



# John Flamsteed Community School

A member of the East Midlands Education Trust



## Behaviour Policy

### **Related Policies, Statements of Practice and procedures**

- DfE Guidance - Behaviour in Schools: Advice for Headteachers and senior staff, September 2022
- DfE Searching, Screening and Confiscation Advice for schools, July 2022
- DfE Guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022
- EMET Physical Intervention policy
- EMET Safeguarding and Child Protection policy
- EMET SEND Policy

<b>Policy Review</b>	November 2023
<b>Governors Review</b>	November 2023
<b>Reviewed by</b>	Deputy Head Teacher - Pastoral
<b>Review Frequency</b>	Annually

## Appendices

### **Appendix 1. The behaviour stages system- behaviour for learning in lessons.**

### **Appendix 2. Conduct around the school – The John Flamsteed Way**

#### 1. Purpose

- to ensure that all students, parents/carers, staff, and governors are aware of the high expectations of The East Midlands Education Trust and John Flamsteed Community School in terms of Behaviour for Learning;
- to promote good behaviour through good conduct, self-discipline, and respect;
- to create a safe learning environment that is free from bullying and in which all students are empowered to keep themselves safe;
- to encourage enthusiasm for all aspects of learning, creativity, and academic success;
- to embrace difference, encourage tolerance and challenge prejudice;
- to prepare students to become responsible adults;
- encouraging all of our pupils to conduct themselves according to The JF Way:

**We are Ambitious. We are Committed. We are Proud.**

#### 2. Behaviour Principles

John Flamsteed Community School believes that high standards of behaviour lie at the heart of a successful school that enables:

- all students to make the best possible progress in all aspects of their school life and work;
- all staff to be able to teach and promote good learning without undue interruption or harassment.

All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between each other.








John Flamsteed Community School is an inclusive school. The school community should be free from discrimination of any kind. Our school has a clear and comprehensive Anti-Bullying Strategy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Any incident of discrimination is recorded and is acted upon in line with this policy. All protected characteristics are respected when referring to discrimination.

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students, are detailed in the Safeguarding Policy and made known to all staff. Measures to protect children from bullying and discrimination, because of gender, race, ability, sexual orientation or background, are also detailed in the Safeguarding Policy and regularly monitored for their effective implementation.

Parents / Carers are encouraged and guided on how best to support their children's education, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

### 3- Values – The JF Way

This Code of Conduct covers what is expected of all pupils around the school, to create the best possible learning environment and ensure that John Flamsteed Community School is a safe place to learn. Our aim for pupils is to look back on their time at John Flamsteed, safe in the knowledge they have achieved “Nothing Short of Remarkable”. To support this, we expect all our pupils to be **AMBITIOUS**, to be **COMMITTED** and to be **PROUD**. These three basic expectations are on display in every learning area:

We are <b>AMBITIOUS</b> . We are <b>COMMITTED</b> . We are <b>PROUD</b> .		
We are <b>AMBITIOUS</b> ...	We are <b>COMMITTED</b> ...	We are <b>PROUD</b> ...
 with our classwork	 to respecting one another	 of our school
 with our homework	 to working hard	 of our achievements
 with our goals	 to attending on time	 of our behaviour
 with our choices	 to being ready to learn	 of our appearance
 for our futures	 to doing our best	 of our differences

Teachers and leaders are responsible for establishing clear classroom procedures and ensuring that school rules are uniformly applied in line with the behaviour policy. Pupils are responsible for following the behaviour policy in the classroom and around the school site, including accepting responsibility when they have received sanctions.

In instances where pupils’ behaviour remains a concern, we will work collaboratively with parents, pupils and teachers to address the situation, resolve any issues, and prevent repeated behavioural issues.

## 4. Aims and Objectives

This policy sets the boundaries for a system that:

- rewards and reinforces the right behaviours;
- delivers consistent consequences for unacceptable behaviour;
- outlines a system where the roles and responsibilities are clear, and staff take responsibility for students' learning;
- seeks to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disruption to learning and promoting respect and positive attitudes to learning;
- supports and promotes the anti-bullying strategy, Online Safety policy, the Equalities Policy and Special Educational Needs Policy.
- Sanctions any type of discrimination, whilst also aiming to correct that behaviour, so that students can learn from their actions

## 5. Roles and Responsibilities

### **Expectations with regards to pupils:**

Pupils will be expected to take responsibility for their own behaviour and will be made aware of the school policy, procedures and expectations.

Pupils will be expected to:

- Follow the school's code of conduct – 'The JF Way'. **We are Ambitious. We are Committed. We are Proud.**
- Arrive on time to school and lessons.
- Wear the correct school Uniform Policy and understand that when they are in uniform, they are representing the school.
- Bring the correct equipment for each lesson, including their SMART card.
- Ensure they are **READY, RESPECTFUL and RESPONSIBLE** always.
- Actively support our '**culture of kindness.**'

### **Expectations with regards to staff:**

Staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff will be expected to:

- Arrive on time to lessons.
- Greet pupils as they enter the room and create a purposeful start to the lesson.
- Promote and reinforce positive behaviour in and outside of the classroom.
- Deal with incidents of unacceptable behaviour by following the school's behaviour policy.
- Contact Parents/Carers if there is a problem with attendance, punctuality, or conduct.
- Use the behaviour system effectively and consistently.

### Expectations with regards to Parents/Carers:

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.

Parents and Carers are expected to:

- Work in partnership with staff to promote positive behaviour choices.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school on time, wearing the correct uniform and are equipped to learn.
- Avoid holidays during term time.
- Treat staff with respect.

## 6. The Rewards System

We recognize that an effective behaviour policy makes use of rewards to motivate and celebrate pupils' success, as well as sanctions to address instances where pupils' behaviour may not be in line with our policy. We want to ensure that we recognise pupils' efforts and achievements using a variety of rewards to create a positive culture where our pupils will be motivated to give their best and contribute to the life of the school and wider community. Details can be found in our [Rewards Policy](#) located on the school website.

## 7. Behaviour stages procedure

Pupils are encouraged to take responsibility for their learning and behaviour, including playing their part in creating a positive, caring, and safe environment within the school and the local community.

We operate a staged approach of:

Stage 1-Reminder

Stage 2-Reminder

Stage 3-Behaviour point



30-minute  
centralised detention

1-hour centralised  
detention

Sanctions are more likely to promote positive behaviour if pupils see them as fair. Pupils are mindful of how the tiers work and the opportunities given at each stage to modify behaviours. See **Appendix 1. The behaviour stages - behaviour for learning in lessons.**

Where there are incidents of unsatisfactory behaviour or conduct, it is important that sanctions are applied consistently and fairly by all staff across the school. Whilst there will always be an element of professional judgement, all staff should endeavour to apply sanctions consistently in line with the details set out in Appendices 1 & 2.

## 8. Conduct around the school

Pupils are asked to move around the school site calmly and with PACE and PURPOSE. If an incident occurs outside of lessons or does not fall under the behaviour system, then the member of staff involved should attempt to resolve the situation and make a record on Class charts. Depending on the level of seriousness, the incident may be actioned by the Pastoral Team. See **Appendix 2. Conduct around the school.**

## 9. Punctuality

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence. During transitions between lessons (going from one lesson to another) students will act appropriately, which means no running through the corridors or loitering in corridors or on paths in between subject blocks.

Punctuality plays a key role in making sure pupils are ready to learn and maximises precious lesson time which is essential for pupils to achieve their full potential. All our staff are required to ensure poor punctuality is challenged and always monitored.

## 10. Conduct in lessons

### **Remarkable routines: All students:**

- arrive on time to lessons
- enter the classroom calmly and quietly and go straight to their seating plan place
- take off their coat as they enter the building
- have their correct equipment
- respect whoever is talking by being quiet and listening
- raise their hand if they need to ask a question
- work exceptionally hard without disrupting any other student learning
- complete all work set and actively engage with their own learning
- at the end of the lesson, stand behind their chair and wait to be dismissed in silence

## 11. The SMART Card

The SMART Card promotes high standards in terms of pupil punctuality, uniform, equipment, and appearance.

- We are committed to high standards of uniform and presentation from all pupils. We believe smart uniform and appearance are pivotal in promoting the ethos of the school, providing a sense of belonging and identity, setting an appropriate tone for education and creating positive community recognition. It also reflects the high standards and expectations we set throughout the school. All of our staff are required to ensure pupil uniform and appearance are monitored at all times through the 'SMART Card,' and we ask parents/carers to support and enforce our Uniform policy.

## 12. Morning Line up Procedures

To start each school day well is essential. Students are expected to be in school by 08:40 each morning so that they are ready to begin the day. The movement bell will sound at 8.38am at which point all students should proceed to their line up stations by 08.40.

Students should:

- Line up in alphabetical order
- Ensure they are wearing their full school uniform
- Ensure they have all key equipment

Any student who cannot meet all the requirements for the school day will receive a signature on their SMART card and a Stage 1 15-minute break time detention the same day, if the student does not attend this becomes a 1-hour detention the next day.

## 13. Challenging Poor Behaviours

The school will actively promote positive behaviour management strategies and seek to develop good relationships at all levels. These strategies may include, but are not limited to:

- the behaviour stages system in lessons or the JF Way around school site;
- a verbal reminder of the expectations of behaviour;
- the setting of written tasks (reflection) such as an account of their behaviour;
- restorative conversations;
- contact with home;
- detention;
- school-based community service, such as tidying a classroom;
- pupil behaviour reports to tutor / Head of Year / SLT;
- parental 'working together' meetings;
- internal reflection in Ready to Learn
- external reflection
- suspension;
- Governor behaviour panel
- in the most serious of circumstances, permanent exclusion (see section 15).

## 14. Monitoring Report

If we believe a child is struggling with effort, progress, or behaviour we may decide to place the pupil onto a two-week monitoring report with targets. The report is a mechanism that enables staff to monitor a pupil's progress against agreed targets, both recognising success and breaking down barriers. This in turn will allow the school to put appropriate support in place to improve the academic development of the pupil. Parents are asked to support school by signing the report and reinforcing the school's expectations. Dependent on the need for the report, a pupil may be placed on Tutor, Head of Department, Head of Year, Senior Leadership Team or in the most serious cases a Head of School report.

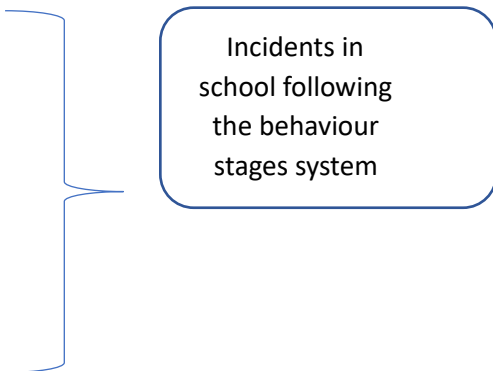
## 15. Detentions

A detention is a sanction which can be used as a deterrent to future misbehaviour. It is a short period where the pupil is required to remain under supervision of school staff during unstructured times. Depending on the severity of the incident, staff may issue one of the following detentions:

### Break / lunch time detention

These may be issued for failure to complete homework or incidents around the school site. If a child is in a break/lunchtime detention, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

- **Stage 2 centralised detention: 30 Minutes**
- **Stage 3 centralised detention: 60 Minutes**
- **HOY centralised detention**
- **SLT centralised detention**



Incidents in school following the behaviour stages system

[The DfE guidance - Behaviour in Schools:](#) sets out that: detention outside normal school hours will be lawful if it meets the following conditions:

- a) the pupil is under 18 (unless the detention is during lunch break);
- b) the behaviour policy has communicated to pupils and parents that detentions outside school sessions may be used; and the detention is held at any of the following times:
  - any school day where the pupil does not have permission to be absent;
  - weekends during term - except a weekend during, preceding or following the half term break; or
  - non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

At John Flamsted Community School, all teaching staff and the pastoral teams can issue detentions in line with this policy. Parents and carers should note that:

- Detentions are not optional;
- Parental consent is not required for detentions that are set in line with this policy; however, we will seek to notify you 24 hours in advance;
- Failure to attend a detention may result in an escalated sanction.



## 16. Supporting Individual Needs

The Senior Leadership Team and Staff will ensure that there is a consistent application of the policy and procedures, which will consider, and not discriminate against gender, race, disability, Special Educational Need, religion or belief, sexual orientation, pregnancy, gender reassignment or identity. We will ensure that:

- Staff do not discriminate against pupils
- All pupils are supported in understanding the behaviour policy
- Staff make reasonable adjustments in the application of the behaviour policy for any SEND
- Staff will seek to identify the underlying cause of any unacceptable behaviour and put in place measures to address the cause, in order to prevent reoccurring behaviour.

Where pupils have a special educational need or display social emotional behavioural difficulties, sanctions may be revised, and reasonable adjustments made which are appropriate to the individual's needs. A review may be called by the SENCO. Our expectations and standards of children with a special educational need are high and we ensure they are not discriminated against. Parents and carers will be invited to be part of this process (where appropriate) and revised strategies will be communicated to each pupil and their teachers and will be reviewed on a regular basis.

The school will continue to work positively with external agencies to seek appropriate support to ensure that the needs of pupils are met through utilising the range of external support available.

## 17. Ready to Learn

Lesson referrals (lesson exclusions) are initiated when a pupil is issued a Stage 3 Behaviour point in-line with the Behaviour Stages System, in an individual lesson. The student will remove themselves (when requested by the member of staff) from a potentially disruptive environment in an attempt to ensure they have time to reflect and change their conduct. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. As set out in **Appendix 1. Behaviour for Learning in lessons – The Behaviour Stages System**, A stage 3 lesson referral (Ready to Learn) is sanctioned with a Stage 3 centralised after school detention the following day.

Lesson referrals are not optional, and the following may result in an escalated sanction as set out in **Appendix 1. Behaviour for Learning in lessons – The Behaviour Stages System**; refusal to attend the referral room and complete work, truancy or further disruptive / defiant behaviours. Referred pupils are expected to engage in the reflection process as part of their reintegration back into the next lesson, as appropriate. An opportunity to for the student to reset, reflect and return, 'ready to learn.'

## 18. Ready to Learn / External Reflection

Ready to Learn / external reflection is the last step the school can take before a fixed term suspension. Depending on the severity of the incident this will take place in the school's Ready to Learn or a sanction could then be escalated to external reflection at our sister EMET school, The Ripley Academy. These are serious sanctions and should only be used when:

- where a subject department / pastoral team have exhausted possible strategies to improve the behaviour of a pupil;

- the actions of the pupil were serious enough to escalate the sanctions immediately to internal or external reflection;
- a pupil acts in clear defiance of the school rules- i.e. refusing to go to Ready to Learn, refusing to follow instructions, repeated failure to attend detention etc.

Pupils referred to Ready to Learn/ external reflection will be provided with work for continuation of the pupil's education in a supervised setting. Poor behaviour in Ready to Learn could result in a suspension or extended time in Ready to Learn / external reflection.

## 19. Lines in the Sand

There are some lines that we will not tolerate any students crossing. If they do, the student will receive the most serious of sanctions which may include permanent exclusion from school. An indicative but non-exhaustive list would include:

- Persistent defiance of the EHT and the Senior Leadership Team
- Possession of recreational drugs into school (Illegal, legal, illegal highs or unknown substances)
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- A physical assault of a member of staff or students

## 20. Suspension

The decision to suspend a student is not taken lightly and the Head Teacher/ Deputy Head Teacher Pastoral will commit to gaining a comprehensive understanding from the evidence available and make a decision based on the balance of probability, as per DFE guidance.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The school will use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods which do not exceed 45 school days in any one school year.

A suspension may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

## 21. Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- **in response to a serious breach or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school**

Suspensions and permanent exclusions follow the [DfE Guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022](#)

## 22. Off-site direction

Off-site direction (managed move) is a formal agreement between two schools, a child and his/her parents / carers. It allows a child at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the [Suspension and Permanent Exclusion guidance](#)) may be used. Off-site direction will only occur when it is in the pupil's best interests.

## 23. Additional behaviour incidents - Incidents out of school

The school may sanction pupils for incidents outside the school grounds, including online. For example,

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- actions that could have repercussions for the orderly running of the school;
- actions that pose a threat to another pupil; or
- actions that could adversely affect the reputation of the school.

## 24. Bullying:

John Flamsteed Community School has a zero-tolerance approach to bullying. This is set out in our Anti-Bullying Policy which is published on the school web [Anti-Bullying Policy](#), and includes online bullying.

## 25. Child-on-child sexual violence and sexual harassment:

John Flamsteed Community School has a zero-tolerance approach to sexual violence and sexual harassment. Following any report of sexual violence or child-on-child sexual harassment offline or online, the pastoral team will follow the safeguarding principles set out in part 5 of Keeping Children Safe in Education. The designated safeguarding lead(s) will advise on the school's initial response, which may involve contacting the police. Each incident should be considered on a case by-case basis and recorded on the school's child-on-child abuse log and should be reviewed by a member of the Senior Leadership Team. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- Displaying pictures, photos or drawings of a sexual nature;
- Upskirting
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people) provides detailed advice for schools and colleges
  - Any incidents related to sharing of explicit content, sexualised online bullying, coercion and threats

## 26. Mobile Phones

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having entered through the school gate onto school site however, all phones and devices will need to be switched off and placed into their school bag (not into a pocket), together with any headphones.

- If a phone/tablet/Airpods/smart watch are seen during lesson time or around the school, they will be confiscated and students will be asked to collect it from the main school reception at the end of the day.
- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.
- Refusal to follow this instruction may lead to an escalated sanction. If a pupil breaches this school rule on more than 3 occasions then parents will be asked to collect the mobile phone from school.

Allowing access to mobile phones in school introduces complexity and risks, including safeguarding related issues, distraction, disruption, bullying and abuse, and can be a detriment to learning.

## 27. Smoking

No student is permitted to smoke or vape on John Flamsteed Community School grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/vaping or associating with such behaviour will lead to a serious sanction
- Refusal to hand over smoking (or vaping) paraphernalia when asked by the Head Teacher will lead to a serious sanction
- All tobacco and related paraphernalia will be destroyed [Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products]

## 28. Reasonable Force

There are rare and extenuating circumstances where members of staff might have to exercise their power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. For further information please see the DfE [use of reasonable force Advice for headteachers, staff and governing bodies July 2013](#) guidance.

## 29. Searches

The school may conduct searches in line with the DfE "[searching, screening and confiscation at school](#)" July 2022 guidance. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The following are strictly forbidden on the school site. Bringing any of these onto the school site or being in possession of them could result in permanent exclusion:

- smoking and vaping paraphernalia including e-cigarettes; and vape liquid,
- knives or weapons;
- alcohol;
- illegal drugs, legal-highs or unknown substances;
- stolen items;
- matches, lighters;
- fireworks
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

### 30. Discretion

No policy can cover all eventualities and the Executive Headteacher and Head of School reserve the right to use their discretion, in line with this policy, to help pupils make better choices, learn positive behaviour and reduce disruption to learning and poor behaviour in order for John Flamstead Community School to be a safe place to learn

### 31. Malicious allegations against school staff

The school will follow the guidance in [Keeping Children Safe in Education](#) when dealing with unsubstantiated, unfounded, false or malicious allegations against staff. Where pupils are found to have made malicious allegations this would be considered a breach of the school behaviour policy. The school will therefore consider whether to apply appropriate sanctions, which could include a suspension or permanent exclusion; as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

## Appendix 1. The behaviour stages system - behaviour for learning in lessons-

Reasons Stage 1 Reminder could be given	Teacher will	Objective of Stage 1 Reminder
Low Level Disruption (LLD) Refusal to work Defiance Failure to follow instructions	Inform the student they have been issued a Stage 1 reminder.  'This is a stage 1 reminder. I would now like you to be ready to learn please.'  Staff will record this on class charts	Encourages the student to settle and stop the behaviour, without disrupting learning.

Take up time must be given and secondary behaviour ignored

Reasons Stage 2 Warning could be given	Teacher will	Objective of Stage 1 Reminder
Continued LLD/refusal to work/defiance/inappropriate behaviour  No modification of behaviour	Inform the student they have been issued a Stage 2 reminder.  'This is a stage 2 reminder. You need to take responsibility for your behaviour please.'  Staff will record this on class charts  Staff may consider a classroom intervention at this point e.g. seating change, to help the student reflect and stop the behaviours	Student is choosing to continue with their behaviour.  They now receive: <b>stage 2</b> <b>30-minute centralised detention</b>  Final chance to improve their behaviour.

Take up time must be given and secondary behaviour ignored

Reasons Stage 3 Behaviour Point (B point) could be given	Teacher will	Objective of Stage 1 Reminder
Continued LLD  Continued refusal  Continued Defiance	Inform the student they have been issued a <b>B point</b> .  'You now need to go to Ready to learn (RTL). I would like you to be respectful please.'  Student will be sent to RTL with class work for the remainder of that lesson.  Staff will record this on class charts	Student is choosing to continue with their behaviour.  They now receive: <b>stage 3</b> <b>60-minute centralised detention</b>

Stage 4 can be issued by the HOY	Objective of Stage 4
Other serious incidents-	Students will be issued an appropriate sanction in line with the behaviour system.

\*above are examples of reasons why a S1, S2, B point and S4 could be awarded. However, it is impossible to define in advance all circumstances and so professional judgement will always be used.

## Appendix 2. Conduct around the school

### - The JF Way -

Below are examples of consequences / actions staff may take for pupils failing to adhere to The JF Way. However, it is impossible to define in advance all circumstances and so professional judgement will always be used.

‘I am not very well organised’	
What happens if...	Consequence
I don't get to school on time	If you enter reception after 8:40am, your lateness will be recorded on Class Charts. If you receive three lates in a half-term you will be placed in a centralised detention.
I don't get to lesson on time	Your lateness will be recorded on Class Charts. If you receive three lates in a half-term you will be placed in a centralised detention.
I don't bring the correct equipment to lesson	You will be placed in a break detention by your form tutor or Head of Year for repeat failure to be equipped to learn. This also includes your PE kit.
I don't do my homework	You may be placed in a break / lunch time detention by your class teacher where you can complete the missed homework. A call home to parents will be made by the class teacher for persistent failures.

‘I don't follow the expected uniform standard’	
What happens if...	Consequence
I am wearing incorrect uniform.	Your tutor will send you to a Head of Year during morning line up where you will receive a uniform signature on your card and a break time detention. Where there are legitimate reasons for wearing incorrect uniform a pass will be issued for 5 days only.
I had a uniform pass but it has expired.	Your tutor will send you to a Head of Year during morning line up where they will review your last pass and use their professional judgement on next steps.
I wear my trainers and had a pass but my parents have told school I have school shoes, but I don't like them.	Your tutor will send you to a Head of Year during morning line up but you will not be issued with a uniform pass and will receive a uniform signature. 3 uniform signatures will result in a Stage 4 Head of Year centralised detention. Heads of Year may apply a Stage 5 for persistent offenders.
I wear piercings, too much makeup, jewellery or nails are against the uniform policy	Your SMART Card will be signed. You will be asked to remove anything additional to this immediately as well as excessive makeup, jewellery or nail extensions. If you receive three signatures, you will receive a Head of Year detention. Heads of Year may apply a SLT detention for persistent offenders.
I wear my shirt untucked or don't wear my blazer	Your SMART Card will be signed each time. 3 uniform signatures will result in a Stage 4 Head of Year centralised detention. Heads of Year may apply a Stage 5 for persistent offenders.



\*In the extremely rare circumstance whereby a serious incident occurs:

Serious Incident	
I verbally or physically abuse a pupil or member of staff	<p>All serious incidents will be investigated and findings will be reviewed by a member of Senior staff. A proportionally appropriate sanction could include:</p> <ul style="list-style-type: none"> <li>• Ready To Learn</li> <li>• external reflection</li> <li>• a fixed-term suspension – including a reintegration meeting</li> <li>• reporting to the police</li> <li>• a formal meeting with the school governors</li> <li>• direction to Alternative Provision</li> <li>• offsite direction / managed move</li> <li>• a referral to the Pupil Referral Unit (PRU) or alternative</li> <li>• a permanent exclusion</li> </ul>
I am deliberately defiant and refuse to follow instructions or I make others feel unsafe through reckless or dangerous behaviour	
I give or sell smoking paraphernalia including vapes to another pupil	
I persistently fail to follow The JF Way / Behaviour Stages System and fail to engage in interventions to improve my conduct.	
I make racist/homophobic/transphobic or discriminatory remarks to a pupil or a member of staff	
I am involved in a fight with another pupil	
I bring or take illegal, unknown or banned substances or dangerous items into school	
I bring a weapon into school, even if I do not use it	