



**JFS School**  
**The Mall, Kenton, Harrow, Middlesex, HA3 9TE.**

**BEHAVIOUR MANAGEMENT POLICY**

*Reviewed in the Summer Term 2018 & Ratified by FGB 21.01.19*

*Next due for review in the Summer Term 2019*

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## 1. Introduction

- 1.1. This Policy sets out how the School will promote a positive behaviour for learning environment.
- 1.2. The Policy reflects our school motto '**Orah Viykar**' - '**Light and Honour**' and through it we aim to demonstrate our commitment to value all students and staff regardless of race, religion, sexual or gender identity and disabilities. At JFS our aim is to equip students for a life in their community, Modern Britain and wider society. These goals should be achieved through positive reinforcement of good behaviour and practice. Adults should act as positive role models in the way they deal with each other and with students.
- 1.3. Students are ambassadors to our school even when off school premises and we expect them to act accordingly.

## 2. Aims

- 2.1. This Policy aims to:
  - Provide a **consistent approach** to behaviour management.
  - **Define** what we consider to be unacceptable behaviour, including bullying.
  - Outline **how pupils are expected to behave**.
  - Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
  - Outline our system of **rewards and sanctions and support**.

## 3. Principles

- 3.1. At JFS, we believe that teachers have the right to teach and student the right to learn. The security provided by an established system of rules, routines, positive recognition and consequences is the necessary baseline for all teaching, learning and personal development.
- 3.2. In order to enable effective teaching and learning to take place, positive behaviour traits in all aspects of school life is necessary. JFS seeks to create a caring, learning environment in the School by:
  - promoting good behaviour and discipline;
  - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect; ensuring fairness of treatment for all, with inclusion secured according to specific learning/ behaviour need;
  - encouraging consistency of response to both positive and negative behaviour;
  - promoting early intervention;
  - providing a safe environment free from disruption, violence, bullying and any form of harassment;
  - encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the School's policy and associated procedures.
- 3.3. JFS encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect amongst students themselves, and between staff and students. The Behaviour Policy aims to maintain a learning environment that is free from disruption and provides equal opportunities for all.
- 3.4. At JFS we firmly believe that by helping each other, we help ourselves to develop as individuals and fulfil our potential in every aspect of our lives. Older students are encouraged to participate in the care of younger students.
- 3.5. Members of the JFS community should show respect, courtesy and consideration for:
  - Members of staff and each other and all other people regardless of, but not limited to their age, disability, gender reassignment, marriage or civil partnership, pregnancy/ maternity, religion or belief, culture, race, sex, sexual orientation or ability. They should do this in person but also when communicating online.
  - The school campus, buildings and resources.
  - Our neighbours and community.

- Their own and other people's property.
- 3.6. Members of the school community should work hard and be proud of what they and others achieve.
- 3.7. Members of the school community should work together to stop bullying including homophobic, biphobic and transgender bullying and to support each other in their work.
- 3.8. Pupils are also expected to:
- Behave in an orderly and self-controlled way
  - In class, make it possible for all pupils to learn in a calm and focused manner
  - Move quietly and sensibly around the School
  - Wear the correct uniform at all times
  - Accept sanctions when given
  - Follow instructions without arguing
  - Refrain from behaving in a way that brings the School into disrepute, including when outside school and across social media
  - Treat the school buildings and property with respect  
See Code of Expectations (Appendix 3)
- 3.9 Rewards and Sanctions will be recorded on the School's MIS as 'positives' and 'negatives'. Positives will be recorded as Praise (+1) or Commendations (+2). Negatives will be recorded as minor offences (-1) or major offences (-2). Behaviour points will be shared with parents. Positive points will contribute towards the House cup.

#### 4. Legislation and Statutory Requirements

- 4.1. This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- 4.2. In addition, this Policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of all its pupils regardless of sexuality or gender identity

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

#### 5. Roles and Responsibilities

- 5.1. The **Governing Body** will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and will keep it under review. It will ensure that it is communicated with staff, students and parents and that the expectations are clear. Governors will support the School in maintaining high expectations for standards of behaviour.
- 5.2. The **Headteacher** and the Leadership Team are responsible for the implementation and day-to-day management of the policy and procedures.
- 5.3. **All staff** are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied; modelling positive behaviour; and, providing a personalised approach to specific behavioral needs of particular students. Mutual support and consistency amongst all staff in the implementation of the policy is essential.
- 5.4. The **Governing Body, Headteacher and staff** are responsible for ensuring that there is no differential application of the policy and procedures on any grounds including, but not limited to their disability, gender reassignment, pregnancy/ maternity, religion or belief, culture, race, sex, sexual orientation or ability. They will also ensure that the concerns of students are listened to and

appropriately addressed.

5.5. **Parents and carers** are responsible for working in partnership with the School to assist the School in maintaining high standards of behaviour; supporting their child in adhering to the Behavior Policy; and, sharing with the School any information that may pertain to their child's behaviour. Parents and carers will have the opportunity to raise with the School any issues arising from the operation of the policy via the Complaints Policy.

5.6. **Students** are responsible for taking responsibility for their own behaviour having been made fully aware of the School Policy, procedure and expectations; behaving in an orderly and self-controlled way; and, respecting members of staff and each other. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## 6. Definitions

6.1. **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Demonstrative lack of respect for staff, other adults and students
- Incorrect uniform [see Uniform Policy]

6.2. **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying [see 7. Anti-Bullying, below]
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, biphobic, transphobic or any other form of discriminatory behaviour.

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any other item as determined by the Headteacher, see 15.2 below

## 7. Anti-Bullying

7.1 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. This includes homophobic, biphobic or transphobic bullying. If bullying does occur, all students should be able to inform staff and be confident that incidents will be dealt with promptly and effectively. The School's Anti-Bullying Policy outlines in more detail how the School will prevent bullying, educate towards eradicating bullying and deal with bullying allegations.

7.2 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

7.1. Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, mimicking, making comments with racist overtones
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Sexuality	Explicit remarks that may be construed as homophobic, biphobic or transphobic
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

7.4 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 or other digital device, 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.
- Cyber bullying includes any digital behaviours associated with the bullying types in the table in section 7.3

## 8. Promoting Positive Behaviour

8.1. Encouragement and praise is central to the promotion of positive behaviour for learning. It is very important that the positive aspects of praise, commendation and reward should have great emphasis. Good discipline is based on clear boundaries, and mutual respect for individuals and the school community.

8.2. We recognise that young people flourish within an atmosphere of praise, commendation and reward. Our aim is to ensure that rewards are simple and consistently applied and valued by the students. The reward system at JFS School aims to:

- Increase pupil motivation.
- Engender self-respect and confidence among all pupils.

- Encourage positive effort, progress and achievement.
- Encourage community cohesion across forms, year groups and the whole school.
- Promote positive behaviour.
- Recognise both academic and community achievements

8.3. In the daily life of the School staff seek to recognise achievement in the following ways:

- Regular encouragement and praise
- Positive referral on SIMS (or equivalent)
- Postcards/letters home
- Certificates
- Positive phone calls home
- Names of Top Behaviour Point scorers to be celebrated around the School and on the School's Newsletter.
- Jack Petchey Achievement Award (to be introduced at JFS from September 2018)
- Form Tutor Awards
- Subject Awards
- Headteacher's Light and Honour awards (to be introduced at JFS from September 2018)
- Presentation of Sporting achievements: Cups and Trophies presented at school assemblies
- Annual celebration of Pupil Achievement and Effort
- Special responsibilities/privileges
- Special trips or in school events
- Recognition of contribution to extra-curricular activities
- Recognition of contribution to the wider school

8.4 At JFS we recognise that there should be an acknowledgement of the intrinsic value of achievements and that financial reward is not necessary to recognise and promote positive behaviour in school. The increase of school awards, including a Headteacher's Light and Honour Award will foster an improved school ethos of student pride resulting in better self-regulation and a culture of good learning behaviours across the school.

## **9. Challenging Poor Behaviour**

- 9.1. Sanctions are needed as consequences for behaviour that does not meet the high standards expected of students at JFS.
- 9.2. A range of sanctions can be deployed and will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.
- 9.3. When poor behaviour is identified, sanctions are to be implemented consistently and fairly in line with the Policy.
- 9.4. Sanctions are proportionate and account is taken of the student's age, any special educational needs or disability they may have.
- 9.5. If a student is vulnerable, suspected to be suffering, or is likely to suffer harm, the School will follow the Safeguarding Policy and consider whether a multi-agency assessment is necessary.
- 9.6. A range of disciplinary measures are clearly communicated to school staff, students and parents.
- 9.7. Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- 9.8. Staff may discipline students for misbehaviour which occurs when the student is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a student at the school.

9.9. Notwithstanding the above conditions, staff may also discipline students for misbehaviour which occurs at any time, that:

- could have repercussions for the orderly running of the School or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the School

## **10. Sanctions**

Include:

- Non-verbal warning
- Verbal warning
- Negative referral on SIMS (or equivalent system)
- Apology letter
- Communication home
- Lunchtime detention
- After school detention
- Community Service
- Lesson exclusion
- Moved to another classroom
- On report
- Internal exclusion
- Payment of any school property that is vandalised/ damaged
- Loss of Privileges e.g. School Sports team, Student Officer post
- Meeting with Community Police Officer
- Use of the Pupil Referral Unit
- External fixed term exclusion
- Permanent exclusion
- Any other sanction deemed reasonable by the Headteacher

10.1 The Headteacher only (or the designated member of SLT appointed to act in the absence of the Headteacher) has the authority to exclude a student.

## **11. Support within the School for Students who have been Sanctioned**

Includes:

- Meeting with parents
- Meeting with staff member
- Tracking and monitoring
- Intervention classes
- Mentoring
- Counselling
- Positive report
- Half-day timetable
- Pastoral Support Plan
- Reintegration plan
- Respite/alternative provision
- Records will be kept of all sanctions given for serious misbehavior on SIMS (or equivalent).

## **12. Classroom Management**

12.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Have a plan for dealing with low-level disruption
- Use positive reinforcement
- Challenge inappropriate language and communication in class e.g. swearing, racist, sexual, homophobic, biphobic and transphobic comments

### **13. Fixed-Term or Permanent Exclusion**

- 13.1. 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 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. 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).
- 13.2. The decision to permanently exclude is the Headteacher's alone. 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>
- 13.3. Permanent exclusion will be used as a last resort in response to a serious breach 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. 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.
- 13.4. Where the Governing Body has upheld the decision of the Headteacher to exclude, an application for review of the decision by the Independent Review Panel 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.
- 13.5. 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.

### **14. Physical Restraint**

- 14.1. In some circumstances, staff may use reasonable force to restrain a student to prevent them:
- Causing disorder
  - Hurting themselves or others
  - Damaging property

Incidents of physical restraint must:

- 14.2. always be used as a last resort and be applied using the minimum amount of force and for the minimum amount of time possible.

14.3. be used in a way that maintains the safety and dignity of all concerned and never be used as a form of punishment.

14.4. be recorded and reported to parents (see appendix 3 for a behaviour log).

## **15. Confiscation of Student Property**

15.1. 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. They have the power to search with and without consent for prohibited items. The School will follow the DfE guidance ‘Screening Searching and Confiscation - advice for headteachers, staff and governing bodies.’

15.2. Prohibited items include knives, razor blades, weapons, alcohol, drugs, stolen items, tobacco or cigarettes, fireworks, pornographic images, items that could be used to cause an offence and legal highs. The School has also designated the following as Prohibited Items: laser pens, cameras, electronic equipment including, but not limited to, handheld games machines, iPod, MP3 players, SMART Watches and the like.

## **16. Searches without Consent**

16.1. Only staff members authorised by the Headteacher may carry out searches without consent. 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.

16.2. JFS School also reserves the right to inspect data on any electronic device which is confiscated by a member of staff with the exception of that pertaining to inappropriate images or sexual language. See the Mobile Phones and Other Devices Policy for further guidance. 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.

16.3. 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.

16.4. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## **17. Searches with Consent**

17.1. JFS School Staff may search students with their consent 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.

## **18. Extent of Search**

18.1. The person conducting the search may not require the student to remove any clothing other than outer clothing.

18.2. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

18.3. ‘Possessions’ means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

18.4. Any formal complaints about searches should be made in accordance with the school’s usual Complaints Policy.

## **19. Disposal or Retention of Articles Confiscated from Students**

- 19.1. Confiscated items which do not fall under the prohibited items list will be returned at either at the end of a day, end of a school week, end of term or end of academic year. The return date will be determined by the nature and number of repeat offences where the item has been used inappropriately. For example, mobile phones in school. (For further details please refer to Use of Mobile Phone Guidelines)
- 19.2. Confiscated items will be kept in a locked cupboard or more securely, in a safe if they are of significant value. Teachers may confiscate, retain or dispose of students' property as a punishment, so long as it is reasonable in the circumstances.
- 19.3. The School will endeavour to maintain a secure environment at all times, however by bringing their possession(s) on to school premises the student accepts that this is entirely at their own risk and that the School cannot be liable in the event of any loss, damage or theft that results. Furthermore the student also accepts that if they breach the policy, resulting in their possession(s) being confiscated, whilst the School will take reasonable steps to ensure any item is held securely, it cannot absolutely guarantee the security of an item and that the School cannot be liable for any consequential loss or damage to it that results.
- 19.4. Regarding prohibited items the School will follow the DfE guidance:  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>.  
This lists all prohibited items and how they are to be disposed of by staff. Where a student or their property needs to be searched the Headteacher must be informed and approve the search. Where a search is necessary it will be carried out where possible by a member of the SLT. Parents do not need to be informed prior to a search taking place.

## **20. Use of Reasonable Force**

- 20.1. Whilst guidance for the use of reasonable force is set out below, it is the commitment of the School to use this only as a last resort and in the interest of student and staff safety.
- 20.2. School staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The School will follow the DfE guidance:  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- 20.3. The School will provide annual training regarding screening, training and use of reasonable force to ensure that all staff are familiar with the policies and know how to act in these circumstances.
- 20.4. Following any serious incident involving the use of force, the School will speak to the parents concerned. Such serious incidents involving the use of reasonable force will also be recorded by the School.

## **21. School Trips**

- 21.1. JFS School recognises the importance of an informal atmosphere on school trips; however any behaviour that contravenes the smooth running of a trip or brings the health and safety of the trip into disrepute will be sanctioned in line with the normal school policy.
- 21.2. Students who are deemed unsafe to be on a trip will not be allowed to attend.
- 21.3. Students who do not behave appropriately may be sent home and further sanctions may include not being able to attend future trips and/or a fixed term or permanent exclusion.
- 21.4. The School's Mobile Phone Policy applies during activities on school trips unless students and parents are advised to the contrary.
- 21.5. The School Behavior Policy applies in its entirety during day or residential trips.

## 22. Alcohol and Drugs

- 22.1. JFS School operates a zero-tolerance policy on alcohol and drugs, legal or otherwise 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. JFS School 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. This does not affect students who have to take prescribed medication under guidance from medical professionals.
- 22.2. 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.
- 22.3. 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.
- 22.4. 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 First Aid Policy.
- 22.5. 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.
- Purchase or Possession** of illegal drugs will constitute a serious offence which will result in automatic fixed term exclusions (also known as suspension) and may carry with it further sanctions.
- 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.
- 22.6. Any student found to be involved with an alcohol related incident whilst in the care of JFS School, either in school or on a trip will be disciplined in accordance with the School's Behaviour Policy. If on a trip, the student will be sent home and may not be allowed to represent the school or attend further trips. A further sanction such as exclusion may be applied following the student's return to school e.g. exclusion. If on the school site the sanction is likely to include permanent or fixed term exclusion from school.

## 23. Confiscation of Drugs

- 23.1. No 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. The exception to this is any emergency medication that a student is required to carry on their person for known medical purposes. Under these circumstances parents are required to notify the Medical Officer that the student has this on this person.
- 23.2. 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.

The School will inform parents when their child has been found to be involved in drugs, tobacco or alcohol, 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.

## **24. Cigarettes and E-Cigarettes**

24.1. Smoking is the single most preventable cause of premature death and ill health in society. Schools have a major role to play in working towards the prevention of smoking amongst pupils and providing a safe environment, free from second hand smoke. Smoking and the use of electronic cigarettes represent a health and safety issue for schools. NICE Guidance (2010) on Schools Based Interventions to Prevent Smoking recommends that these policies should sit within wider school strategy on well-being, drugs and alcohol, and behaviour. This guidance can be found at <http://www.nice.org.uk/guidance/ph23/chapter/recommendations>

24.2. There should be no smoking (real or vaping) by students, staff or visitors in the buildings or on any part of the site at any time. The use or charging of electronic cigarettes on site is not permitted.

24.3. Students found in possession of smoking or electronic cigarette paraphernalia will have it confiscated, and stored safely. Parents/Carers may collect the items within 7 days, after which they will be disposed of.

24.4. Students may not smoke or be in possession of cigarettes or electronic cigarettes on school trips. The usual sanctions will be applied and the student may be being sent home from the trip

24.5. Students found to be smoking on site, or on school trips or associating with others who are smoking, will be sanctioned as soon as practicable from the time of the transgression.

## **25. Involvement of Outside Agencies**

25.1. The School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. External Agency Support includes:

- Brent CAF team
- Education Welfare Officer
- School Medical Officer
- Norwood
- Addiction support charities
- Community Police Officer
- Grief Encounter
- CAMHS
- Binoh
- Brent Educational Support Services
- Alternative provision organisations

## **26. Training**

26.1. The Headteacher will ensure that appropriate high quality training on all aspects of behaviour management is provided for all staff to support the implementation of the policy. Training in Behaviour for Learning Management is part of the Induction Programme for all newly appointed teachers.

## **27. Monitoring**

27.1. The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct periodic reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

## **28. Malicious Allegations against Staff Members**

28.1. In the event that a student or parent makes a malicious or persistent accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded the Headteacher will apply relevant sanctions in line with this policy, the Allegations of Abuse against Staff Policy and the School's Exclusion Policy.

## **29. Review**

29.1. The Governing Body will periodically review this Policy, to ensure its continuing appropriateness and effectiveness. The outcome of the review will be communicated to all those involved, as appropriate.

## **30. Links with other policies**

In order for this Policy to be effective, a clear relationship with other school policies has been established. This behaviour policy is linked to the following school policies:

- Allegations of Abuse against Staff Policy
- Anti-Bullying Policy
- Code of Conduct
- Complaints Procedure
- Home School Agreement
- Mobile Phone and Other Devices Policy
- Safeguarding and Child Protection Policy and Procedures
- Special Educational Needs and/or Disabilities Policy

## APPENDIX 1

### Promoting Positive Behaviour

This simplified rewards system encourages active and direct involvement of all staff and students at JFS. The system allows for all students regardless of ability, gender or age to be given the opportunity to operate within the rewards framework.

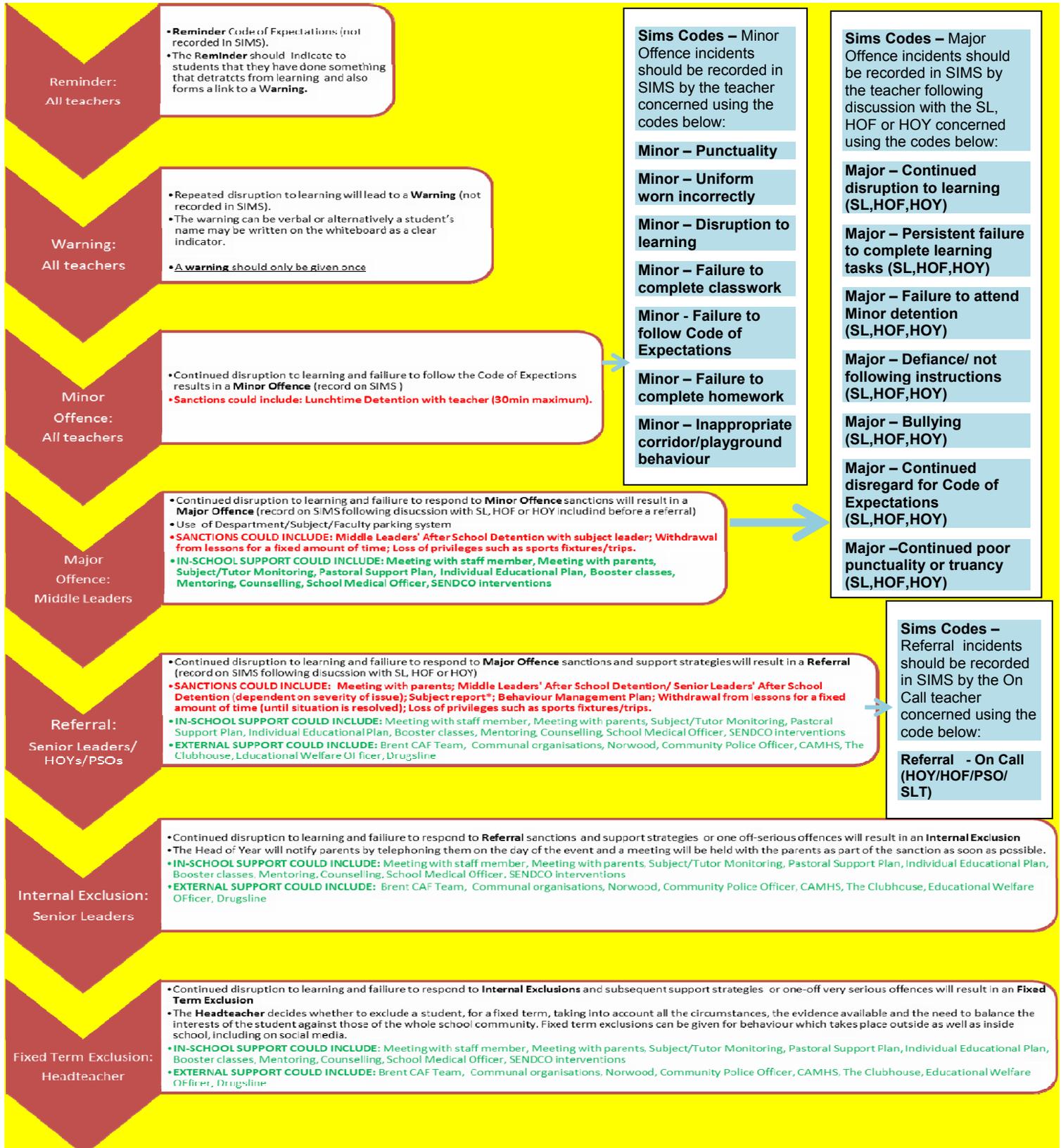
Central to the rewards philosophy is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Regular praise is a key factor in motivating students and establishing a positive climate for learning.



## SANCTIONS – APPENDIX 2

### Challenging Poor Behaviour - Stages of the Sanctions System

The sanction system runs in parallel with the reward system. The aim is to approach low level disruption in a **consistent** way. It is understood that the majority of students will choose to spend their time operating within the rewards framework. It is also expected that, of the students whose behaviour is deemed unsatisfactory, only a small minority will move beyond stage **Minor Offences**.



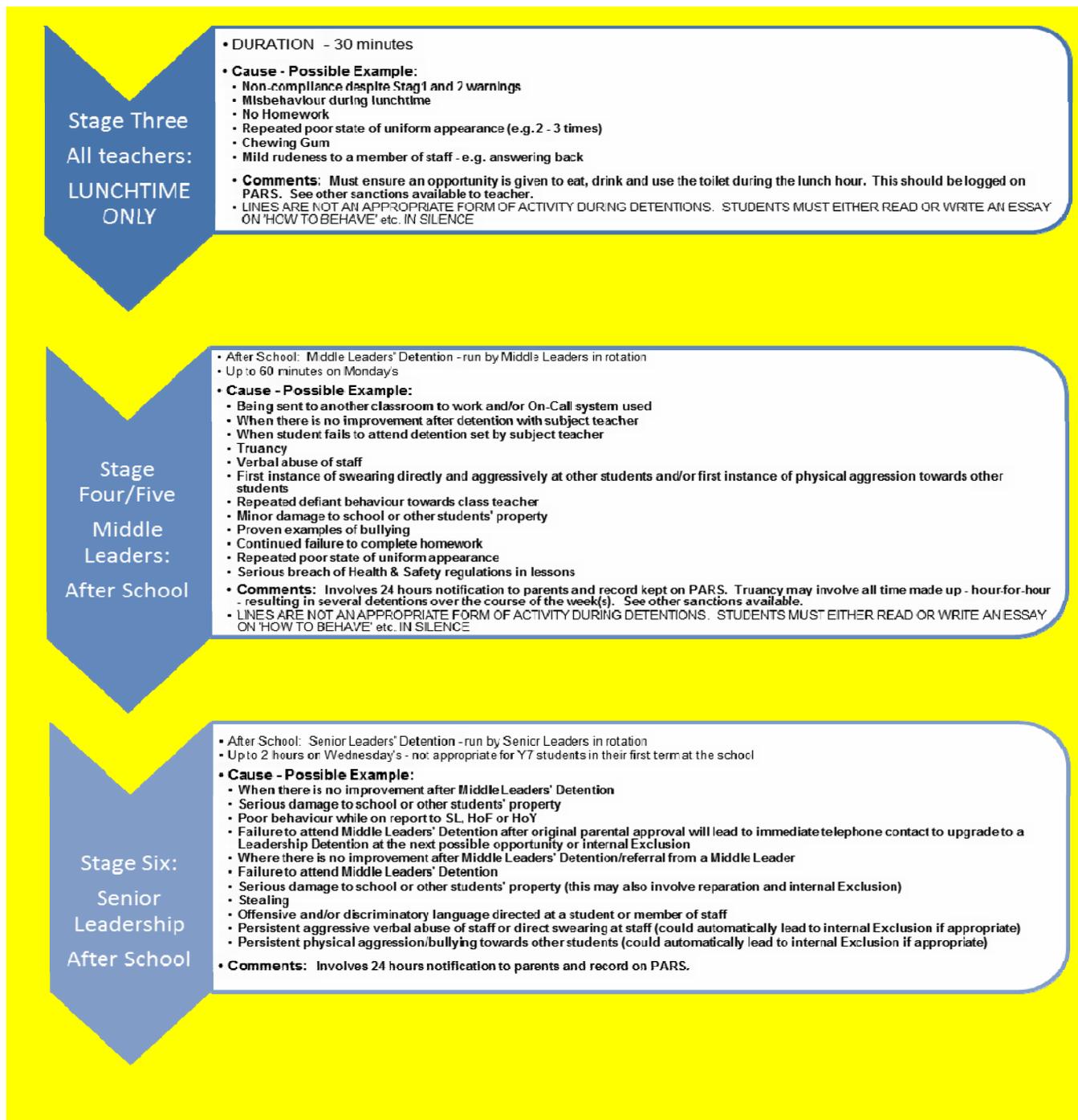
## SANCTIONS - APPENDIX 2a

### THE APPLICATION OF DETENTIONS

Detentions are a consequence that come into effect at **Stage 3 of the Sanctions System**

This chart identifies reasons where detentions may be used as a consequence for behaviour that inhibits learning and/or falls below the expectations of the School.

Whilst by law a school is entitled to issue an after school detention on the same day, at JFS a minimum of 24 hours' notice will be given.





## **Appendix 3 - School Code of Expectations**

JFS is on the journey to become an outstanding school, with outstanding teachers, students and personal outcomes. Our ambition is that all students bring light and honour to everyone they meet and in all they do.

Every teacher has the right to teach and every student has the right to learn.

### **Classroom Expectations**

In order to achieve your maximum potential we expect you to:

*Arrive on time, properly dressed with all the equipment you need*

*Do not enter a classroom without the teacher being there.*

*Greet your teacher with a polite acknowledgement.*

*Stand behind your chair until the teacher asks you sit down.*

*Take out your equipment and complete the starter activity whilst the teacher takes the register.*

*Follow all instructions first time, without argument.*

*Raise your hand if you wish to ask a question and wait to be invited by the teacher.*

*Actively listen and support peers in their learning.*

### **General School Expectations**

In order to ensure that we have an environment that supports and inspires learning, we expect you to:

*Act kindly and respectfully towards staff, visitors and fellow students.*

*Greet everyone politely.*

*Be courteous to each other; open doors for each other and allow staff and visitors to go before you.*

*Be calm and orderly; walk on the left and line up before lessons in single file.*

*Respect your environment; don't litter or cause damage to property.*

*Enter and exit the building at the appropriate times by using agreed doors.*

*Only bring kosher food into school and eat in the hall or other designated areas.*

*Put your belongings in your locker and ensure that they are locked away securely.*

*Respect and follow the instructions, without argument of all school staff.*

**By acting in this way every student, including you will be able to learn and achieve to their full potential.**



## Behaviour Management Plan

<b>Name of Student:</b>		<b>Those involved:</b>	
<b>Form:</b>	<b>DOB:</b>	<b>SEN:</b>	
<b>Brief Summary and Relevant Details:</b>			
<b>Triggers for Behaviour:</b>			
<b>Reactions:</b>			
<b>Targets:</b>			
<b>Effective Systems for Positive Change:</b>			
<b>Recommendations:</b>			
<b>Date completed:</b>		<b>Review Date:</b>	

Copies are sent to: Parent/Carers, Head of Year, and SLT responsible for relevant Key Stage

**Agreed by:**

**Student:** \_\_\_\_\_

**Parent / Carer:** \_\_\_\_\_

**Head of Year:** \_\_\_\_\_



## Behaviour Management Plan Review

<b>Name of student:</b>	<b>Date of BMP implementation:</b>
<b>Those present:</b>	
<b>Review of Targets:</b>	<b>Success criteria met?</b>
1	Yes      No
2	Yes      No
3	Yes      No
<b>Summary of Meeting:</b>	
<b>New targets set:</b>	<b>Success criteria:</b>
<b>Recommendations:</b>	
<b>Date Review completed :</b>	
<b>Date of next Review Meeting:</b>	

Copies are sent to: Parent/Carers, Head of Year, and SLT responsible for relevant Key Stage

**Student:** \_\_\_\_\_ **Parent/Carer** \_\_\_\_\_

**Head of Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Exclusions (see also School's Exclusion Policy) Appendix 5**

The School will follow the Department for Education guidelines with regard to temporary and permanent exclusions and the associated appeal procedure.

This will include informing the parent or carer of an excluded student in writing about:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents'/ carers' right to make representations about the exclusion to the Governing Body and how the student may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Governing Body to consider the exclusion, for exclusions of 5 days or more, that parents/ carers have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Further information can be obtained from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)