

Behaviour policy and statement of behaviour principles

Just Learn Independent School



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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how STUDENTS 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**

2. Legislation and statutory requirements

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 STUDENTS with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Behaviour Principles

At Jus'T'Learn we aim to instil in the students a sense of right and wrong. For the social development of the students, it is essential that they learn to work in harmony with one another, have respect for one another, of or their teachers and the environment in which they work in. Jus'T'Learn recognises the importance of positive and effective behaviour management strategies in promoting students' welfare, learning and enjoyment.

All the members of staff encourage good/positive behaviour, manners and morals by setting a good example themselves. We reward good behaviour through praising students by using a reward system. Inappropriate behaviour, such as fighting, swearing, being rude, damaging school property will not be tolerated, the students will be told why their behaviour is unacceptable. Any sanctions applied, such as isolation or detention, will depend upon the severity of the incident or behaviour issue.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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 student).
- Bringing the School’s reputation into disrepute

4. Bullying

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

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
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

All members of staff, students' parents/carers and partners in the Jus'T'Learn Independent School community should feel comfortable about attending/visiting the sites. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability are not acceptable.

The Jus'T'Learn Independent School community should be vigilant and incidents of this nature should always be recorded, dealt with promptly and followed through.

All members of The Jus'T'Learn Independent School community should feel they can approach staff and report these types of behaviours. Every incident will be dealt with sensitively and recorded. The appropriate agencies will be contacted, including the police if necessary.

5. Roles and responsibilities

5.1 The Board of Trustees

The board of trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular STUDENTS
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the STUDENT code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the head of school or appropriate member of staff from the SLT promptly

6. STUDENT code of conduct

Code of Conduct:

Pupils are expected to:

1. Behave in an orderly and self-controlled way.
2. To use appropriate language and behaviour at all times.
3. To be polite and respect others.
4. To be ready to work and be at your assigned place/classroom at the correct time.
5. Keep your belongings to yourself and respect the belongings of others.
6. Make sure not to use any electrical devices during lessons (e.g. Mobile Phones / iPod / etc.) These must be handed in when students come into school in the morning and will be given back at the end of the day.
7. To follow instructions and basic rules/regulations.
8. To do all homework on time and submit it in on time.
(Refer to Appendix 5)

7. Rewards and sanctions

7.1 List of rewards and sanctions

At Jus‘T’Learn every student is capable of receiving reward stars in the following categories:

- Behaviour
- Attendance
- Punctuality
- Attainment
- Improvement

At the end of each week teachers will decide which students deserve a star in each of the categories. The student with the most stars each week will be displayed on the stars of the week notice.

Every 10 stars are worth a £1 voucher which will be given to each student at the end of the year. However, as easy as it is to achieve the stars; stars can be taken for not following school rules and regulations.

Positive behaviour will be rewarded with:

- Praise
- Reward stars / chains
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract with reviews at appropriate times
- Putting a student ‘on report’

Ref: appendix 4 for sample letters to parents/carers about their child’s behaviour.

We may use the isolation room in response to serious or persistent breaches of this policy. Students may be sent to the isolation room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are also sent to the isolation room.

The isolation room is managed by the emotional well-being and behaviour management team leader.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the bus on the way to or from school, when attending an off-site provider as part of their education programme or their behaviour brings the reputation of the school into disrepute.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the student in accordance with this policy.

Please refer to our **safeguarding policy** for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

7.3 Exclusion Process

As a last resort the school will consider the appropriateness of excluding a learner. However, all other options will have been considered before this ultimate sanction is considered. Our consideration will include, for example:

- Discussions with Parents
- Discussions with Authorities
- Discussions with Learners and their teacher

:(this list is not exhaustive)

Exclusion Process

Due to unreasonable behaviour, the student’s timetable will be suspended for a designated period of time and work will be set for the student to complete at home. The completed work should be brought

back to the school on the specified date. During this time further investigation of the misdemeanour will take place.

Before the student can come back to the school, there will be a meeting held with the appropriate inclusion manager from the referring home school or provision, as well as the learner’s parent/carer. Only when a second code of conduct agreement has been signed by the student may the student return to school.

If unacceptable behaviour continues to persist, the learner will be given a final written warning and shown the code of conduct agreement that was signed by them. As a final result, the learner may be permanently excluded with a written exclusion letter and incident report given to the inclusion manager of the referring home school or provision.

8. Behaviour management

8.1 Classroom management

Group contingency plan:

Managing behaviour in the classroom. Each classroom has been set up with a group contingency plan. Each class in September will establish and agree a set of rules to follow through the academic year - (how they will treat each other?, how they will treat staff (adults) and how they will treat the school building and resources?) As a group, once they have written out the rules they will follow, each student will sign the contract, and this will be displayed in the classroom as a visual reminder. From this they will earn friendship chains - if they show they are following the rules and making efforts to abide by the contract they will be given friendship chains. Once they have completed the allocated friendship chain they will receive a group treat e.g. going to a theme park, bowling etc. On the other hand if they do not abide by the rules they will lose friendship chains. The whole class has to work together to earn the friendship chains for them to receive the group treat contingency prize.

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 students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

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:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- Entered in the schools restraint log

Touching and Holding

Touch between staff and students can provide encouragement or reassurance. It can signify warmth or friendliness.

These guidelines do not prohibit this form of contact. Staff will use their own judgement to avoid sensitive situations and will encourage students to develop an awareness of appropriate adult/student contact.

Physical Containment

In some circumstances where students have no intention of listening to an adult authority, it may reduce the risk of further incidents, if the student can be kept in one place with an adult. Under no circumstances would a student be left locked in a room alone.

To ensure that consistent practice is in place and maintained this policy will be evaluated and reviewed on a regular basis.

8.3 Confiscation

Any prohibited items (listed in section 3) found in a students' possession will be confiscated. These items will not be returned to the students. If warranted the school will contact the police.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 STUDENT support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers and referring home schools/other providers to create the plan and review it on a regular basis.

8.5 Behaviour Management Strategies

- Jus'T'Learn team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.
- Behaviour management in the school will be structured around the following principles:
- Staff and students will work together to establish a clear set of 'ground rules' governing all behaviour in Jus'T'Learn. These will be periodically reviewed so that new students have a say in how the rules of Jus'T'Learn operate.
- Jus'T'Learn Independent School 'ground rules' will apply equally to all students and staff.

- Positive Behaviour will be reinforced with praise and encouragement, phone calls home and a postcard acknowledging the positive Behaviour.
- Negative Behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct students' energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues. Sanctions will be applied accordingly.
- When dealing with negative Behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to students by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will avoid shouting at work.
- Staff will facilitate regular and open discussions with students about their Behaviour.
 - This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns with parents/carers, referring home schools at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Students who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out
- Staff will encourage and facilitate mediation between students to try to resolve conflicts by discussion and negotiation. Restorative Justice will be used to try resolve any serious issues between students and staff
- Lessons will be varied, well planned and structured, so that students are not easily bored or distracted and can achieve their full potential.
- In cases where there are incidents where a student needs to be physically restrained, members of staff who have undergone the Team – Teach Training Course may use the appropriate techniques to restrain the student to contain the situation.

8.6 Dealing with negative behaviour

- When confronted with negative behaviour, staff will be clear to distinguish between 'Disengaged', 'disruptive' and 'unacceptable' behaviour.
- 'Disengaged' behaviour may indicate that a student is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a student in lesson.
- 'Disruptive' Behaviour describes a student whose Behaviour prevents other students from learning during lessons. Staff will collectively discuss incidents and agree on the best way to deal with them.
- 'Unacceptable' Behaviour refers to non-negotiable actions and may include discriminatory remarks, physical behaviours or destruction of equipment. Staff will be clear that consequences will follow from such Behaviour, including in the first instance, temporarily removing a student from lesson and taking him/her to isolation to complete work.

- When an incidence of negative behaviour occurs, staff will listen to the student or students concerned and hear their reasons for their actions. Staff will then explain to the student or students what was negative about their Behaviour and that such actions have consequences for both themselves and for other people.
- Staff will make every attempt to ensure that students understand what is being said to them. Students will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the activity.
- Staff will not use corporal punishment against students. Only in extreme incidents where staff believe a student is at significant risk of injuring themselves or others will physical interventions be used.
- If a staff member commits any act of violence or abuse towards a student at Jus'T Learn, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.

9. STUDENT transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management staff are provided with training on managing behaviour, including the correct use of restraint.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head of school and board of trustees annually. At each review, the policy will be approved by the head of school.

12. Links with other policies

This behaviour policy is linked to the following policies/school contracts:

- Safeguarding policy
- Anti-bullying policy
- Student Conduct Contract

Appendix 1: written statement of behaviour principles

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students, staff, parents/carers and any referring school or other agency
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life
- Where deliberate damage has been caused to the building or its furniture, fixtures and fittings an estimate of the cost will be ascertained. Following this the appropriate cost to repair/replace will be sent to the relevant authority for payment within 14 days. In other circumstances an invoice will be sent by recorded delivery to the parent/carer for payment within 14 days.
- Any student causing damage to Jus'T'Learn property will be considered to be causing criminal damage and may be reported to the Police. Police involvement will also be considered if a student assaults a member of staff or another student or if it is felt necessary to search a student for e.g. illegal drugs, stolen property etc.
- Any deliberate damage to property, furniture, fixture and fittings will be treated as criminal damage. This could result in the student(s) being charged with Criminal Damage. Any student involved could also be asked to meet with Jus'T'Learn's Management Team and explain their actions. The consequences of this could be that their education at Jus'T'Learn is terminated.

Any written correspondence will be forwarded to a referring school or agency as appropriate.

The board of trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: behaviour log

STUDENT's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about STUDENT behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent/carer,

I am sorry to report that, despite meeting and creating a behaviour contract, _____,
has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-
ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*(Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange
the meeting.)*

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that _____, has been given a detention on this date
_____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 5: School Rules & Regulations

Smoking

The London Borough Merton is a no smoking authority. Students are not allowed to smoke anywhere on the Commonsides East Sites and the EAL Provision at Worsfold House. This includes E-Cigarettes. Students are also not allowed to smoke whilst participating in off-site visits. Any students caught will be given a warning if they are caught for a second time, they will receive a two-day fixed term exclusion from school.

Jewellery

Jewellery should be kept to a minimum. Earrings should be studs or small hoops. Large earrings are not acceptable, as they pose a health and safety risk. Should a student persist in wearing unsuitable/unsafe jewellery it will be confiscated and placed into the safe for collection by a family member/guardian.

Valuables

Jus'T'Learn does not encourage valuables to be brought into school. Jus'T'Learn will not accept any responsibility for theft or damage of any valuables brought to the school. Students should **not** expect valuables, coats, bags etc. to be left in the reception office.

Uniform Code

All students who attend Jus'T'Learn are expected to conform to the Jus'T'Learn Independent School Uniform Code.

The Jus'T'Learn uniform is as follows:

- Black Jumper with the Jus'T'Learn Logo.
- Plain black full length trousers, skirt.
- White polo shirt with the Jus'T'Learn Logo.
- Plain black shoes or trainers.

Students who choose not to adhere to our uniform code will be sent home to change. It is the responsibility of the Head of School or her nominated deputy to decide if clothing is unacceptable.

Mobile Phones, iPods, MP3 players etc.

Jus'T'Learn will not accept any responsibility for theft or damage of/to the above equipment. Mobile phones, iPod, iPad, MP3 players etc. are not to be used during lessons. Should a student hide their phones or electronic devices and not hand them in when they arrive in the morning and use any of the above items during a lesson, they will be asked to hand the equipment to the member of staff in charge of the lesson. Should the student choose not to comply with this request it will be confiscated and placed in the school safe to be returned at the end of the school day. Parents/Carers will be notified. Should a student refuse to comply with the above appropriate sanctions will be taken according to Jus'T'Learn's Learning/behaviour policy.

Should there be persistent abuse of our mobile phone and electrical equipment policy, the student's property will be confiscated for one week and handed to the appropriate inclusion manager who is not sited at school. Parents/Guardians will be notified.

In some circumstances, it may be reasonable for a member of staff to ask a student to reveal a text message, for the purpose of establishing whether cyber bullying has occurred.

Appendix 6: Reference Searching, Screening and Confiscation (Feb, 2014)

1. Searching

- School staff can search a student for any item if the student agrees.
- Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may

Screening

What the law allows:

- Schools 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.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen a student. Also note:
- If student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation require a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.