



Headteacher	Chair of Governing Board
	
Dr David Moody	Mr Andrew Moss

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## Policy Statement

Teachers and students within JFS should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour management is an integral part of the whole school curriculum which teaches appropriate and relevant social skills to all students. This enables students to participate fully in the home, school and community life and prepares them for the responsibilities of adult life in an ethnically diverse society.

We expect students to be well behaved in and out of the school. This includes travelling to and from school or within proximity of the school. Where it is deemed that the behaviour of a student outside of school and outside of usual school hours has brought the school into disrepute, then JFS may implement appropriate sanctions in line with our Behaviour Policy. JFS is a focal point for the Jewish community. The badge that our students wear should be worn with pride but as an institution that is nearly 300 years old, that pride and our high standards should remain manifest even after our uniform has been removed.

## Aims of this Policy

The school aims to:

- promote the highest possible degree of consensus about standards of behaviour among staff, students, and parents
- provide clear guidance to staff, students, and parents about standards of behaviour and their application
- encourage staff to recognise and praise good behaviour as well as deal with inappropriate behaviour and notify parents of successes and problems
- develop rewards and sanctions to reinforce positive behaviour and challenge inappropriate behaviour, ensure that rewards and punishments are fairly and consistently applied and that they are appropriate to the situation
- promote tolerance and consideration for others regardless of race, creed, gender, perceived ability, age, appearance, or disability and develop appropriate strategies to eradicate bullying
- ensure the safety and wellbeing of students, members of staff and the public
- allow students to develop and demonstrate positive abilities and attitudes
- teach students to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour
- teach students to take care of and respect their environment and community
- give students every opportunity to take responsibilities and to make a full contribution to improving behaviour in the school

## **Roles & Responsibilities**

It is the responsibility of the Governing Board to establish a policy and procedure for Behaviour and Discipline and to monitor the effects of the procedure.

It is the responsibility of the Headteacher to:

- encourage and foster acceptable standards of behaviour, good personal relationships, and a respect for the individual
- address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary

It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards. In particular, staff should:

- be punctual for lessons
- ensure that students enter and leave the classroom in an orderly manner
- display good classroom management
- establish a stimulating learning environment
- provide adequate supervision during lessons
- mark and return work promptly and regularly
- be courteous and polite to students and avoid the use of sarcasm or scathing remarks
- praise, encourage and reward students wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions
- make it obvious that each student is of equal importance and ensure that praise, rewards, and sanctions are used equitably
- seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure

Staff should recognise that through their own behaviour and manner they will demonstrate and encourage high standards.

It is the responsibility of students to develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships, and a respect for the individual.

It is the responsibility of parents/carers to support the school in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships, and a respect for the individual.

## **Monitoring & Reviewing this Policy**

The Senior Leader for Behaviour will report on the policy to the Headteacher as appropriate. The Headteacher will report to the Governing Board on any relevant aspects of the working of the policy as appropriate. The Governing Board will review the policy every year.

## Procedures

The school will encourage positive behaviour by:

- providing a challenging and stimulating learning environment
- reinforcing positive behaviour through individual guidance and counselling
- informing parents at the earliest opportunity of successes and behavioural problems and involving them fully in measures to recognise these and where necessary remedy them
- liaising with outside agencies to develop strategies to encourage positive behaviour in students
- offering the opportunity for individual guidance and counselling to students to develop monitor and review behaviour
- motivating students through the content and methods of delivery of the whole school curriculum and expecting high standards from them, and
- offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour problems

Wherever a teacher is confronted with examples of inappropriate work and/or behaviour from students in the classroom, the strategies and procedures in Appendix A should be followed.

## Behaviour at JFS

- We make no apologies for high expectations.
- We demand that our students demonstrate the highest standards of behaviour and conduct.
- We demand that students treat adults in the school with respect.
- Any disruption to learning is unacceptable and will be dealt with quickly.
- The Director of Behaviour and Headteacher will review every behavioural incident.
- Any behavioural incident will be reported to parents/carers as soon as possible, usually the same day.

The school promotes the following positive classroom behaviours to students:

- That lessons start promptly with students stood behind their chairs in silence before sitting
- That students engage actively in their learning
- That students respond to instructions immediately
- That students raise their hand if we have something to say
- That students actively listen to the speaker
- That students present their work as neatly as possible
- That students always try their hardest; that they step into the academic challenge of the school rather than step back
- That students conduct themselves with light and honour; that they treat everyone with compassion and respect and kindness

### **Recognising Honour**

JFS has a positive approach to student experiences, encouraging hard work and good behaviour, praising efforts and achievements both within and outside of the school. Students' contributions and successes in all aspects of life are praised in assemblies, mentioned on the website and in newsletters, and displayed with photographs and articles.

There is a formalised system of awarding honour points to students for doing the right thing. We are a school that should have care and kindness at our core. Given that academic success is a reward in its own right, the school will actively seek to reward those who do the right thing rather than necessarily achieve the highest outcomes. Those who contribute and stand up for the school's ethos are a credit to JFS.

### **Challenging Poor Behaviours in the School**

Staff at JFS will challenge the following behaviours as students move around the school and prepare for lessons:

- Students with incorrect and untidy uniform
- Students wearing outdoor coats inside the building
- Students wearing makeup
- Students wearing nail varnish or false nails
- Students wearing jewellery
- Students who do not have the correct equipment
- Students who fail to complete homework
- Students wearing headphones
- Students who are late to lesson
- Students not wearing their lanyards
- Students swearing or using bad language
- Students who act in an anti-social manner

The school has previously trialled a number of behaviour systems. It is clear that after-school detentions have the most significant impact on student behaviour although there is an understanding that same day detentions can create difficulties for families given that the school is heavily reliant on school-specific bus services.

With this in mind, students will be allocated 'prep-time' minutes during a week which they will then serve on the Monday evening of the following week, or the Monday lunchtime if the allocation is below 20 minutes. This gives parents time to make arrangements for their children to be collected should it be required.

In order to keep parents up-to-date, they will be emailed by the school every evening with their child's allocation.

In order to allow for one-off mishaps or unavoidable situations, all students will be allowed one free-pass for the majority of sanctions. This will reset at the beginning of each half-term. Allocations will increase in line with the

frequency of non-compliance. The tariff to which the school works is below although this is open to review and change on a regular basis.

Category	Prep Time Allocation					
	1	2	3	4	5	6+
Incorrect Uniform	0	10	10	20	20	20
Lateness to School	0	20	30	40	50	60
Lateness to Lesson	0	10	10	10	10	20
Incomplete Homework	0	10	20	20	30	30
Incorrect Equipment	0	0	10	10	10	20
Chewing Gum	30	30	30	30	30	30
Missing PE Kit	20	30	30	30	30	30
Mobile Phone	20	20	30	30	30	30

### Responding to Poor Behaviours and Disruption in Class

Historically, staff have been able to allocate sanctions which, without moderation can lead to inconsistency. This policy sets out a process with centralisation of the decision-making process at its core to reduce that inconsistency and promote the equitable application of the policy across the school.

Consequently, whilst it is the role of the teacher to create a warm and engaging classroom, where students do not meet the high standards that are set it is also the role of the teacher to challenge this behaviour and ultimately remove students from class who are disrupting the learning of others. It is the teacher's responsibility to be the voice of the quiet children and we fully expect teachers to act when the behaviour of others undermines the integrity of a class.

To that end teachers are directed to use a warning system that results in removal from class if behaviour remains unchanged.

- **Warning 1** – The teacher will issue a warning
- **Warning 2** – The teacher will issue a second and final warning which may be accompanied by a request to move seats
- **On-Call** – The student will be removed from class by a Senior Member of Staff or CSO so that other students can learn without disruption.

Where a student is removed from a class, they will be taken to the behaviour centre and asked to provide a written statement and reflection of the series of events leading to the on-call request. This will be reviewed by a senior member of staff, and an appropriate sanction will be issued. The incident will be reviewed by the Head of Behaviour and the Headteacher at the end of the day. Information about the incident will be recorded on the student's school record, and the school will make every effort to communicate any issues before the end of the school day to parents or carers.

### Rude or Disrespectful Behaviours

There are some actions that will circumvent the normal warning system including, but not limited to, any displays of disrespectful to either a teacher or another student. Such examples include:

**In response to a direction from the teacher:**

- Rolling eyes
- Questioning or arguing
- Kissing teeth, sighing, or tutting
- Refusing to follow an instruction immediately

**Anywhere in our school, in the community or online:**

- Making prejudiced comments or comments designed to upset others
- Walking away from a teacher
- Arguing when asked to move on from a space

**School Detentions**

Beyond Monday evening detentions, school detentions normally run during break and lunch. Detentions are supervised by a member of the school staff and no student is exempt from attending a school detention. In line with government guidance, the school is not required to provide prior notice to parents or carers of a student being referred to a detention, but we will always make every effort to do so.

Given the dispersed nature of our cohort, the school will use after-school detentions only as part of an increasing tightening of sanctions when in-day detentions are not having the desired effect. Parents will be informed of these, and the detentions will run for a period of two-hours after school.

**Internal Seclusion**

Where it is felt appropriate, students will work in seclusion for the remainder of the school day (or for several days depending on severity of incident). Students working in seclusion will be supported by a learning mentor or one of our Sixth Form team who volunteer to tutor students within the behaviour centre.

## Exemplar Behaviours and Suggested Sanctions

To provide students and parents with approximate guidance, the table below sets out the likely sanctions for the exemplar behaviour described. Please note that this list is not exhaustive and that the examples given are for illustrative purposes only. Each individual case will be judged on its own merits and may receive a sanction more severe than those set out. In particular, it is extremely important that both children and parents understand that students will be met with extensive sanctions for prejudiced language or harassment.

Severity	Exemplar Behaviours	Minimum Sanction
1	Low-Level Disruption	Break or lunch detention and very likely seclusion but not mandated. After-school detentions or multiple days in seclusion depending on frequency or severity of incident.
1	Disruptive Movement Around Room	
1	Mobile Phone Use	
1	Chewing Gum	
1	Littering	
1	Uniform	
1	Eating in Class	
1	Foolish Behaviour	
1	Talking Over Another Student	
2	Disruption	
2	Arrogance   Argument	
2	Ignoring Instructions   Defiance	
2	Refusal to Engage	
2	Peer-to-Peer Abuse - Low-Level Verbal	
3	Swearing	Seclusion for a minimum of one day.
3	Walking Off on Member of Staff	
3	Dishonesty	
3	Truancy	
3	Peer-to-Peer Abuse - Verbal	
3	Peer-to-Peer Abuse - Comments Intended to Cause Harm	
3	Rudeness	
3	Threat of Violence	
4	Peer-to-Peer Abuse - Low-Level Physical	Suspension for a minimum of one day extending to include managed moves or permanent exclusion.
4	Peer-to-Peer Abuse - Homophobic Comment	
4	Peer-to-Peer Abuse - Racist Comment	
4	Peer-to-Peer Abuse - Prejudiced Comment	
4	Bringing the School into Disrepute	
5	Peer-to-Peer Abuse - Physical	
5	Substance Abuse	
5	Vandalism	
5	Bringing a Weapon onto School Site	
5	Physical Violence Towards a Teacher	
5	Bringing Banned Substances onto School Site	
5	Sexual Harassment	
5	Sexual Abuse	
5	Violent Behaviour	



## Exclusions from the School

If the measures outlined have no effect, or in cases of severe behaviour, the Headteacher may decide to suspend the students either for a fixed term, indefinitely or permanently. The school will follow the Department of Education guidelines on behaviour.

<https://www.gov.uk/government/publications/school-exclusion>

## Helping Students Improve their Behaviour

Where behaviour is not impacted by normal sanctions, the school will seek to place students on a report to staff the behaviour team. The criteria for being placed on report will be based upon an analysis of the severity and frequency of incidents. When on report, it is the responsibility of the student to ensure their report is completed as requested and brought to the behaviour room at the end of the school day for sign-off. Beyond reports, the school will also use pastoral support plans and other strategies as necessary.

Whilst the behaviour centre is overseen by Raynn Bruce ([bruce@jfs.brent.sch.uk](mailto:bruce@jfs.brent.sch.uk)), intervention is overseen by Charlotte Rigby ([rigby@jfs.brent.sch.uk](mailto:rigby@jfs.brent.sch.uk)) at Key Stage 3 and Dan Bartram ([bartram@jfs.brent.sch.uk](mailto:bartram@jfs.brent.sch.uk)) at Key Stage 4.

<b>Behaviour for Learning Reports</b>	<p>These comprise a variety of types of report, which will be initiated, monitored and reviewed by the relevant member of staff in consultation with teachers and parents. These may be used in the following circumstances:</p> <ul style="list-style-type: none"> <li>• an improvement in students' homework is required</li> <li>• an improvement in students' attitudes and/or behaviour is required</li> <li>• an improvement in students' organisational skills is required</li> <li>• an improvement in students' social skills is required or a student has displayed anti-social behaviour</li> </ul>
<b>Attendance &amp; Punctuality Report</b>	<p>This may be used to support students to improve attendance as a result of poor punctuality, incidents of unauthorised absence and cases of persistent lateness.</p>
<b>Individual Engagement Plans</b>	<p>Should student behaviour continue not to conform to the school's expected standards then, at the discretion of the Head of Behaviour and Headteacher, an IEP or PSP may be used to support students improve their behaviour.</p> <p>IEPs are designed for those students for whom at least one of the following is true:</p> <ul style="list-style-type: none"> <li>• the student has had at least 3 internal exclusions in a term</li> <li>• the student has failed a report</li> <li>• the student has been fixed term excluded</li> </ul>
<b>Pastoral Support Plans</b>	<p>PSP is designed for those students for whom at least one of the following is true:</p> <ul style="list-style-type: none"> <li>• the student has had several fixed term or internal exclusions</li> <li>• the student is in danger of permanent exclusion</li> <li>• the student is at risk of failure through disaffection</li> <li>• the student has failed an IEP</li> </ul>
<b>Other Strategies</b>	<p>The school may also seek to implement other potential appropriate strategies to modify student behaviour. This may include:</p> <ul style="list-style-type: none"> <li>• Managed moves</li> <li>• Alternative education</li> <li>• Positive referrals</li> <li>• Working with parents</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Counselling, multi-agency assessment</li> </ul> |
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## Anti-Social Behaviour

JFS will always aim to deal with incidents of anti-social behaviour and bullying swiftly. This may include verbal, physical, sexual, or cyber bullying and anti-social behaviour. All incidents are dealt with in a swift and robust manner by the Head of Behaviour, the Safeguarding Lead (where appropriate) and the Headteacher. Educating students and creating a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents is key.

We promote and instil such values as tolerance, self-knowledge, and respect for democracy, different cultural beliefs, faiths, religions, traditions and combating discrimination in all its forms through our curriculum. We make use of our PSHCE curriculum, school assemblies and workshops to underpin clear anti-bullying messages.

Direct sanctions can range from a formal warning, detentions, internal seclusion, or fixed term suspensions. These approaches are used to serve as a clear message that all forms of bullying will not be tolerated.

If students are suffering from anti-social behaviour, they are always encouraged to:

- Tell an adult, or someone who may be able to listen to you e.g. student leadership team, form tutor, peer mentors or a member of staff
- Respond to the bully firmly – rise above it, do not get into a war of words or a fight
- Walk confidently away
- Report bullying wherever it is encountered
- Delete or block any unwanted messages or friends who leave inappropriate comments on social media
- Never respond to harassing or rude texts, emails, blogs...
- Use privacy settings

*In particular, the ethos attached to our badge should run deeper in our children than just the fabric into which it is woven. The school will always seek to challenge and sanction any behaviour outside of either school hours or school uniform where it is not in keeping with our values. We make no apology for this.*

## Peer-on-Peer Abuse, Sexual Violence and Sexual Harassment

At JFS, we have a zero-tolerance approach to peer-on-peer abuse. Peer-on-peer abuse includes but is not limited to sexual violence and harassment between children of any sex. It can involve individuals or can involve a group sexually assaulting or harassing an individual or group of children and can be between two children of any age and sex. The NSPCC summary of the Department for Education (DfE) report *'Sexual violence and sexual harassment between children in schools and colleges'* (2018) makes the following points.

Sexual violence includes:

- Rape
- Assault by penetration
- Sexual assault - intentionally touching another person in a way that is sexual

Sexual harassment is defined as 'unwanted conduct of a sexual nature' occurring online or offline. It can lead to the following:

- A violation of a child's dignity, and /or
- Is likely to lead to intimidation, degradation and humiliation
- The creation of a hostile, offensive or sexualised environment

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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Non-consensual sharing of sexual images and videos
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats

Any instances are dealt with in line with this policy and the anti-bullying policy. Students should expect significant sanctions if involved in any such behaviour.

### **Screening and Searching of Students and their Property**

JFS reserves the right to undertake screening and searching of students, to ensure that inappropriate items are not brought into the school.

- The school can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- The Headteacher and staff authorised by them have a statutory power to search students or their possessions. It is the case that searches will normally be carried out by the Senior Leadership Team, members of the behaviour or CST. The school is not required to inform parents before a search takes place or to seek their consent to search their child.
- Those staff as indicated above may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:
  - Cause harm
  - Disrupt teaching
  - Break school rules
  - Commit an offence
  - Cause personal injury
  - Damage property
- Any data, files or images that are believed to be illegal will be passed to police as soon as practicable, including pornographic images of children, without deleting them.
- Any data, files or images that are not believed to be unlawful may be deleted or kept as evidence of a breach of the school’s behaviour policy.

### **The Use of Smartphones in the School**

The school acknowledges that students will bring phones into school, but these should not be seen anywhere on site. The school believes that mobile phones play too large a part in the lives of too many young people and it wishes to create a space in which students can exist separate to the demands that social media can make.

Smartphones may be confiscated by staff. Should this happen, mobile phones will be available to collect at the end of the school day from Student Services.

### **Confiscation of Inappropriate Items**

Staff have the power to search without consent for prohibited items including mobile phones, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, e-cigarettes, cigarette paper, fireworks, pornographic images and any article that has been or likely to cause or has been used to cause an offence, personal injury, or damage to property, or any item banned from the school.

School staff can seize any prohibited item found because of a search. They can also seize an item they consider harmful or detrimental to school discipline.

### **School Bathrooms**

Senior members of staff, male or female may open the main door to the bathrooms to make sure that students are not gathered in groups and using the bathrooms as a social space. With regard to any issues that require a member of staff to more fully enter a bathroom then this is obviously gender specific.

### **Positive Handling**

JFS strives to create a calm environment that minimises the risk of incidents arising that might require the use of force. Staff use a range of de-escalation strategies as a preventative measure to physical intervention. Physical intervention will be used as a last resort. Force is used to control or restrain; this can range from guiding a student to safety or extreme circumstances such as breaking up a fight.

Control means either passive or physical contact such as standing between students or bringing a student under control if they are regarded as putting themselves or others at risk in an unsafe manner.

### **SEND Code of Practice**

The school has a policy of considering SEND need whilst deciding on sanctions or corrective interventions. The behaviour team has access to all SEND information regarding individual students and reads this prior to making any decision.