learning serves as guidance in training teachers at Induction.

Prior to referring to Stage 1 of the Ladder, teachers may employ pro-active interventions that will prevent the need to issue a sanction, for example:

- non-verbal communication (e.g. fingers on lips, shaking head);
- saying the student's name;
- approaching the student and standing next to him/her;
- setting time limits;
- balancing reminders with praise;
- replacing threats and warnings with the language of mutual respect.

If these strategies are unsuccessful the member of staff will then use the Ladder of Consequence to effect a change in the student's behaviour.

#### 5.1.3 The Red Line

The concept of the 'Red Line' signals to students that a member of staff has a serious concern about a student's behaviour and gives students the opportunity to change their behaviour before an incident escalates into something more serious. Examples of when a 'Red Line' may be crossed are:

- use of foul, insulting or racist language;
- defiant behaviour;
- behaviour that is seriously disrupting the lesson and/or hindering the learning of others;
- behaviour that puts the health and safety of the student or others at risk;
- behaviour that has not improved despite previous sanctions and interventions.

When the 'Red Line' has been crossed, the teacher will make a referral to the Behaviour Team. The Behaviour Team consists of the Year Managers, their Senior Leadership Team (SLT) Line Managers, and the Head and Deputy Head of the Behaviour Team. This means that the student will have to make his/her way to meet the Behaviour Team at the first available opportunity either at morning break, at lunch time or the next day's morning break.

An immediate referral to the Behaviour Team (ie. during lessons) will be made in the most serious cases.

The role of the Behaviour Team is to:

- investigate behavioural incidents;
- oversee just sanctions;
- assist students in reflecting on how they can improve their behaviour (reflection work);
- facilitate restorative meeting between teacher and student when appropriate;
- recommend further support;
- maintain and share all relevant information with staff and parents;
- log all interventions, meetings and referrals on SIMS.

## **5.2 Sanctions**

All members of staff are expected to challenge unacceptable behaviour.

In dealing with a difficult student, the aim should be to avoid provoking confrontations or placing students into scenarios which make further poor behaviour inevitable. This does not mean that staff should tolerate misbehaviour but it is essential to deal with incidents calmly and in a constructive manner to avoid the escalation of the problem and ensure as little interruption to the learning as possible.

Sanctions are more likely to promote positive behaviour if students see them as fair. Whatever the sanction issued, the behaviour should be discussed with the student so that students understand why that behaviour is unacceptable. This helps to encourage mutual respect and foster self-responsibility. A student should always be given the opportunity, at an appropriate time, to explain her/his behaviour. It is essential that the sanction be proportional to the behaviour.

Teachers will take account of individual student needs when applying the School's Behaviour Policy. Vulnerable young people may include: looked after children; pupil premium students; students with special educational needs; students who need support to learn English as an additional language (EAL); minority ethnic or faith groups; children with medical conditions; young carers; children with a family under stress; any other students at risk of disaffection and exclusion.

The Behaviour Policy will extend to activities outside the School day and off the School premises, particularly where the student is taking part in any school organised or school related activity, travelling to or from school, wearing school uniform or in some way identifiable as a student at the School. The policy will in any event extend to any misbehaviour (including bullying and cyber bullying) which could have repercussions for the orderly running of the School, poses a threat to another student or member of the public or could adversely affect the reputation of the School.

### **5.2.1 Confiscation of articles**

- Jewellery (other than wrist watches and, for girls, a single pair of small stud earrings) is not allowed in school. Any items of jewellery brought into school will be confiscated and will only be returned via parental request.
- Audio equipment and mobile phones are not to be switched on in the School, unless the teacher requests use of the equipment for learning purposes.
- All non-kosher food will be confiscated and will not be returned. The same rule applies to chewing gum.
- Any illegal items will be confiscated and will be disposed of in the appropriate way (see 8.5)
- The School cannot accept responsibility for any lost or stolen items.

### **5.2.2 Detentions**

The Department for Education (DfE) does not require parental permission for a detention to be issued. When issuing detentions staff will consider the welfare of the child, whether the child has caring responsibilities, whether parents should be informed and any relevant travel arrangements. Year 7 students

will not be detained after school. Detentions can be issued on any school day when the student does not have permission to be absent and on teacher training days (INSET days). Any lunch time detentions issued will allow the student a reasonable time to eat, drink and use the toilet.

### 5.3 FIXED-TERM OR PERMANENT EXCLUSIONS

- 5.3.1 The decision to permanently exclude is the Headteacher's alone or in his absence, the designated teacher in charge. The School will adhere to current legislation, including the Equality Act 2010 when making any such decisions and will have regard to the Department for Education (DfE) guidance 'Exclusion from maintained schools, Academies and student referral units in England – A guide for those with legal responsibilities in relation to exclusion.' <https://www.gov.uk/government/publications/school-exclusion>
- 5.3.2 Permanent exclusion will be used as a last resort in response to serious or persistent breaches of the School's Behaviour Policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the School. It may, however, be appropriate for a single incident of extreme misconduct. Any investigation will be conducted in accordance with the DfE guidance and the decision to exclude will be made after a review of the evidence.
- 5.3.3 Once a decision to exclude has been made parents will be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed without delay by letter, signed by the Headteacher. The letter will set out the reasons for exclusion, the fact that it is permanent, the parents right to make representations about the exclusion to the Governing Body and how the representations can be made and their right to attend the Governing Body meeting with representation if they wish.
- 5.3.4 The Governing Body has a duty to consider the exclusion if it is permanent and must consider any representations made by the parents. The Governing Body can either uphold the exclusion or direct reinstatement. The Governing Body's decision will be given in writing with reasons and without delay. A summary of the Governing Body's duties to review the Headteacher's exclusion decision is attached at **Appendix 5 Annex A** (*Extract from the DfE Guidance on School Exclusion*).
- 5.3.5 Where the Governing Body has upheld the decision of the Headteacher to exclude, an application for review of the decision can be made within 15 school days from the date on which notice in writing of the decision was given to the parents. The Governing Body will set out details of whom the application must be sent to and the right for parents to request a special educational needs expert at any such review. Parents will also be informed of their right to bring an Equality Act claim for discrimination to the First Tier Tribunal or to the County Court.
- 5.3.6 The DfE guidance sets out the process to be followed for an Independent Review Panel hearing of the Governing Body decision. Clear guidance is given about the time frame involved and the constitution and powers of the Panel. It is important to note that the Panel cannot compel reinstatement of the student.

### 5.4 Support for Students

Where it becomes clear that a student is having on-going difficulties in managing his/her behaviour, there are a wide range of strategies which are used to support students. Every student is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another. Interventions used by JFS are listed in **Appendix 6: Waves of Intervention - Social, Emotional and Mental Health Difficulties**

#### 5.4.1 Restorative Justice

Restorative justice is a process which restores relationships. It is a commitment to

- facilitating dialogue between all those affected by the wrongdoing or conflict
- encouraging those responsible for the harm to become accountable for their actions and responsible for putting right to wrong
- ensuring that all those involved or affected are given the opportunity to share their story, their feelings and their needs
- involving everyone affected in finding mutually acceptable ways forward
- repairing the harm caused by any behaviour that has a negative impact on others
- repairing, or at times building, relationships between those affected

Restorative justice works extremely well if there has been a repeated problem for a student and a member of staff. It also works very well when students fall out with each other, allowing them to see the impact of



their actions, apologise if necessary and put it behind them. It is an opportunity for both sides to explain what happened and try to come up with a solution.

When a student has had a Referral to the Behaviour team during lessons, it is essential that a restorative meeting between the teacher and the student takes place as soon as possible before the student returns to future lessons.

It is the responsibility of the subject teacher to ensure that this meeting takes place and the meeting will be led by the subject teacher, although they can request a member of the Behaviour Team to be in the meeting if they wish for another member of staff to be present.

#### 5.4.2 The JFS Inclusion Room (IR)

The Inclusion Room is designed to support students' learning by identifying behaviour problems or learning difficulties. The IR is primarily aimed at removing barriers to learning. It supports vulnerable students while improving the attainment of students at risk of academic failure or exclusion.

It is intended as a sanctuary for students who:

- Cannot attend lessons for medical reasons (such as needing to use crutches).
- Have been away from school and need help with work before reintegrating the classroom.
- Have specific social issues that need to be addressed before they return to lessons (such as incidents with friends or bullying).
- Are having difficulties at home and who need time to process those issues without having to explain them to friends.
- Are experiencing a combination of the above factors which are causing a barrier to their behaviour for learning.
- Have been directly referred by the Behaviour Team or Year Manager.

Programmes arranged for the students who use the Inclusion Room will include full time attendance or part time attendance depending on the needs of the students.

## 6. ANTI-BULLYING POLICY

### 6.1 Principles

JFS is committed to providing a caring, friendly and safe establishment for all of our students so they can learn in a positive and secure environment. Bullying of any kind is unacceptable at JFS. If bullying does occur, all students should be able to inform staff and be confident that incidents will be dealt with promptly and effectively.

### 6.2 Aims

- To prevent the occurrence of bullying.
- To create a positive and safe learning environment.
- To develop individual self-esteem and respect for others.
- To have a complete and consistent method for dealing with incidents of bullying.
- To resolve bullying by means of reconciliation, support, or sanctions.
- To ensure all members of the School community share an understanding of what is defined as bullying.
- To ensure all staff share a consistency of response.
- To ensure staff and students recognise the importance of taking a stand against bullying.
- To maintain a high level of awareness of the Anti-Bullying Policy by governors, parents and other members of the community.

### 6.3 JFS anti-bullying strategy

Bullying at the School will not be tolerated and this message will be reinforced regularly. It is important that tackling bullying is seen as an on-going process which involves all members of the School community. It is also particularly important for students to be encouraged to speak to a member of staff if they experience or know of incidents of bullying taking place.

The message will be delivered through:

- Assemblies
- Tutorials
- Visiting speakers
- Every tutor and classroom teacher
- The Jewish Studies formal and informal curriculum
- Peer support
- Mediation by adults/by peers
- Restorative justice sessions
- The School Counsellor
- Special assemblies and lessons on cyber bullying – it is important that students understand the risks of social networking sites and ways to report cyber bullying
- Training for all staff (Inset days)

Students should be made aware that we, as a school, will not tolerate bullying. They should be informed that they should not suffer or allow others to suffer and that any member of staff is prepared to help. They should always be encouraged to talk to someone.

Duty staff should be particularly vigilant when patrolling the School and playgrounds.

Subject teachers will incorporate an “anti-bully” message in their lessons, e.g. in literature, drama, discussions of current affairs and in particular during anti-bullying week.

#### 6.4 What is bullying?

Bullying is a “wilful, conscious desire to hurt, threaten or frighten an individual or a group of individuals. Bullying results in pain and distress to the victim or victims”. Bullying can be done by an individual or a group and is repeated over time. Bullying involves an imbalance of power between the perpetrator and the victim.

Bullying can be:

<b>Physical harm</b>	Pushing, kicking, punching, pinching, any form of violence.
<b>Verbal abuse</b>	Name-calling, sarcasm, spreading rumours, persistent teasing.
<b>Cyber bullying</b>	Sending harmful or cruel text messages or images using any area of the internet or mobile phones.
<b>Emotional abuse</b>	Tormenting, making fun of someone, humiliation, isolation by groups of students from groups or activities, destroying or spoiling work, dirty/inappropriate looks, spreading rumours, demanding money.
<b>Gender abuse</b>	Demeaning, sexist comments to males or females.
<b>Homophobic abuse</b>	Unwanted physical contact, abusive comments, particularly related to actual or perceived sexual orientation.
<b>Transgender abuse</b>	Unwanted physical contact, abusive comments, particularly related to gender issues.
<b>Sexual abuse</b>	Unwanted physical contact, abusive comments, particularly of an inappropriate sexual nature.
<b>Racist abuse</b>	Racial taunts or “jokes”, graffiti, gestures, making fun of customs, music, accents. Refusing to work with someone of a different cultural background.

Other examples include:

- taking other students’ equipment without their permission;
- one student intimidating another in order to copy homework;
- spoiling another student’s work;
- pushing in at the dinner queue;
- groups of students isolating another by not letting him or her join in;
- forcing students to give up their place at a computer.

Bullying is often a series of apparently minor incidents. Tackling these incidents will reduce the occurrence of more major or persistent bullying.

#### 6.5 Cyber bullying

The School has a duty to safeguard its students from all forms of bullying, including cyber bullying. Although cyber bullying is not a specific criminal offence, there are laws that can apply in terms of harassing or threatening behaviour.

- Cyber bullying can take place at any time that someone logs on or picks up a phone, and often invades people's personal time and space.
- Cyber bullying can involve a large number of people e.g. social networking sites. Images or text messages can be passed quickly from one person to another, or through shared websites. This makes it hard to control.
- Cyber bullying can involve a whole range of people who may not normally engage in face to face bullying but feel that bullying through the internet gives them a certain amount of anonymity.
- Cyber bullying can also spiral from a non-bullying action e.g. sending a text to one individual that is then passed on to others.

## 6.6 Signs and symptoms

There are a number of possible signs and behaviours which might indicate a student is being bullied:

- being frightened of journeying to and from school;
- unwillingness to come to school;
- withdrawn, isolated behaviour;
- taking an unusual route to school;
- becoming easily distressed and/or stops eating;
- is afraid to use the internet or mobile phone;
- complaining about missing possessions;
- begins to truant;
- feels ill in the morning;
- attempts to self-harm;
- has difficulty sleeping;
- has unexplained scratches, bruises and cuts;
- attempts to gain money for unusual requests (stealing is possible);
- school work begins to deteriorate;
- becomes aggressive, disruptive or unreasonable;
- bullying other students;
- refusal to talk about the problem;
- damaged or incomplete work;
- refusing to work in a group or with another student.

All staff should be vigilant at all times. Every incident, however minor it may seem, is crucial for the student involved. Non-intervention condones the bullying.

## 6.7 Practice

- Issues of friendships, compromise and respect will be explicitly taught through the Jewish Studies formal and informal curriculum as well as in assemblies and tutorials.
- Students will be monitored carefully for signs of bullying especially by their tutor.
- All staff must be responsive to allegations of bullying.
- It is essential that students have the confidence that all allegations are taken seriously and acted upon. The priority is to give protection and support to the victim.
- Staff must make it clear that the bully's behaviour is totally unacceptable – it is important that disapproval is explained in a calm and rational way – avoid bullying the bully.
- Investigations will be made to ascertain the reasons for the bully's behaviour and, if possible action taken to alter the behaviour of the bully or bullies.
- The victims of bullying should receive support and help to develop strategies for dealing with bullying. In particular, attempts need to be made to rebuild the self-esteem of victims of bullying.
- Students will be encouraged to use the existing peer support systems.
- An incident of bullying must be reported to Year Managers or to the Behaviour Team, and must also be recorded on SIMS.
- Victims of bullying may end up believing that they deserve to be bullied – they feel powerless and vulnerable – self-esteem can be badly damaged and so it is essential that self-confidence is re-established through appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate).
- The bully will be supported in recognising his/her unsociable behaviour and offered support to modify that behaviour.
- Sanctions, if appropriate, will be decided on the individual incidents and circumstances.

- After an incident, there must be 'follow-up' to ensure that the problem does not resurface. Experience suggests that bullying will not take place again if bullies know that there will be follow-up. This should take place 2 weeks after the initial incident and then later in the term if appropriate.
- In extreme cases, where school staff believe that an offence may have been committed, the police may be informed.
- Teachers can search for and, if necessary, delete inappropriate images or files from electronic devices.

## 6.8 Sanctions

The bully (bullies) will be asked to genuinely apologise. However, other consequences may also take place. If possible, the students will be reconciled.

Depending on the severity of the bullying a range of sanctions is available:

- Removal from class.
- Withdrawal from lesson(s).
- Withholding participation in events or trips.
- In serious cases, fixed term or even permanent exclusion will be considered.
- Police involvement.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## 6.9 Serious bullying incidents outside the classroom

Appropriate intervention is vital and the victims must be given support and protection. Names or recognisable features of those involved should be obtained and the victim should be allowed to leave or be taken away from the scene – it may be appropriate to take them to the medical room for First Aid. If necessary, help should be obtained from Senior Staff. Information should be recorded immediately following the School behavioural system. Should the bullying incident be severe, it may be helpful to seek the advice and support of the Police Liaison Officer – this must be done through the Behaviour Team.

## 6.10 Serious bullying incidents in a classroom

If a serious bullying incident occurs in a classroom or when a teacher needs assistance, the bully should immediately be sent to the Behaviour Team. Sensitivity towards the victim must be exercised in order that he or she is not further embarrassed in front of his/her peers. Similarly, the bully should not be given the opportunity to become a hero.

## 6.11 Parental involvement

Year Managers/Assistant Heads of Years should involve parents at an early stage whenever it appears that there may be a problem.

## 6.12 Malicious allegations against staff

All members of the School community are entitled to protection from bullying. Inappropriate behaviour between students or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively. For more information see the **Allegations of abuse against Staff Policy**.

# 7. DRUGS

**7.1** JFS places a high value on health and healthy living. It seeks to educate students in the values of such lifestyle and promote self-discipline and positive awareness about the dangers of drugs through the PSHE (Personal, Social, and Health Education) programme and involvement of outside agencies such as drugs education charities. The School aims to provide support, both educationally and pastorally, to enable all its students to make informed choices and to receive positive help should drug-related problems arise.

**7.2** The School takes into account guidance issued by the DfE. The School will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Any incidents will be reported to the governors for their consideration.

**7.3** We are aware that it may be necessary for some students to take medication during the School day. Parents should make the School aware of this in writing as soon as their child starts taking medication. Medication

must be given to the Medical Officer in its original box together with a letter from the parent giving full details of the reason why the medication has been prescribed as well as the dosage and the time to be administered. For more information please refer to the **School Medical Policy**.

- 7.4** No other drugs of any kind (including prescription drugs, illegal drugs, legal highs, tobacco products of any kind, e-cigarettes, alcohol) or associated equipment are permitted on school premises. All such items and related equipment found on school premises will be confiscated by a member of staff who will dispose of them in accordance with guidance issued by the DfE. The School may carry out searches for drugs in accordance with this behaviour policy.
- 7.5** JFS operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. This policy applies to all school and school related activities whether on or off site. This includes the journey to and from school.
- 7.6** Any student found to be involved in a drugs related incident will be disciplined in accordance with the School's Behaviour Policy. The sanction is likely to include permanent or fixed term exclusion from school. Dealing in illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. Sometimes it will also be necessary to involve the police. The School will discuss this and take advice as necessary.
- 7.7** The School will inform parents when their child has been found to be involved in drugs, but where there are potential child protection issues the School must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **8. SEARCHING AND CONFISCATION**

- 8.1** The School is committed to ensuring that the School remains a safe and secure environment for all students, staff and visitors. It is our first priority to students when they are in our care and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.
- 8.2** A staff member who has lawful control of a student can search a student with their permission to look for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 8.3** The person conducting the search may not require the student to remove any clothing other than outer clothing (ie. clothing that is not worn next to the skin or immediately over underwear, but does include hats, shoes, boots, gloves and scarves). 'Possessions' means any goods over which the student has control, i.e. bags and lockers.
- 8.4** The Headteacher (and other designated staff) can authorise a search of a student without the student's consent and without their parents' consent if the Headteacher (or staff member designated by the Headteacher) reasonably suspects that they are in possession of prohibited items.
- 8.5** Prohibited items include: any illegal items, knives or weapons, alcohol, drugs (other than prescription drugs notified by the parents), stolen items, tobacco, tobacco-related products including e-cigarettes, fireworks, pornographic or other indecent images whether on electronic devices or otherwise, items that a staff member reasonably suspects have been or are likely to be used to commit an offence or cause personal injury or damage to property of any person.
- 8.6** Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the School rules. The School also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The School is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the School rules.
- 8.7** 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. School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006. The School will follow the DfE guidance '*Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies*' when deciding what to do with a seized prohibited item.

## 9. USE OF FORCE

**9.1** Force would only be used very rarely, in special circumstances, where students' safety is at risk. Where it is used the School will follow section 93 of the Education and Inspections Act 2006 and the DfE guidance '*Use of reasonable force – Advice for headteachers, staff and governing bodies*'. Staff may use reasonable force to prevent students from committing a criminal offence, injuring themselves or others, to prevent damage to property and in extreme circumstances to maintain discipline.

**9.2** Following any serious incident involving the use of force, the School will speak to the parents concerned. Such serious incidents involving the use of force will also be recorded by the School.

This policy will be regularly reviewed by the Governing Body.

### Attachments:

Appendix 1	The Ladder of Reward
Appendix 2	JFS Behaviour for Learning Expectations
Appendix 3a	Whole School Code of Conduct
Appendix 3b	Sixth Form Code of Conduct
Appendix 4	The Ladder of Consequence
Appendix 5	Annex A ( <i>Extract from the DfE Guidance on School Exclusion</i> )
Appendix 6	Waves of Intervention-Social, Emotional and Mental Health Difficulties

### Approved by the Governing Body

Signed.....  
Chairman of Discipline Committee

Date \_\_\_\_\_

Signed.....  
Chairman of Governors

Date \_\_\_\_\_

## THE LADDER OF REWARD

LEVEL	Reward Criteria during Lessons (including tutor group time, cover lessons and assemblies)	Reward Criteria Outside Lessons	Kinds of Rewards	Rewarded by
<b>R1 Positive</b>	<ul style="list-style-type: none"> <li>▪ Positive attitude to learning</li> <li>▪ Improved work ethic</li> <li>▪ Active participation in the lesson</li> <li>▪ Being particularly well prepared and organised for the lesson</li> <li>▪ Being particularly helpful (handing out books, tidying up, etc)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being particularly helpful</li> <li>▪ Being kind and considerate towards others</li> <li>▪ Positive attitude at break times</li> <li>▪ Being polite</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal praise</li> <li>▪ Written praise</li> <li>▪ Sticker or stamp in marked work</li> <li>▪ Lottery ticket</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any member of staff</li> </ul>
<b>R2 Good</b>	<ul style="list-style-type: none"> <li>▪ Any typical R1 behaviour sustained over a period of several lessons</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>▪ Good work, progress, effort, contribution in lessons</li> <li>▪ 100% or excellent attendance and punctuality weekly</li> <li>▪ Contribution to assemblies</li> <li>▪ Contribution to tutor group</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any typical R1 behaviour sustained over a period of time</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>▪ Contribution to life at JFS Examples:                             <ul style="list-style-type: none"> <li>- participating in the lunch time clubs and activities; Minyan</li> <li>- participating in a school event</li> <li>- Charity endeavours (Tzedakah)</li> <li>- helping with displays</li> <li>- assisting other student</li> <li>- acts of kindness (Chessed)</li> </ul> </li> <li>▪ Upholding the reputation of the School Examples:                             <ul style="list-style-type: none"> <li>- assisting members of the public</li> <li>- visiting the elderly, youth work, etc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Merit = 2 Achievement points on SIMS</li> <li>▪ Postcard = 2 Achievement points on SIMS</li> <li>▪ Phone call home by tutor or teacher</li> <li>▪ Prominent displays of student's work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any member of staff</li> <li>▪ Tutor only: attendance and punctuality, student planner</li> <li>▪ Middle Leaders only: contribution to assemblies</li> </ul>
<b>R3 Excellent</b>	<ul style="list-style-type: none"> <li>▪ Any typical R2 behaviour sustained over a period of several weeks</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>▪ Excellent work, progress, effort, contribution in lessons</li> <li>▪ Multiple merits.</li> <li>▪ Excellent academic report</li> <li>▪ Excellent student of the term (twice a term)</li> <li>▪ Student of the month (Sixth Form only)</li> </ul>	<ul style="list-style-type: none"> <li>▪ As above but sustained or excellent</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gold Slip = 3 Achievement points on SIMS</li> <li>▪ Commendation certificate = 3 Achievement points on SIMS</li> <li>▪ Praise Board/ Wall in tutor base or classroom</li> <li>▪ Phone call home by Middle Leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers</li> <li>▪ Middle Leaders only: Commendation certificate</li> </ul>

LEVEL	Reward Criteria during Lessons (including tutor group time, cover lessons and assemblies)	Reward Criteria Outside Lessons	Kinds of Rewards	Rewarded by
<b>R4</b> <b>Outstanding</b>	<ul style="list-style-type: none"> <li>▪ Any typical R3 behaviour sustained over a period of several months</li> <li>OR</li> <li>▪ Outstanding effort, achievement in a subject or activity in school or out of school</li> <li>Example: <ul style="list-style-type: none"> <li>- outstanding contribution to the Arts, Sciences, Humanities and Torah Learning</li> </ul> </li> <li>▪ 100% or excellent attendance per term</li> </ul>		<ul style="list-style-type: none"> <li>▪ Formal letter home = 4 Achievement points on SIMS</li> <li>▪ Meeting with a member of the Leadership Team</li> <li>▪ Phone call home by Senior Leaders</li> <li>▪ Raffle draw for 100% or excellent attendance and punctuality (termly)</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers can recommend R4 but only Middle or Senior Leaders can issue</li> </ul>
<b>R5</b> <b>Exceptional</b>	<ul style="list-style-type: none"> <li>▪ Exceptional performance in a subject or activity in school or out of school</li> <li>▪ Bravery, courage, overcoming adversity</li> <li>▪ Significant dedication after-hours, over and above the norm</li> <li>▪ 100% or excellent attendance throughout the year</li> </ul>		<ul style="list-style-type: none"> <li>▪ Meeting with the Headteacher</li> <li>OR</li> <li>▪ Headteacher writing to a student = 5 points on SIMS</li> </ul>	<ul style="list-style-type: none"> <li>▪ All Middle Leaders can recommend but only Headteacher can issue</li> </ul>

#### **How to 'cash in' Achievement points:**

Merits, Gold Slips, Letters or Postcards, Commendation Certificates add up to Achievement points.

When students have reached **25, 50, 100, 150, 200, 250** Achievement points, they will receive a congratulatory letter through SIMS Learning Gateway.

Students should then refer to the JFS Rewards Catalogue which can be found on the JFS website: [www.jfs.brent.sch.uk](http://www.jfs.brent.sch.uk)

When students have chosen what they want, they should report to their Pastoral Team to claim their prize.

Prizes increase in value with the number of achievement points received in an academic year and students will have a choice of prizes in each category.

#### **Examples of rewards:**

First at lunch with a friend of your choice for a week; free meal deal; free healthy snack; meal at a kosher restaurant.

Variety of stationary items such as colouring pencils, post it notes, highlighters, note books, set of watercolours, calculators etc.

Music and sports items such as guitar capo, table tennis bat and ball, netball, football, rugby ball. Cinema tickets, free game of bowling etc.

Electronic items such as memory sticks, ear phone, electronic devices.

Variety of vouchers and gift cards which can be used in local shops/ shopping centres or on the internet; raffle tickets.

Mystery prize at the annual award ceremony when you get the highest number of Achievement points.

**Please note that the JFS Rewards Catalogue will be continually reviewed and as a result some achievement point values may change, extra items added in or items removed. For an up to date version of the Catalogue, students should check the JFS website.**





## JFS BEHAVIOUR FOR LEARNING EXPECTATIONS

These expectations apply at all times within school, on the journey to and from school and when in school uniform.

### **Expectation 1: Respect each other**

Treat everyone with consideration, courtesy and respect, at all times. Make your best effort to understand and accept differences and the individuality of everyone and be supportive to all students regardless of race, abilities, sexual orientation and background.

### **Expectation 2: Listen and Learn**

Be prepared to listen and learn. Follow instructions straight away. Work hard and practise those things that you find difficult, in order to maximise your achievement. Complete all your work/ homework on time and to the highest possible standard. Let others work and make progress. Regularly check SIMS Learning Gateway to review your progress, behaviours, rewards and attendance.

### **Expectation 3: Take Responsibility for your Behaviour**

Control your own behaviour. Sort out disagreements without resorting to physical/verbal aggression. Follow school rules. Behave sensibly and in a manner that will not bring the name of the school into disrepute.

### **Expectation 4: Respect property and the environment**

Do not damage, take, or misuse the property of others or the school. Make sure classrooms, corridors and playgrounds are clean, tidy and free from litter.

### **Expectation 5: Be punctual and attend**

Know where your lessons are and arrive at every lesson on time, moving purposefully between classrooms. Aspire to 100% attendance.

### **Expectation 6: Look the part**

Take pride in yourself. Wear your uniform correctly at all times.

### **Expectation 7: Be organised**

Bring the right equipment to each lesson. Store your equipment in your personal locker and ensure that you bring the following to school:

#### General Equipment:

Pens (black or blue)  
A green pen for corrections  
Pencils  
Colouring pencils  
Rubber  
Ruler  
Glue stick  
Scissors  
Text books and exercise books

#### Equipment for specific subjects:

Dictionary  
Protractor  
Compass  
Calculator  
Reading book  
Food Technology containers  
PE Kit  
USB Sticks  
Atlas



## WHOLE SCHOOL CODE OF CONDUCT

1. We expect all members of the school community to treat everyone with consideration, courtesy and respect at all times and in all forms of communication.
2. We will not tolerate bullying, harassment or abuse, in all its forms and we will take all necessary measures to deal with any incidents.
3. Any comments made which demeans the status, origin, religious affiliation or beliefs of another person will be dealt with severely.

An orderly, safe and clean school environment reflects a sense of self-respect and respect for others. It is also essential for positive learning. For these reasons:

- We show respect to people and property.
- We follow instructions from staff and are polite and courteous at all times.
- We are always punctual and we aim for 100% attendance.
- We wear our uniform correctly and smartly.
- We do not allow chewing gum in school.
- We are always respectful and tolerant of others.
- We keep to the left when we move around the building and we do not run or sit in corridors.
- We stay on task in our lessons, do our work and do not distract others.
- We take care of our environment by not damaging it in any way and putting all our litter in the bins provided.
- We are responsible for taking care of, and having pride in, our tutor base.
- We understand that health and safety equipment should not be tampered with.
- We understand that prohibited items should not be brought into school.
- We only use a mobile phone when permission is given by a teacher for learning purposes.
- We understand that we must not gamble or sell goods for personal profit.
- We observe and respect the rules of Kashrut
- We only eat in designated areas.
- We conduct ourselves properly when we are in public or using public transport.

# SIXTH FORM CONDUCT

Misdemeanour	Sanction	
<ul style="list-style-type: none"> <li>Not adhering to Sixth Form Dress</li> </ul>	<p><b>STAFF RECORDS DRESS (SIXTH FORM DRESS) NOTE ON SIMS</b></p>	
<ul style="list-style-type: none"> <li>Making / receiving a call in the Mezzanine or using a mobile phone outside the Mezzanine</li> </ul>	<p><b>MOBILE PHONE HANDED TO STUDENT HELP DESK</b></p>	
<ul style="list-style-type: none"> <li>Misbehaviour in class e.g. talking, being 'off task', interrupting others, not following instructions.</li> <li>Any behaviour that is not in line with the Sixth Form code of conduct.</li> </ul>	<p><b>VERBAL WARNING</b></p>	
<ul style="list-style-type: none"> <li>Lack of response to VERBAL WARNING.</li> <li>Poor quality of work / missed homework deadline.</li> <li>Lateness to lesson / tutor group / assemblies.</li> <li>Lack of equipment.</li> <li>Inappropriate behaviour.</li> <li>Eating food in non-designated areas.</li> <li>Chewing gum.</li> </ul>	<p><b>STAFF RECORDS BEHAVIOUR NOTE ON SIMS AND TEACHER INTERVENTION / MEETING</b></p>	
<ul style="list-style-type: none"> <li>Persistent poor behaviour / in the lesson or a series of lessons.</li> <li>Repeated poor quality of work / missed deadline.</li> <li>Copying work/plagiarism.</li> <li>More than occasional lateness to lessons.</li> <li>Repeated behaviour notes recorded on SIMS.</li> <li>Using inappropriate language such as swearing within earshot of a member of staff.</li> <li>Failure to attend a lunch time detention / teacher meeting.</li> </ul>	<p><b>REFERRAL TO SUBJECT LEADER FOR DEPARTMENTAL INTERVENTION / MEETING</b></p>	
<ul style="list-style-type: none"> <li>Persistent failure to respond to staff reprimands.</li> <li>Behaviour that is seriously disrupting a lesson or a series of lessons.</li> <li>Truancy from lesson or leaving a lesson without permission.</li> <li>Cheating in an exam.</li> <li>Defiant behaviour.</li> </ul>	<p style="text-align: center;"><b>REFERRAL TO ASSISTANT HEAD OF YEAR VIA SUBJECT LEADER OR TUTOR</b></p>	<p><b>Potential actions:</b></p> <ul style="list-style-type: none"> <li>Letter of apology or reflective essay.</li> <li>Letter home to parents.</li> <li>Request that parents attend a meeting at the School.</li> <li>Privileges withheld e.g. security pass withheld to restrict access off school site.</li> <li>Referred to the Sixth Form 'Learning Room' at lunchtime or after school via Subject Leader, including a reason written into the comment box on SIMS.</li> <li>Reporting to a Subject Leader or Tutor.</li> <li>Phone call to parents. And/or letter home to parents.</li> <li>Community Service.</li> </ul>
<ul style="list-style-type: none"> <li>Gambling; selling goods for personal profit</li> <li>Bringing non-kosher food.</li> <li>More than occasional lateness to school.</li> <li>Truancy from school.</li> <li>Bringing the school into disrepute.</li> </ul>	<p style="text-align: center;"><b>DIRECT REFERRAL TO ASSISTANT HEAD OF YEAR</b></p>	
<ul style="list-style-type: none"> <li>Persistent failure to respond to above reprimands.</li> </ul>	<p><b>REMOVAL FROM LESSON AND IMMEDIATE REFERRAL TO THE HEAD OF YEAR VIA SUBJECT LEADER OR TUTOR</b></p> <p><b>Potential actions:</b></p> <ul style="list-style-type: none"> <li>Privileges withheld e.g. security pass withheld to restrict access off school site.</li> <li>Parents requested to attend a meeting.</li> <li>Letter home.</li> <li>Withdrawal from lesson(s)</li> <li>And/or First fixed-term exclusion from school.</li> </ul>	
<ul style="list-style-type: none"> <li>Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour</li> <li>Where there has been a serious breach of School conduct putting at risk the health and safety of students, staff and/or others. This may include but not be limited to: sexism, racism, homophobic behaviour, theft, intimidation, harassment, serious actual or threatened violence, physical, sexual or verbal abuse, swearing, malicious allegations against staff, possession, use or supply of illegal drugs, alcohol or other harmful substances, possession of sexually explicit material or imagery, carrying offensive weapons or replicas, arson.</li> </ul>	<p><b>FIXED-TERM EXCLUSION / MANAGED MOVE/PERMANENT EXCLUSION</b></p>	

**Skills and professional judgement should be used at all times.**

The Headteacher may authorise a search of a student's locker, property or person by an appropriate teacher or member of the non-teaching staff as part of an investigation into any of these suspected behaviour issues.

## **Sixth Form Code of Conduct**

- Make the most of your time in the Sixth Form
- Maintain academic commitment and effort
- Accept responsibility for your own learning with the support of your subject teachers and tutor
- Complete all work to the required standard and by the required deadlines
- Use your private study time in school effectively
- Maintain excellent attendance by attending all roll calls and timetabled lessons punctually
- Adhere to the rules and regulations as set out in the Sixth Form Planner
- Act as a positive role model
- Contribute to the life of JFS
- Adhere to the Sixth Form Dress Code
- Be socially responsible and behave decently

The School's entry policy for public examinations is not dependent on whether we think you will gain an A\* grade. However, the School can decide not to enter you for a public examination if it believes that there is an educational reason for not doing so, whether that arises from failure to comply with this Code of Conduct or otherwise.

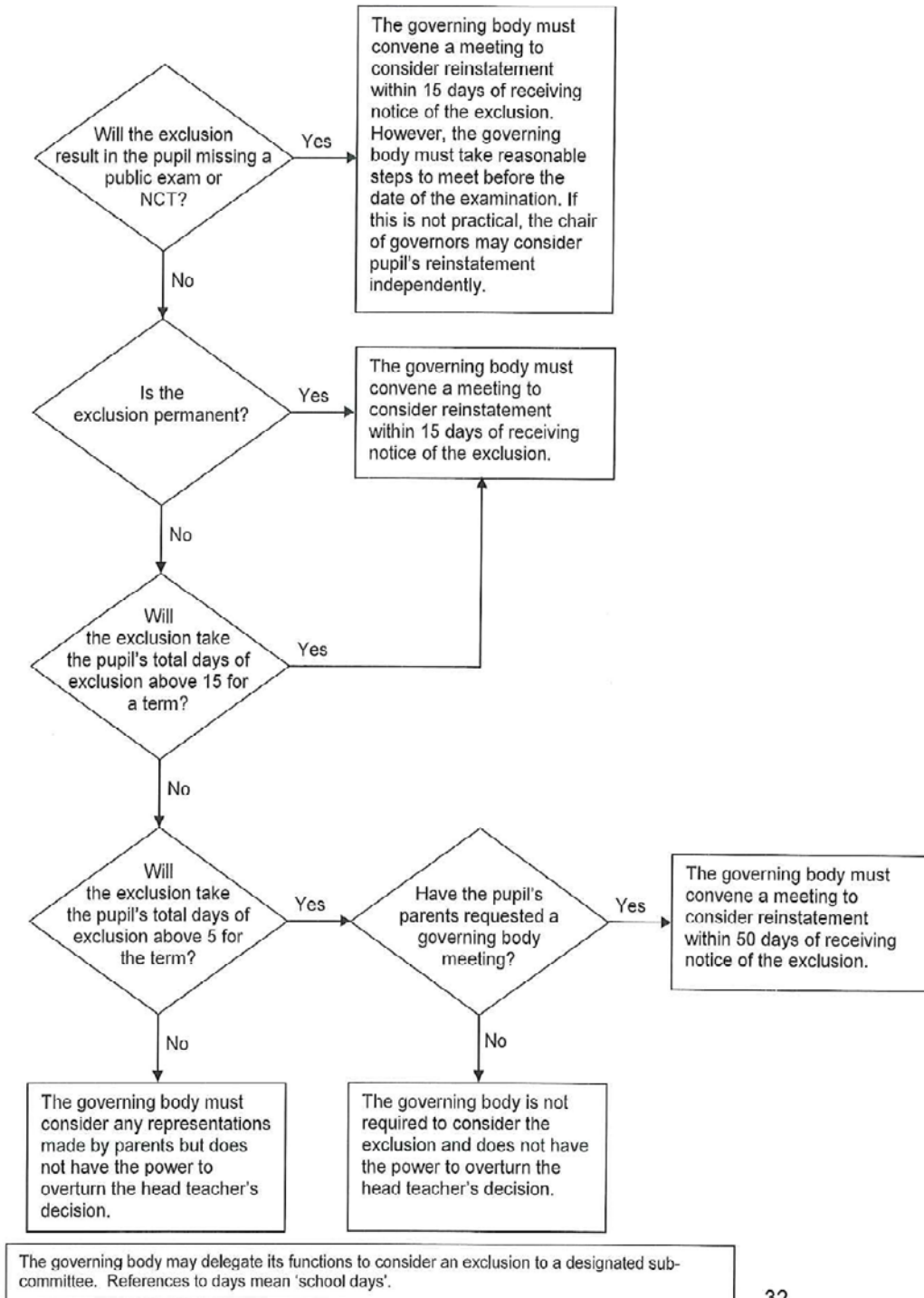
LADDER OF CONSEQUENCE		BEHAVIOUR IS OUR COLLECTIVE RESPONSIBILITY		Appendix 4	Accept the 'C' you have been given, as failure to do so may move you up the ladder
	Staff	During Lessons (including tutor group time, cover lessons and assemblies)	Outside Lessons		
<b>Stage 1 Misbehaviour</b>	<b>All staff</b>	Misbehaviour in class e.g. talking, being 'off task', interrupting others, not following instructions.	Any behaviour that is not in line with the ethos of JFS, but is not serious enough for a behaviour point on SIMS e.g. being overly loud in corridors.		
<b>C1</b>		<b>LIKELY CONSEQUENCE : VERBAL WARNING</b>			
<b>Stage 2 Misbehaviour</b>		Subsequent poor behaviour and lack of response to C1. Lateness to lesson/ tutor group/assemblies; lack of equipment; failure to do work or to complete homework on time; disrupting learning.	Subsequent poor behaviour and lack of response to C1. Inappropriate behaviour such as dropping litter, pushing, running and sitting in the corridors; not clearing up at lunch time.		
		Using forbidden equipment such as audio equipment and mobile phone, unless required by the teacher for learning purposes, chewing gum; eating food in non-designated areas.			
<b>C2</b>		<b>LIKELY CONSEQUENCE: 2 BEHAVIOUR POINTS on SIMS AND/OR FIRST CONFISCATION OF MOBILE PHONE or any other items banned by the School.</b>			
<b>Stage 3 Misbehaviour</b>	<b>All Staff Year Manager Tutor Subject Leader</b>	Persistent poor behaviour and lack of response to C2 in the lesson or a series of lessons. Repetitive Behaviour points on SIMS for any Stage 1/2 misbehaviour; copying work/ plagiarism; more than occasional lateness to lessons. Lack of PE Kit.	Persistent poor behaviour and lack of response to C2. Gambling; selling goods for personal profit; playing in the School car parks; removing cutlery/crockery from the dining hall; bringing non-kosher food; more than occasional lateness to school.		
		Using inappropriate language; poor uniform and inappropriate personal appearance (this would include make up, jewellery, nail varnish, nail extensions, extreme haircuts, shaved eyebrows and facial or body piercing or tattooing, coloured or dipped dyed hair); 2 <sup>nd</sup> /3 <sup>rd</sup> confiscation of mobile phone; failure to attend a lunch time detention.			
<b>C3</b>		<b>LIKELY CONSEQUENCE: 3 BEHAVIOUR POINTS on SIMS AND/OR</b> reporting to a Subject Leader/ Tutor/ Year Manager; detention at lunchtime or after school; Community Service (carrying out of useful tasks in school e.g. litter patrol, cleaning); phone call or letter home to parents.			
<b>When the Red line is crossed</b>					
<b>Stage 4 Misbehaviour</b>	<b>Behaviour Team Year Manager SLT Line Manager</b>	Persistent failure to respond to C3. Behaviour that is seriously disrupting a lesson or a series of lessons; truancy from lesson or leaving a lesson without permission; cheating in an exam.	Persistent failure to respond to C3. Truancy from school; poor behaviour on the way to and from school and on the School's buses; bringing the School into disrepute; failure to attend an after-school detention.		
		Defiant behaviour; using offensive language; rudeness to staff; dishonesty; fighting; bullying (may be C5); smoking**. Damage to property (may be C5). Misuse or inappropriate use of school equipment (eg. ICT) (may be C5). Continuing to use or bringing forbidden items. 4 <sup>th</sup> Mobile Phone confiscation.			
<b>C4</b>		<b>LIKELY CONSEQUENCE: 4 BEHAVIOUR POINTS on SIMS and Receiving a RED SLIP (REFERRAL TO THE BEHAVIOUR TEAM) AND/OR</b> Letter home to parents. Meeting with parents. Detention after-school or on Inset days. Privileges withheld eg. going on a school visit; banned from travelling on the School buses. Spending break-time and lunch-time or lesson(s) in <b>the Reflection Room (for students to consider the consequences and outcomes of their actions).</b>			
<b>Stage 5 Misbehaviour</b>		Persistent failure to respond to C4. Sexism, racism, homophobic behaviour. Behaviour that puts at risk the health and safety of staff/students. Theft**. Intimidation; harassment; verbal abuse; swearing at or about any member of staff. Malicious allegations against staff. Threatened violence.			
<b>C5</b>		<b>LIKELY CONSEQUENCE: 5 BEHAVIOUR POINTS on SIMS. Receiving a RED SLIP WITH IMMEDIATE REMOVAL FROM LESSON AND IMMEDIATE REFERRAL TO THE BEHAVIOUR TEAM AND/OR Reflection Room</b> during lesson(s)/ break-time and lunch-time. Meeting with parent. Letter home to parents. Withdrawal from lesson(s). <b>First fixed-term exclusion</b> from school. (Headteacher)			
<b>Stage 6 Misbehaviour</b>		For all of the examples of misbehaviour in stage 5 or for unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour. Possession or use of illegal drugs**. Possession or use of other harmful substances (alcohol/drugs)**. Supplying an illegal drug. Physical abuse. Violence. Possession of sexually explicit material or imagery. Sexual abuse or assault. Carrying an offensive weapon** (including replicas). Arson.			
<b>C6</b>	<b>LIKELY CONSEQUENCE: FIXED-TERM EXCLUSION/ MANAGED MOVE/PERMANENT EXCLUSION (Headteacher)</b>				

**Depending on the nature of an incident a student may be given an immediate consequence that is higher than a C1.  
Skills and professional judgement should be used at all times.**

\*\* The Headteacher may authorise a search of a student's locker, property or person by an appropriate member of staff as part of an investigation into any of these suspected behaviour issues.

*Extract from the DfE Guidance on School Exclusion*

**Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision**





## Waves of intervention

### Social, Emotional and Mental Health Difficulties

