



The John Bentley School
An Outstanding Centre for Learning

Behaviour Policy



The School Vision

An Outstanding Centre for Learning

This vision will be realised through ensuring that:

- Teaching will inspire, motivate and challenge students to learn.
- Every student will achieve more than they ever thought possible.
- The Calne area and community will be proud of JBS.
- We will fully support every individual in our school community.
- We will have an inspirational learning environment.



Version Control

Version	2.0
Approved	11.7.18
Statutory Policy	Yes
Review Period	Annual
Next Review	September 2019

This policy should be read in conjunction with:

- Safeguarding Policy
- Staff Professional Code of Conduct
- Guidance on the use of force to control/restrain pupils
- Anti-bullying Statement
- Attendance Statement
- Equality Statement

Abbreviations

ASD	After school detention
IER	Internal exclusion room
PSP	Pastoral support plan
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs or Disability
H1	New name for the IER (Internal Exclusion Room)

Introduction

The vast majority of students at The John Bentley School are well behaved. However, there are occasions when students fail to meet our high expectations and intervention is required. The aim of this document is to give clarity to all students, members of staff and parents of the behaviour policy if a student fails to meet the expectations of the school. It should be remembered when reading this policy that it is used much less than the school praise system.

Vision

The vision at The John Bentley School is to be an outstanding centre for learning, built around our values of respect, resilience and responsibility. Students will show respect to one another, the staff and the school environment through acts of kindness, so that every person feels safe and has a sense of belonging to the school community. Whilst at the school, students will be supported to develop their own levels of resilience to ensure they can meet the inevitable challenges they will face along their learning journey. Students will always be expected to take responsibility for their own learning journey and conduct whilst at the school. At the end of their time at the school, students will be resilient with strong communication skills, organisation, drive and initiative to be our future leaders. This will lead to examination success that unlocks the door to their future.

The pillars of the JBS behaviour policy

- A calm and purposeful environment, where everyone feels safe
- An expectation of the highest standards of behaviour to achieve an environment where outstanding teaching and learning can take place
- Systems that are clear to all stakeholders and that identify issues quickly, followed by effective intervention and support
- Clear communication between the school and home to ensure an effective relationship to promote the very best behaviour from individual students.

Expectations of the school policy and staff

- Consistent, calm, adult behaviour
- First attention of best conduct. This is a staff mind set, that looks to celebrate students' achievement first.
- Consistent routines, which create clarity and consistency amongst all stakeholders.
- Restorative conversations to repair broken relationships

Expectations of Parents/Carers

A crucial element of ensuring outstanding behaviour at The John Bentley School is the relationship between the school and the parents/carers. Therefore, the school expects parents/carers to support the school by:

- Supporting their child to fulfil their responsibilities as a student at The John Bentley School
- Attending all relevant parental meetings
- Communicating constructively with the school by telephone, email or letter
- Supporting decisions taken by the school to uphold the highest expectations and promote good behaviour

Expectations of students

Students:

- Show respect to all staff, their peers and the school environment at all times
- Take responsibility and are accountable for their actions
- Show resilience and learn from their errors, following reflection and restorative conversations

JBS Systems

The JBS behaviour systems are broken down into three types:

1. Behaviour in the classroom
2. Outside of the classroom
3. Other serious types of behaviour

1. Behaviour in the classroom

In every lesson, every student is expected to:

- Enter the classroom and be seated when invited to do so by the member of staff leading the lesson
- Sit silently whenever the register is taken
- Listen in silence whilst the teacher is talking
- Not shout out answers
- Work hard without disrupting any other students' learning
- Politely follow all instructions from the teacher, and at the first time of asking

Every teacher will enforce these expectations in their class and within their own established systems. These systems will be made clear at the start of the year by the teacher during an "establishment" lesson. Students will record these systems in their exercise books at the start of the school year and the teacher will often revisit the systems to remind students. In some practical-based subjects, the established rules will be displayed centrally (e.g. in changing rooms, in workshops etc).

If a student fails to meet any of these expectations, the teacher will clearly tell the student that they have received a warning, and this warning will be recorded on the board. The warning cannot be withdrawn by the teacher as an incentive to improve behaviour. If the student fails to meet the expectations for a second time in a lesson, then they will be sent to H1, where they will spend the rest of the lesson and will receive an after school detention (ASD). The teacher will email H1 with the name of the student and a brief reason (e.g. disruption) and log on the computer system (SIMS). The student has 5 minutes from the teacher emailing to independently arrive at H1 or they will receive a fixed term exclusion of one day. If a student is in a PE lesson, extra time will be given for them to get changed.

The teacher will not give scattergun warnings. If a student is given a warning, they could possibly show secondary behaviour (e.g. a negative reaction to the decision) but this should not result in an immediate removal from class, unless their reaction is extreme. The student should be given time to reflect on their behaviour and make the correct choice. However, if the behaviour persists then the student should be removed.

When a student arrives in H1, they will complete a reflection sheet and then complete work based in H1. The students will complete the rest of the lesson in H1 and then return at 3pm for their ASD until 4pm on the day of the incident. The school will notify parents/carers that their child will be staying in school until 4pm. If a student is sent to H1 after lunch, then they will complete their ASD the next day. If a student is sent out of a second lesson in the same day, they will spend the rest of the day in H1. Also, if a student fails to leave the classroom orderly or meet the expectations of H1 when they arrive then it will be considered whether they should stay in H1 for the rest of the day.

Restorative Conversations

When a student has been sent out of a classroom to H1, there has been a breakdown in the student-teacher relationship. There may be one or several reasons for this, but the cause of the breakdown must be addressed and resolved. This will be through a restorative conversation.

The expectation is that the member of staff will meet the student before the end of their time in H1, normally between 3pm and 3.15pm, unless there are exceptional circumstances. The meeting will answer six key questions.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected and how?
6. What should we do to put things right/ how can we do things differently in the future?

The restorative conversation will determine what the student did wrong, how their behaviour disrupted the learning and how it can be avoided in the next lesson. If appropriate, another adult will be asked to join the conversation.

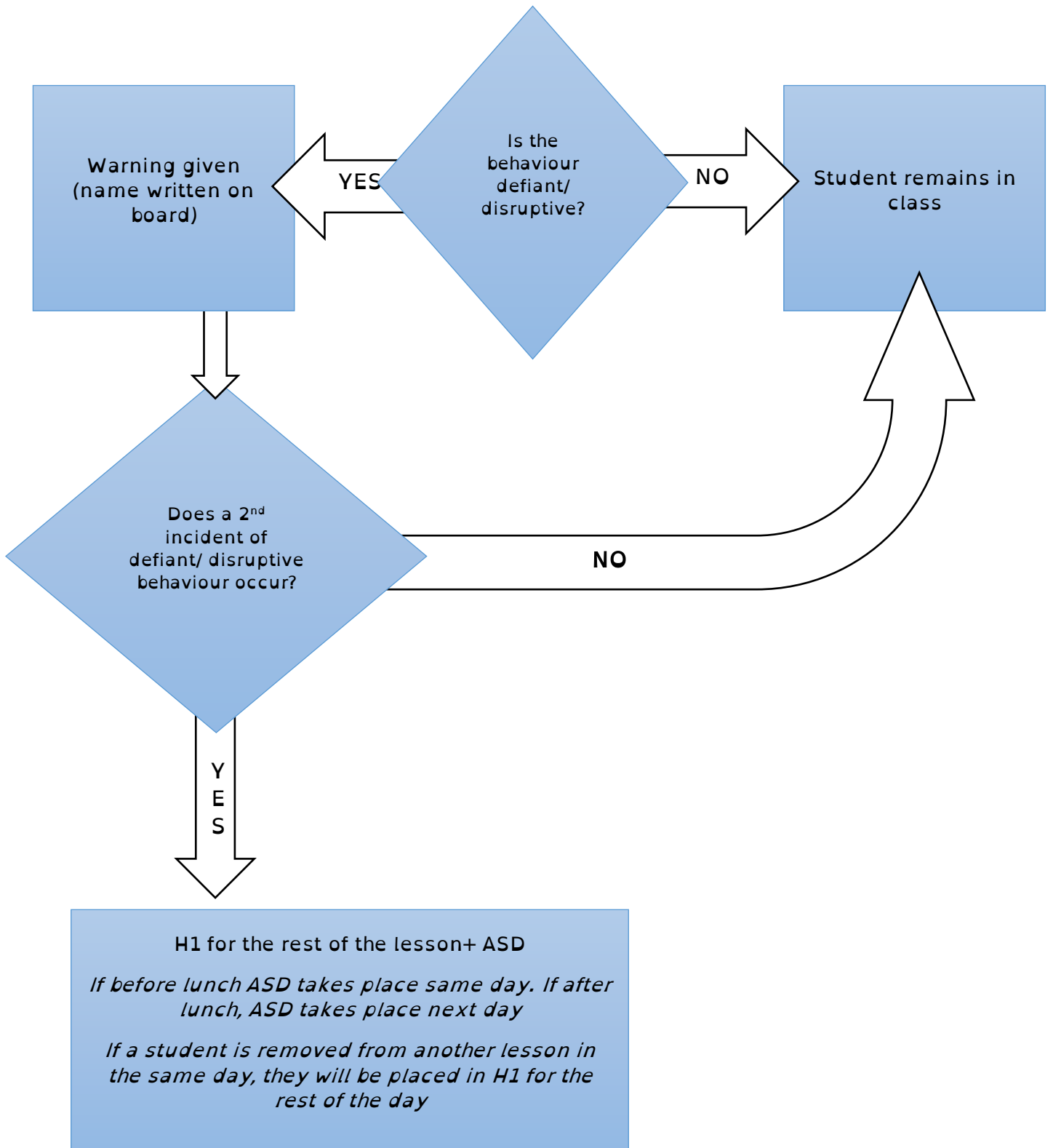
H1

A student will be sent to H1 if they:

- Continue to disrupt learning after a warning from a member of staff
- Are rude or defy a member of staff, having already been warned about this
- Fail to attend an after-school detention
- Are involved in a serious incident or are under investigation

If a student fails to follow the expectations of H1 they will, in more serious cases, be excluded or will be required to repeat the day in H1.

Behaviour in the classroom



2. Behaviour outside of the classroom

Conduct card

In Years 7-11, every student is expected to carry a conduct card at all times whilst at school. If a student fails to meet any of the following expectations during the school day, then a member of staff will record a conduct point on the conduct card.

- Failure to show respect to fellow students, adults or the school environment
- Uniform (for issues not resolved by a yellow slip e.g. untucked shirt)
- Failing to follow Instructions
- Lateness to lessons
- Locality (in the wrong place at the wrong time)

Tutors will check the conduct card during PDT. If the student receives 5 conduct points then they will be issued with an after school detention between 3pm and 4pm. The tutor will notify the student of the day of their detention. If a student has 5 conduct points and then receives another, the teacher will add this conduct point to the old card, and then when the new card is issued, the conduct points will be transferred.

If a student fails to show a teacher their card or walks away defiantly, they will automatically be placed in H1 for 5 lessons and an ASD. If a student loses the card then they will receive an ASD, unless there are exceptional circumstances. The card will be re-issued by the tutor with the same number of conduct points that the previous card had. If a student loses the card during the school day, then they should attend the student hub where a new card will be issued. The student hub will notify the tutor to arrange the ASD and so that the tutor is aware that they need to transfer any conduct points to the new card.

A student will receive a conduct card ASD detention if:

- They receive 5 conduct points on their card.
- They lose their card and cannot show it to a member of staff when requested.
Exceptional circumstances will be considered.

Equipment

At The John Bentley School, every student is expected to independently prepare themselves for the school day by bringing the correct equipment. All students are expected to bring a pencil case that includes at least two blue/black pens, a pencil and a ruler. If students are found without their pencil cases, they will automatically receive a lunchtime detention. Checks will be carried out in tutor time and students will leave the tutor room ready to start the school day. The PE and Technology departments will have similar systems for students remembering their PE kit and food ingredients.

Hair

No extreme hairstyle or unnatural hair colour is allowed. This includes tramlines, Mohican or a completely shaved style. If a student has a haircut similar to these styles, then they will be placed in H1 until the style/colour conforms to the school's expectations.

Students with long hair must tie it back for PE, Technology and Science lessons.

Headphones

Headphones are not allowed on display in school unless permission has been given by a teacher in a lesson (e.g. to listen to a language activity in MFL). If headphones are seen in use or displayed on a student's person whilst in school, then they will be confiscated until the end of the school day, when the student may collect them from the Student Hub. The student will also receive a conduct point on their card.

Sixth formers are only allowed to use their headphones in the sixth form centre. They should not be using them around the school site.

Hoodies and Sweatshirts

For students in years 7-11, hoodies or non-JBS sweatshirts are not allowed in school. If seen, then the hoodie or sweatshirt will be confiscated until the end of the school day, when the student can collect it from the Student Hub. If the offence is repeated, parents/carers will be expected to collect the item. The student will also receive a conduct point on their card.

The classification of a hoodie is at the discretion of the school.

During cold and wet weather, students are encouraged to wear a waterproof and warm coat. This coat can be worn to school, during break and lunch, between lessons and after school. However, it must be taken off during tutor periods and in lessons.

Jewellery/Piercings

In Years 7-11, the only jewellery that is acceptable is a wristwatch (not a smart watch or watch that can connect to the internet), a plain cross and chain, one signet ring and one pair of small plain gold or silver single stud earrings. These must *only* be worn in the ear or tragus position. Any other form of jewellery is not allowed. The John Bentley School does not allow facial piercings of any kind, including transparent retainers. Students are not permitted to simply cover a piercing with a plaster or similar. Students will be asked to remove any other jewellery/piercings and hand them in to the member of staff. The jewellery will be confiscated until the end of the school day and students can collect it at 3pm from the Student Hub. If the offence is repeated, parents/carers will be asked to pick up the piece of jewellery.

If a student refuses to remove the piercings, then they will be in H1 until the situation is rectified.

Lateness to school

Punctuality is not only a key skill for employability, but also an important life skill. All students are expected to be in school at 8.35am. Any student arriving after 8.40am will receive a lunchtime detention for 30 minutes. If they fail to attend this detention, then they will receive an ASD. If a student is late to tutor period, this will also be treated as a late to school and students will receive a lunchtime detention. In exceptional circumstances, parents can contact the school explaining the reason for the lateness and the school will consider whether a student is still required to attend a detention. In exceptional circumstances, some students will have an agreed later start to school, but this is only after consultation and approval from the school.

Make-up

Students must not wear any make up, which is easily detectable. No coloured nails or extended nails of any type are allowed. Eyelash extensions are also not allowed. Students will be asked to remove these items and will not be allowed to return to class until this is completed.

Mobile Phones

Students are not allowed to use their mobile phones during the school day. If a phone is seen, used or heard during the school day by a member of staff, then it will be confiscated until the end of the school day when students can collect it from the Student Hub. If the offence is repeated, parents/carers will be asked to come in and collect it. In some lessons, a teacher may feel that the mobile can support the learning of the classroom. If this takes place the teacher will clearly state that mobile phones can be used for the task of the learning.

Uniform

At The John Bentley School we place an emphasis on pride in our community. A visible indication of this is in the standard of students' uniform. We feel that a uniform instils pride, a sense of identity and support for the ethos of The John Bentley School.

Students must be wearing the correct uniform, as outlined below.

- White school shirt/blouse (tucked in)
- School tie, 30cm length from the knot
- School blazer (compulsory)
- School blue V-neck jumper that must be from our school stockists (optional)
- Grey/black socks
- Low heeled shoes (no logos, trainers, boots, canvas shoes or pumps). Please see the photograph below for further guidance.
- Black, loose fitting trousers or a knee length skirt/tailored knee length black shorts
- Dark belt (if chosen to wear one)

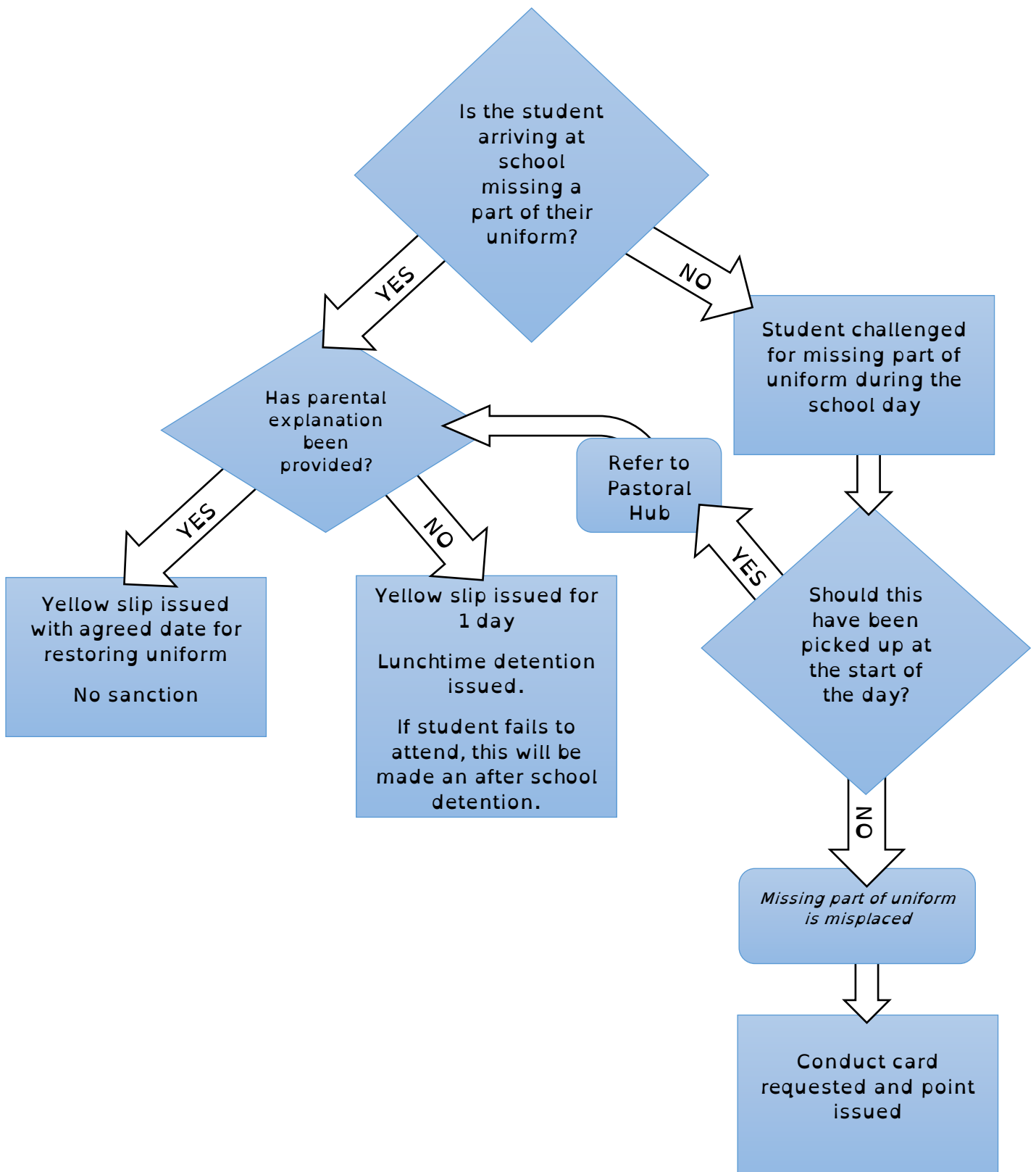


The school blazer will be worn at all times between lessons and outside of the classroom, apart from at break and lunch. Blazers can be taken off in the classroom with the teacher's permission.

There will be occasions when a student's uniform is incorrect because it is lost or broken. This will have been communicated by the parent/carer to the school. In this circumstance, the school will issue a yellow slip that identifies the issue and a date for correcting it. The yellow slip should be shown to any member of staff who questions a student's uniform. The school will communicate with parents/carers to agree on the timescale for resolving the issue of the incorrect item.

If a student arrives at school without the correct uniform and without correspondence from parents/carers as an explanation, then they will receive a lunchtime detention. The student will also receive a yellow slip that indicates that a detention has been given. If a student arrives with correspondence from parents/carers then they will be issued a yellow slip with an agreed date for resolving the uniform issue. If a student is found with incorrect uniform during the school day and no yellow slip, then the student should be sent to the Student Hub where a yellow slip will be issued.

The flow diagram on the next page, identifies the uniform system and the role of the yellow slip and conduct card.



In some circumstances, the issue can be resolved by students borrowing spare uniform from the school. The student will be expected to wear this uniform if it is provided by the school.

Detentions

Detentions are part of the school's consequence system to encourage students to recognise that their behaviour or attitude to learning has not been acceptable. When issued, detentions are compulsory and failure to attend a detention or not meet the expectations of behaviour will result in further consequences. Whilst the Department for Education states that schools are not required to give notice, give reasons, or gain parental consent for a detention, The John Bentley School will contact parents/carers to make them aware of same-day detentions. It is important that parents/carers keep the school up-to-date with contact telephone numbers and email addresses.

There are two types of detentions:

- Lunchtime detentions from 1.30pm until 2pm
- After school detentions (ASD) from 3pm until 4pm

3. Other Serious Types of Behaviour

There will be more serious types of behaviour, which will result in a student immediately being sent to H1 or a fixed term exclusion being considered.

Exclusion policy

The decision to exclude a child from school is always difficult and important. The Principal (or a designated member of the Senior Leadership Team) is able to exclude a student for a fixed period of time. In line with local and national initiatives, the school aims to only use fixed-term exclusions where appropriate and we will first consider suitable alternatives (e.g. H1) that promote a sustainable improvement in behaviour and conduct. Exclusions from school will always be detailed formally in writing and trigger a readmission meeting between the school, the student and parents/carers. The school reserves the right to extend the exclusion if we are not fully satisfied that a sustained improvement in behaviour will immediately follow the readmission. For serious incidents, a fixed term of up to 5 days will be given, to allow sufficient time for an investigation. The views of the excluded student and their parents/carers will be sought. As a Wiltshire school we cannot permanently exclude a student and therefore any student whose behaviour has been considered to be extremely serious or persistently fails to meet our expectations will stay on roll. However, alternative provision will be found for the student and they will not attend mainstream lessons.

Search policy

Schools are authorised by the Department of Education¹ to search students with or without a student's consent, if it is believed they possess any of the following items:

Knives, blades or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters, vapours, fireworks, tools, pornographic images and any other items as defined as such from time to time. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury or damage to the property of any person, including the student themselves.

Searching students with consent: The John Bentley School reserves its right to search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent. If the student refuses, sanctions will be applied in accordance with this policy.

¹ file:///C:/Users/wr/AppData/Local/Microsoft/Windows/INetCache/IE/J7Q2R2YW/Searching_screening_and_confiscation.pdf

Searches without consent: In relation to prohibited items, as defined above, the Principal and staff authorised by the Principal, have the right to search a student or their possessions without their consent, where they have reasonable grounds to suspect that a student has a prohibited item in their possession. Searches without consent will only be carried out on school premises or where the member of staff has lawful control or charge over the student, for example on a school trip.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be led by the Principal or by a member of staff designated by the Principal to lead searches in the presence of the student and another member of staff. Where a student is searched, the searcher will be the same gender as the student. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex with a witness present. Where the Principal, or staff authorised by the Principal, finds anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance for screening, searching and confiscation.

If a student fails to comply with a search, they will be placed in H1 and a fixed term exclusion will be considered. If deemed appropriate, the school will contact the Police to support the school in dealing with the incident.

Use of reasonable force

Members of staff have legal provision to use reasonable force to control/restrain a student in line with national guidelines from the DfE².

Involvement of Police

The school and Police work very closely together. There are times when the Police will want to speak to students and these situations tend to fall into one of two categories:

Informal – A Police Officer or PCSO (Police Community Support Officer) may drop in to school at any time and chat to students at break, lunch time and after school on an informal basis. Students can feel free during these times to discuss any worries or concerns that they may have as we feel the Police are part of the Student Support Team and we have been working closely with them for a number of years. There may be occasions when staff elicit the support of the Police/PCSO when dealing with matters like theft, cyber bullying, anti-social behaviour etc. This is not a formal interview (See Point 2) and in these cases a member of staff will sit with the student(s) involved and, out of professional courtesy, parents/carers will be informed that a conversation has taken place to help students and staff resolve any concerns. Parents may not be contacted in advance.

Formal – There may be occasions when the Police or PCSOs will need to formally interview a student. If this is the case then advice will be taken at the time, usually by a senior member of staff if they are available, if not an appropriate member of staff, as to whether the parent should be contacted to inform them. On rare occasions, the school can be instructed by the Police NOT to make contact with the parent/carer; this is usually because it may jeopardise the Police investigation. In the majority of cases parents/carers are informed of police involvement and they are requested to come into school. There are also cases when the police will need to act with urgency and immediacy to protect student and staff welfare or to preserve evidence. In cases like this, parents will be notified when deemed appropriate by the school.

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf (p4-11)

Wave Approach of Support

The John Bentley School recognises that some students will require support with their behaviour, to ensure improvements are made to meet these high expectations. The school uses a wave approach of intervention, which ensures clarity to all stakeholders.

The Pastoral Support Plan (PSP) is a document that identifies the needs of a student and identifies the issues and links potential interventions. The document also brings the school, students and parents/carers together, so that everyone agrees the interventions and targets, which are put in place. There are a wide range of interventions that can be accessed through the Pastoral Support Plan, but this will depend on the needs of the student.

The wave approach gives clarity to the process and the next steps, if each stage fails to address the issue. At each stage of the PSP, a designated lead worker is identified, who will be overseeing the implementation of interventions and be a point of contact for the student and parents/carers. If a student is SEND, then the SENCO or a representative from the Support department will attend each meeting if possible or will at least contribute comments.

Waves of Support

	Trigger	Support
Stage 1	2 sessions in H1 or 3 ASDs	Tutor Intervention Conversation with the student and the parent
Stage 2	Fails to make sufficient progress from Stage 1	The Pastoral team will discuss the student and a lead worker will take the case. The Lead will liaise with parents and other stakeholders in the school
Stage 3	Fails to meet Stage 2 targets	Pastoral Support Plan (Step 1) meeting held with the Head of Key Stage
Stage 4	Fails to meet Stage 3 targets	Pastoral Support Plan (Step 2) The meeting will be chaired by a member of SLT
Stage 5	Fails to meet Stage 4 targets	Pastoral Support Plan (Step 3) The meeting will be chaired by the Principal
Stage 6	Fails to meet Stage 5 targets	Pastoral Support Plan (Step 4) Meeting held with Governor Panel (in conjuncture with the Principal or member of SLT) In some circumstances a member of another school may be invited.
Stage 7	Fails to meet Stage 6 targets	Student put on Alternative and Flexible provision