



The John Roan School
The best in everyone™
Part of United Learning

Behaviour Policy

2023/24

“All staff contribute to improved standards of behaviour”



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Contents

1. Aims	4
2. Legislation and Statutory Requirements	4
3. Definitions	5
4. Combating Bullying and Racism	6
5. Child-on-Child Sexual Violence and Sexual Harassment.....	7
6. Roles and Responsibilities.....	7
7. Student Code of Conduct	10
8. Rewards and Sanctions	10
9. Educational Trips and Visits	11
10. Behaviour Management	12
11. Detention Procedure	12
12. Punctuality	12
13. Learning Equipment.....	13
14. Uniform	14
15. First Impression Card	15
16. Homework.....	15
17. Mobile Phones / Electronic Devices Ban.....	16
18. Disruption Free Learning.....	16
19. Serious Incidents	20
20. Report Card	22
21. Monitoring Student Behaviour across the School and Repeat Offenders	22
22. School Based Reflection (SBR).....	23
23. Suspensions.....	23
24. Red Lines	24
25. Right to Appeal a Suspension	24
26. Alternative Provision	24
27. Permanent Exclusion	25
28. Power to Discipline beyond the School Gate	26
29. Malicious Allegations.....	26
30. Physical Intervention/Reasonable Force and Searching.....	26
31. Confiscation.....	27
32. Student Support	27
33. Student Transition	27
34. Training	28
35. Monitoring Arrangements	28
36. Links with other Policies	28

37. Glossary of Key Terms..... 28

Appendix 1: Strategies to support Disruption Free Learning: 29

Appendix 2: The John Roan School: Return to School Contract following a Fixed Term Exclusion/School Based Exclusion 33

Appendix 3: Suspension Letter 35

Appendix 4: The John Roan School Incident Account Form 37

DRAFT - governor consultation

The John Roan School Behaviour Policy 2022

1. Aims

At The John Roan School, it is our primary aim that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect. The culture at the John Roan ensures that students can learn in a calm, safe, and supportive environment, protected them from disruption.

Effective behaviour management is an essential factor in creating a safe and respectful environment where Students can thrive.

Effective behaviour management:

- Is an important pre-condition for Students' levels of progress and attainment
- Can have a positive influence on Staff and Student morale, making school an interesting and enjoyable place to be
- Contributes to school effectiveness in general
- Is an important part of the personal and social development of Students
- Is necessary for Students' safety and well-being
- Enables Students to develop into independent and resilient learners who take responsibility for their own progress and achievement and understand their responsibilities to behave in ways which allow everyone to learn and achieve their best

The development of excellent relationships and high levels of trust are crucial to creating the conditions in which positive attitudes prevail. All staff must adopt our agreed school-wide, clear and concise discipline and rewards procedures.

Our staff are provided with clear guidance on modelling good behaviour and professional standards and this aspect of our work is carefully monitored through rigorous and proactive leadership.

This Policy provides a comprehensive guide to managing Student behaviour and explains fully the consequences and procedures that result from behaviours – both positive and negative.

This policy has been created following feedback from students, parents and staff. The school engages in regular discussion with students to ascertain their views on behaviour, specifically their views on disruption free learning. Staff of the John Roan School are provided with opportunities to comment on whole school behaviour, this includes staff surveys and feedback sessions. Parents are informed of changes to the policy in writing, this may be via the parent newsletter, school website or direct messaging. Parents are also invited to comment on this policy via behaviour forums such as those that are part of JRSA meetings and consultation feedback request via the school website.

2. Legislation and Statutory Requirements

This Policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools 2016 \(Updates 2020\)](#)
- [Behaviour in Schools Advice for headteachers and school staff](#)

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Searching, Screening and Confiscation Advice for schools July 2022](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools 2013](#)
- [Supporting Students with medical conditions at school 2017](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice 2015](#)

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 its Students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate Students' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate Students' property
- DfE guidance explaining that schools should publish their Behaviour Policy and Anti-Bullying Strategy online
- This Policy complies with our funding agreement and articles of association

3. Definitions

To support a true and full understanding of this Policy the following has been defined.

Misbehaviour is defined as:

- Failure to comply with the basic standards – The John Roan School Essentials
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Lateness to school and lessons
- Non-completion of classwork or homework
- Failure to provide essential learning equipment
- Poor attitudes to learning and disrespectful attitudes towards adults
- Failure to follow staff instructions promptly
- Incorrect uniform

Serious misbehaviour is defined as:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Repeated breaches of the school rules

- Sexual assault, sexual harassment, sexual misconduct, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Smoking or vaping
- Possession of any prohibited items. These include:
 - Knives or weapons (including BB guns)
 - Alcohol
 - Illegal drugs or drugs paraphernalia
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks, matches or cigarette lighters
 - Pornographic images or images of extreme violence
 - 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)

4. Combating Bullying and Racism

Statement of Intent

At The John Roan School, we strongly value and celebrate diversity and expect all sections of our school community to demonstrate respect towards each other and together make our school a safe and welcoming place for everyone. We want our school to be an environment which is 'safe, supportive and listening', where all sections of our School Community (Governors, Staff, Students and Parents) understand that bullying in any of its forms, by anyone (adults or children) and anywhere, is always unacceptable and **will not be tolerated in our School Community**. The School's explicit teaching of behaviour for learning minimises opportunities for children to be bullied or become bullies. This ensures that our Students can learn in a safe, calm, orderly & positive environment. We expect everyone to act when bullying occurs. We are a 'telling' school. This means that anyone who knows that bullying is happening is expected to tell staff, confident in the knowledge that the matter will be dealt with promptly and effectively. We take all claims of bullying extremely seriously, and resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

Bullying is a form of anti-social behaviour that the School considers inappropriate and unacceptable in all its forms. Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms, including:

- cyber-bullying via text messages or the internet
- prejudice-based bullying against particular groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability

Bullying can be:

- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities

- Sexual e.g. Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings.
- Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email
- Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy [here](#).

5. Child-on-Child Sexual Violence and Sexual Harassment

The John Roan School is very clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff are aware of the importance of challenging all inappropriate language and behaviour between pupils. The use of sexualised language or behaviour is not normalised or treated as "banter". Students are provided with appropriate advice and guidance via the PSHE and PRIDE curriculum to ensure all students are aware of appropriate behaviours.

Where there is a report of child-on-child sexual violence or sexual harassment offline or online, staff should follow the safeguarding principles set out in Keeping children safe in education (KCSIE) and the school safeguarding policy. Where required the DSL will refer to and work with external agencies to offer additional support. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy.

6. Roles and Responsibilities

The Governing Body

The Governing Body is responsible for annually reviewing this Behaviour Policy, in conjunction with the Principal, and monitoring the Policy's effectiveness, holding the Principal to account for its implementation. The Governors will regularly monitor and evaluate the school's data regarding Suspensions/exclusions and behaviour generated by the school.

The Principal

The Principal is responsible for reviewing and approving this Behaviour Policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Principal will monitor how staff implement this Policy to ensure rewards and sanctions are applied consistently.

School Leaders SLT

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders provide appropriate training which is required for staff to meet their duties and functions within the behaviour policy. This will include additional support for trainee teachers in line with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.

Head of Year (HOY)

Each year group has a Head of Year to lead and manage the pastoral provision of the Students within their care. HOY will support all Students by ensuring that a high-quality pastoral provision is provided, and that all Students are able to access their educational entitlement. HOY will work closely with Form Tutors to ensure effective provision is in place across the year group. The HOY will regularly monitor Student progress and ensure effective intervention is in place where Students are not achieving their potential. HOY will work closely with HODs to monitor academic achievement.

Head of Department (HOD)

Every Class Teacher is responsible for delivering effective behaviour management and consistently applying the school behaviour Policy. The HOD will ensure that all members of their department are confident and consistent in applying the correct behaviour management procedures. The HOD will regularly monitor the number of detentions issued from their department, they will identify Students who receive multiple detentions and ensure appropriate intervention is in place. This may include parent meetings, discussion with Students, HOD report card.

The HOD will be actively involved in monitoring department referrals to the DFL room. HODs will identify Students receiving multiple referrals and act swiftly to provide appropriate intervention to reduce referrals. HODs will also use DFL data to identify members of their department who may need further support and training regarding behaviour management. HODs may support by extra drop ins, buddy programme with experienced teachers, support with key Students/Parents.

HODs will act promptly when supporting the follow up of any serious incident. HODs will ensure that staff within their department feel supported and be a key contact with feedback from the HOY/Assistant Principal (AP). Where serious incidents are predominately a department issue, the HOD must lead on any parent communication and meetings.

Teachers and Staff

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations

All staff must be aware of students with SEND and ensure that their needs are met according to their ILP's.

Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

The John Roan School will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, and encouraging parents to celebrate their child's successes. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

The Students

All students at the John Roan School deserve a Disruption Free Learning Environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Students are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Students are provided with a structured behaviour curriculum where they are explicitly taught school routines, and procedures. This is completed via induction programmes, deliberate practice, assembly and direct instruction within tutor sessions. These sessions are repeated throughout the year.

Students are regularly asked about their experience of behaviour and provide feedback on the school's behaviour culture. This supports the evaluation, improvement and implementation of the behaviour policy.

Provision is made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction is provided for pupils who are mid-phase arrivals.

7. Student Code of Conduct

PRIDE Expectations

Our mission is to ensure that every Student is enabled to be the very best that they can be. This is best achieved within a climate of high expectation in every aspect of school life. Of course, these ideals begin with the adults and teachers working in the school. For this reason, it is incumbent upon all staff to model these high expectations relentlessly and at every opportunity. The mnemonic **PRIDE** is how we demonstrate and communicate what we expect of all in our school community.

Teachers are always expected to enforce and model the PRIDE values in lessons and around the school. Similarly, Parents are expected to support the school and their children in meeting these expectations.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all Students to learn
- Move quietly and at times in silence around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school




8. Rewards and Sanctions

Praising Students

A fundamental behaviour management tool is the use of praise. This is often overlooked; however it is key to build self-esteem and confidence in Students. Every opportunity should be made to praise Students, however small this may be. The easiest and most effective way to praise Students is verbal praise, which is immediately provided after positive behaviour. Teachers should use positive verbal praise throughout the lesson.

The John Roan School PRIDE principles underpin the school ethos and form the basis of our rewards system.

Teachers should award **ALL Students** 1 PRIDE point when PRIDE values are demonstrated. This should be the majority of Students in a lesson, if not all. Where Students demonstrate excellent PRIDE values, teachers should award Students 3 PRIDE points. This may be 2-5 Students per lesson. Some Students may demonstrate above and beyond PRIDE. These Students should receive 5 PRIDE Points and communication home via email.

Reward	Awarded by	Description
Pride Points	Teachers	<p><u>PRIDE Values – 1 point</u> Students are awarded 1 point when demonstrating PRIDE values. This should be all Students in the class.</p> <p><u>Excellent PRIDE values – 3 points</u> Students are awarded 3 points when demonstrating excellent PRIDE values. This should be 3-5 Students in the class. These are recorded on Arbor and key stage 3 Students will be given a sticker for their passport.</p> <p><u>Above & Beyond PRIDE – 5 points</u> This is awarded for Above & Beyond PRIDE values. This should be awarded over a series of lessons. This award also produces a positive email to parents. These are recorded on Arbor and key stage 3 Students will be given a sticker for their passport.</p>
		
Certificates and Badges	Heads of Year	Awarded in assembly every half term for PRIDE point totals.
Celebration Assembly	Heads of Department & Principal	At the end of each term Students are nominated for; <ul style="list-style-type: none"> • Individual subject Prize • Principals award
Golden Ticket	Heads of Year	A small event off timetable. Awarded for either; <ul style="list-style-type: none"> • Receiving 10 above and beyond PRIDE values in a term. • HOY nomination for EXCEPTIONAL PRIDE values.
Pride Party	Heads of Year	This is a termly event. 30 Students per year group are invited to an after-school celebration. Invited Students will be a combination of those who have collected the most points as well as those nominated by their Head of Year for improved behaviour.
Jump to the Front	Heads of Year	These passes are awarded to Students as a reward for 100% punctuality to school and lesson. A weekly raffle will take place in assembly and five Students per year are awarded a jump to the front pass for the week.
Pride Raffle	Principal/SLT	There will be a celebration of positive behaviour in every assembly. Pupils who receive 10 PRIDE points in a week are entered into a weekly whole school raffle.
Attendance Competition	Principal/SLT	There will be a weekly celebration of 100% attendance in assembly. All Students who have 100% attendance for the previous week are entered into the raffle draw. If the Student is absent on the day of the raffle the prize is rolled over.

PRIDE points are accumulated on Arbor. Tutors and HOY will monitor Tutor/Year Group PRIDE Points which will contribute to further rewards and recognition.

9. Educational Trips and Visits

Students who consistently meet the highest expectations set by the school will be **invited** to attend scheduled trips of an **educational nature**. These are devised by the HOY and HOD.

10. Behaviour Management

All staff at The John Roan School play a vital part in managing Student behaviour; the link between outstanding progress and behaviour is acknowledged by all. Standards of behaviour reflect the skills and qualities supported by successful employment and future educational prospects. The John Roan School standards of behaviour are underpinned by the school PRIDE ethos and vision.

11. Detention Procedure

A positive attitude to learning is essential to making outstanding progress. We wish to inspire all of our Students to value and respect their education, in order to develop their ambitions towards a successful career pathway of their choice. To support our Students with this focus on success, we instil high standards that prepare our Students for adult life and independence.

Students with high levels of attendance, punctuality and those who take PRIDE in their appearance and learning, are most successful in their future. To support this, we expect all Students to:

- Arrive at school and to lessons on time
- Arrive at school with the basic equipment to support their learning
- Arrive at school wearing the correct uniform
- Be independent learners and to complete homework when requested

These are our basic expectations, “The John Roan School Essentials”. From time to time there may be a situation where a Student needs additional support in meeting these expectations. This should always be communicated with the Student’s HOY for guidance and discretion regarding detentions. Parents are given 24 hours’ notice of all after school detentions, enabling parents to make alternative arrangements to ensure their child can complete the detention where necessary. Detention dates will only be changed where evidence of appointments is provided.

12. Punctuality

The John Roan School is very clear on the standard required regarding punctuality. It is essential that Students of The John Roan School take PRIDE in their punctuality, ensuring they attend school on time. The key message to all members of The John Roan School community is that “every second of learning” is vital to support positive outcomes for all our learners.

All Students are expected to be on the school site by 8:25am, which is acknowledge by the school bell. Any Student arriving after 8:25am will be recorded as late to school. At 8:25am Students are expected to start the first school routine of the day, morning line-up. During morning line-up, Students are greeted by their HOY who will share positive messages and relay expectations. Period 1 Class Teachers greet their class in the playground at line-up and escort their class safely & quickly into the classroom. Any Student arriving after 8:25am (but before 8:45am) , or not present in the morning line-up, will be recorded as late and receive a same day breaktime detention. Where a student arrives after 8:45am, they will be recorded as late and will receive a 45 minute lunch time detention. Whilst in detention, students will only be have access to a sandwich lunch. The school will apply discretions to detentions where there are serious traffic issues. Where punctuality becomes a persistent issue, sanctions may be escalated to a School Based Reflection. Parents will also be invited to a punctuality support meeting to tackle student barriers to attending school on time. [Link](#) to Attendance policy.

Our expectation is that all Students are punctual to lessons. The John Roan School has set routines to support Students in arriving to their classroom on time and therefore maximising their time in class. After each social period, all Students are expected to meet their class teacher in the playground in their line-up positions. Class Teachers escort their class to the classroom, ensuring a calm and purposeful start to the class, maximising the lesson time for all Students. Where Students fail to attend line-up prior to the second bell, they will be marked as late and receive a one-hour next day detention. The Class Teacher will issue the detention and inform the Student.

13. Learning Equipment

We are very clear on the standard required regarding equipment. Our expectation is that all Students bring appropriate learning equipment to school to facilitate their progress in every lesson. Where Students have all set pieces of equipment displayed on their desk, this enables our teachers to efficiently transition through each learning activity, maximising the learning experience, with a clear focus on the message that “every second of learning counts”. Where all Students have the correct learning equipment, the learning environment can be completely disruption free.

The John Roan School Equipment Essentials are:

- Pencil case
- Pens – Black x2
- Pens – Green x 2
- Pencils – x2
- Pencil sharpener
- Erasers
- A ruler
- A protractor
- A glue stick
- Reading book
- A scientific calculator
- A whiteboard, pen & board wipe (initially provided by the school)
- Reading ruler (provided by the school)
- School bag of appropriate size to carry essential equipment and Student books
- PE kit when required

To support Student progress at The John Roan School we ensure that all Students have the correct equipment to engage fully in their learning, The John Roan School has clear routines in order to equip all Students correctly. At the start of each day, Class Teachers check that Students have all the necessary pieces of equipment, as described above. This checking process takes place during morning line-up to enable any pieces of missing equipment to be rectified immediately, therefore not negatively impacting on Student progress and learning in class. During Tutor Time, there will be at least two weekly opportunities to complete a full equipment check. This is completed using Student equipment mats, this provides a visual reminder of equipment expectations and is easily identifies any missing pieces of equipment. Where Students do not have correct equipment, they will be issued with a one-hour, next day detention. The Class Teacher or the Form Tutor will log and record the detention.

Teachers will be reasonable and take into account Students with SEN and Students who may have misplaced equipment throughout the day.

14. Uniform

We have a very clear standard regarding uniform. Our expectation is that all Students wear correct school uniform throughout the day.

The John Roan School Expectation:

- A school blazer must be worn correctly at all times when in the school building. During lessons, teachers will give permission for Students to remove their blazer. The sleeves of the school blazer must not be rolled up showing the inside fabric
- All students must wear the correct year group John Roan School tie, at the correct length with the crest visible
- All Students will ensure his or her shirt is tucked inside their skirt or trousers
- All female Students will ensure that skirts are an appropriate length. Skirts must not be rolled up
- All Students will ensure that appropriate tailored trousers are worn (no skinny fit or short leg, ankles must not be visible)
- All Students will ensure that shoes are worn throughout the day. Shoes must be black polishable leather shoes. (trainers/boots of any type are not acceptable and are not permitted into any classrooms) (The only exception to this rule is if a medical certificate is provided)
- All students must wear plain black ankle or knee length socks or plain, black tights. Socks must not be worn above the knee
- Any type of sports/hooded top is not acceptable on the school grounds. If seen, will be confiscated
- Hair should be a natural colour, hair accessories – headbands/Head scarves should be black. Baseball hats, durag, bandanas are not permitted
- Jewellery – one pair of plain/gold or silver ear studs and one discrete nose piercing is allowed. No other pieces of jewellery must be worn including rings, necklace and bracelets.
- Excessive make-up, false eyelashes, false nails and nail varnish is not permitted.
- All students must wear John Roan School PE kit. See Uniform Expectations on our website of via this link – [LINK](#).

Any Student arriving to school unable to adhere to The John Roan School uniform expectations will receive a one-hour next day detention. The Class Teacher will check uniform at the start of every lesson, Students will not be permitted into lesson until the high standards of uniform are in place. Where Students arrive to school with incorrect uniform, which cannot be rectified, they will not be permitted to attend lessons. Students will work independently in a designated space. The John Roan School will, where possible, loan Students any missing items of school uniform to enable access to all lessons. Parents are able to apply for a Hardship Uniform Grant where applicable.

To support the high expectations of uniform by ensuring that all John Roan Students demonstrate PRIDE in their uniform, all Students carry a First Impression Card. The John Roan School First Impression card is designed to teach our Students to regulate their own behaviours with reference to the correct wearing of the school uniform. First impressions are the snap judgements made on an individual by others. It is essential that The John Roan Students understand the value of a positive first impression. The first impression associated with being smartly dressed is the notion of being successful. Where Students are not demonstrating PRIDE in their uniform, school staff will remind Students of the uniform expectations, school staff will also sign and date the First Impression Card.

15. First Impression Card

Where Students are not following expected uniform and behaviour expectations, staff will sign a Student's First Impression Card. This may include: a shirt being untucked, running in the corridor, queue jumping etc. Students will receive 3 written warnings on the First Impression Card following any new uniform/behaviour infringement. This will result in a one-hour next day detention, set by the Student's Form Tutor. Throughout the school day, Teachers and school staff will provide regular reminders regarding the uniform expectations, explicitly teaching our Students the expectations. Where Students receive 3 uniform infringements, they will complete a detention and must request a new First Impression Card. If Students lose their First Impression Card they will receive a one-hour next day detention. Where Students repeatedly fail their first impression card, they will complete a one-day School Based Reflection.

16. Homework

At the John Roan School we believe home learning has an extremely important role to play in providing an excellent education. Learning does not only take place during lessons. Lessons are just one part of the flow of building schemas, exploring ideas and practising. It is therefore important the time our students spend between their lessons is used constructively.

The John Roan School is unapologetic in ensuring the best in everyone. We have therefore provided opportunities for students to engage with home learning and raise any concerns or barriers before receiving a sanction through polite reminders and updates on completion via Satchel:One and 1st warning notices. During the parental meeting stage, the student will make an agreement to complete home learning, and this will be witnessed by the member of staff and the parent/carer. Students will still need to complete the home learning that they have been set a detention for. They will be given the opportunity to complete at least some of this work during the detention time that day. Subject teachers will offer support where necessary. Students will be expected to attend home learning club as a compulsory measure if they consistently fail to complete home learning.

Amount of Home Learning Missed	Sanction and Intervention
1	Missed Home Learning Teachers label the home learning as not submitted on Satchel:one. This initiates an automatic email to parents, notifying them that the task is incomplete.
2	First Warning Teachers will record a first warning on Arbor, after having a discussion about the importance of completing home learning tasks.
3	Detention
4	Detention & Parental Conversation with teacher
5	HoD Intervention - Report
6	SLT to monitor

Rewards:

Home Learning Engagement	Reward
1	PRIDE Values Points For every home learning that meets expectations (good to outstanding quality) and frequent submission, students are awarded a level 1 positive on Arbor.
2	Excellent PRIDE Values For any home learning that is excellent and goes above expectations (such as above and beyond projects, outstanding work or completion of stretch and challenge tasks), students are awarded a level 2 positive on Arbor. <i>Note that level 1 and 2 home learning positives will be tracked throughout the year and the highest achievers in each year group (?) will go on a rewards trip in recognition</i>
3	Above and Beyond For any students who participate in the additional projects and tasks, they will be awarded an 'Above and Beyond' level 3 positive, which includes an Arbor email home. Where appropriate, the best outcomes will also be publicized in the school newsletter and assemblies and a half termly celebration

Any Student, after reminders, who does not complete set homework will be issued with a next day one-hour detention. The class teacher will issue this detention and inform the Student. Home Learning Policy [link](#).

Improvements in behaviour and the management of sanctions is a shared responsibility between all staff. A centralised detention system will allow all staff to support and effectively manage the new system by working together as a team.

Detentions will run daily between 3.10pm and 4.10pm. Where Students receive a detention, parents will be notified by text message the day before the detention. In the event of a Student failing to attend detention Students will receive a one-day School Based Reflection. Parents will be notified by text message regarding the School Based Reflection. Students are informed by the member of staff issuing the detention, students are reminded of detentions by their form tutor during tutor period, tutors are also notified of their detention by logging into their office 365 calendar.

17. Mobile Phones / Electronic Devices Ban

Students are permitted to keep Mobile Phones / Electronic Devices in their possession, but they must always be switched off and kept in their bags. Any phone, seen at any time on the school site, will be confiscated.

- Mobile phone use including the use of iPod and headphones is prohibited throughout the school
- Responsibility for the safekeeping of the phone belongs to the Student
- Where a device is seen or heard the member of staff will confiscate the device. This should be handed to Reception for safe keeping with the Students name.
- Students should collect their device at the end of the school day

Failure to submit a phone when asked will result in the Student being placed into SBR.

18. Disruption Free Learning

At The John Roan School, we believe that all Teachers and Students have the right to deliver and receive lessons without disruption, maintaining a safe, calm, orderly and positive environment. The Disruption Free Learning procedures will enable all Students to learn. They will empower the

Classroom Teacher to have authority within their teaching space to effectively manage Student behaviour. The focus of the Class Teacher must always be to provide quality first teaching to all Students.

Effective and inclusive use of the DFL procedure will rely on the Class Teacher having in-depth knowledge of the Students within their class. This will be evident through detailed/annotated seating plans with SEN/medical needs fully understood.

The SEN & Pastoral teams have provided extra information regarding key Students who will require reasonable adjustments when applying this procedure. This should be included in Teacher seating plans. The John Roan School does not operate a one size/zero tolerance Policy. Students with SEN/Medical Needs will always receive suitable adjustments to ensure their needs are met.

The procedure operates a clear warning system: to indicate clearly to a Student when they are negatively affecting their own learning and that of others. If a Student is disruptive, the Teacher will issue a clear verbal warning, telling the Student what actions they need to change to ensure that they and others are able to learn and make progress. Warning should only be issued when teachers have exhausted least invasive strategies to promote positive behaviour.

Warnings given for the following	Immediate referral to the DFL/SBR room
Low-level disruption Calling out Off-task chatter Talking over a Teacher (or after a countdown) Distracting others Bickering or unkindness Rudeness Physical contact Refusal to follow instructions Shouting Refusal to work Throwing an object Leaving seat without permission Eating in class (including chewing gum) Use or sound of mobile phone/headphones (all confiscated) Damaging equipment or property Swinging on chair Turning around on seat Failing to sit up straight and pay attention Head on the desk or in your arms Not following SLANT Anything that slows down learning	Questioning why a warning has been given Fighting/Physical assault Abusive or offensive language (swearing indirect or directly) Racist or homophobic language Sexualised behaviour Dangerous or violent behaviour Highly disruptive behaviour Anything that is dangerous or causes risk Two days in SBR until 3:55pm Refusing to go to DFL/SBR when instructed Failure to attend detention Walking away from a member of staff (behaviour or refusing to hand over first impression card)

Warning stage

Student	Teacher
Disrupting the learning of others. This may include: Talking over the Teacher, arguing, noises, not completing work, lack of cooperation, poor language, damaging property, eating/drinking, poor attitude, rudeness etc.	<i>'Student name: you are disrupting the learning of yourself and other by (e.g. talking), please focus on your learning, you have your first warning'</i>
WARN	

Teachers will use every opportunity to support the Student in re-focusing any negative behaviour towards learning. Teachers will continue to use re-focusing & least invasive strategies and make reasonable adjustments where Students are identified as SEN. This may include a rest break, time outside the room, alternative work provided etc.

If after receiving the first warning, the student continues to disrupt their own learning or that of others they should receive a second warning. The teacher must be explicit in explaining what the warning is for. The second warning is only applicable in a double lesson.

Student	Teacher
Disrupting the learning of others. This may include: Talking over the teacher, arguing, noises, not completing work, lack of cooperation, poor language, damaging property, eating/drinking, poor attitude, rudeness etc.	<i>'Student name: you have again disrupted the learning of yourself and others by (e.g. talking), please focus on your learning, you now have your second warning'</i>
SECOND WARNING	

If, after receiving the second warning (Double lesson only), the student continues to disrupt their own learning or that of others they will be removed from the lesson by the class teacher. The removal of a student from their lesson will only take place following appropriate application of the first warning & second warning.

Removal stage

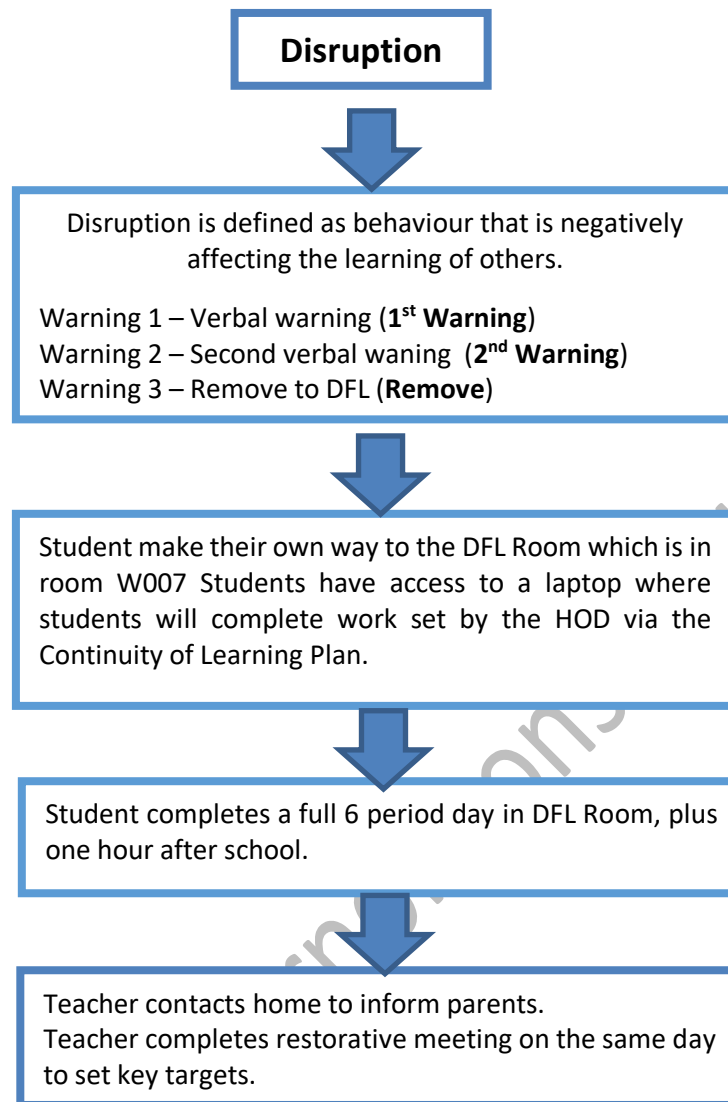
Student	Teacher
Continuous disruption to the learning of others: This may include: Talking over the teacher, arguing, noises, not completing work, lack of cooperation, poor language, damaging property, eating/drinking, poor attitude, rudeness etc.	Avoid any confrontation and possible further disruption, inform the Student that following their previous warning they have failed to focus on their learning and that they are disrupting the learning of themselves or others. They must now collect their belongings and make their way to the DFL room. Remind the Student that you will meet with them before the end of the day to discuss further. Teacher sends an email to: DFL@thejohnroan.school.org.uk In the email the Teacher states the following: Student full name, subject removed from and a brief reason. DFL staff will record the DFL referral on Arbor. The Teacher must not record anything on Arbor.
REMOVE	

The Student will then be placed in the **Disruption Free Learning Room (DFL)**. Whilst in this room, Students will be given the opportunity to reflect on their behaviour. Students will complete work linked as close as possible to the lesson missed through the school contingency of learning plan. Students will have access to a laptop to complete work, with the addition of online resources, such as Hegarty Maths, Seneca & Sparx. Students will be expected to complete high volumes of work with additional revision form their year group Knowledge Organiser, which supports memory skills and revision of subject specific terminology

When Students are placed in the Disruption Free Learning Room, they remain in school until 4:00pm on that day. Students will complete a full six period programme within the DFL room. This ensures a fair system is in place for all Students. For example, if a Student is sent to the DFL room during period two, in order to complete their six-period time in the DFL room, Students return there until the end of period one the following day. This ensures that Students going into the Disruption Free Learning room during period 6, receive the same consequence as a Student accessing the space during period 1.

Following a Teacher/member of staff referring a child to the DFL room, the Teacher will contact the Parents to explain the situation resulting in a DFL referral. This will be completed on the same day. The Teacher referring a Student to the DFL must also meet with the Student to complete a reconciliation meeting by the end of the day. During the meeting, Teachers will ensure that Students can express their views regarding the behaviour leading to the referral. Both the Student and Teacher will plan and agree targets to improve the behaviour in the next lesson.

DRAFT - governor consultation



19. Serious Incidents Serious incidents, whilst rare, do occur and must be acted upon immediately to prevent further escalation and safeguard all members of the school community.

Serious incidents include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Repeated breaches of the school rules
- Sexual assault, sexual harassment, sexual misconduct, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Defiance
- Theft

- Refusal to accept a sanction
- Smoking or vaping
- Possession of any prohibited items. These include:
 - Knives or weapons (including BB guns)
 - Alcohol
 - Illegal drugs or drugs paraphernalia
 - Stolen items
 - Vapes, Tobacco and cigarette papers
 - Fireworks, matches or cigarette lighters
 - Pornographic images or images of extreme violence
 - 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)

As soon as the Pastoral Team are aware of a serious incident, Students involved must be collected and isolated until the end of the day or until a decision is made by the HOY. This may be in the Pastoral Office or with a member of SLT. Student/s must complete an Incident Account Form to explain the circumstances surrounding the serious incident. Investigating serious incidents must always be completed in a timely and efficient way, ensuring that the collection of evidence is completed appropriately, with a range of evidence being sourced. This must always include written statements from the victim, alleged perpetrator and any witnesses. These must be signed and dated by the person completing the Incident Account Form. Copies of the Incident Account Form must be placed on the Student's file.

Where a Student has been physically assaulted, a First Aider must always check that the Student is well, and a First Aid Form completed. Parents must be informed immediately of incidents involving physical assaults, even when the outcome of the investigation is not fully clear.

Following the collection of all evidence, the HOY must review and propose sanctions/follow up actions. This will be in conjunction with the SLT Line Manager who will agree an appropriate sanction and support the HOY.

There may be serious incidents which could result in a further Police Investigation. These are situations where a criminal offence has occurred. Where members of staff are informed of such incidents, for example, (but not all): serious physical assault; sexual harassment/assault; use of/possession of drugs and or weapons; the member of staff must inform a member of the school Safeguarding Team by using MyConcern. When conducting an investigation of this nature, all Student interviews must be completed with at least two members of staff present. One member of staff must be a Safeguarding Officer. This includes any searching of Students and their property. This process must also be applied, whether the incident takes place inside or outside of the school building/opening hours.

Sanctions may include, but this is not a definitive list:

- Detentions
- School Based Reflection
- Suspension
- Permanent Exclusion

Where Students are issued a School Based Reflection the HOY must inform Parents of the circumstances. Parents will attend a meeting in school where a post School Based Reflection contract is completed by the Student and Parent. The Student must also be placed on report to the HOY. During

the Parent/Student meeting, possible forms of intervention will be discussed to offer support to improve behaviour.

Suspensions will only be agreed by the Principal. Where a decision is made to suspend, the AP/HOY will inform Parents. The HOY will ensure that work is sent home on the day of suspension. A post suspension meeting must take place prior to Students returning to lessons, where a post suspension form will be completed. Possible intervention and support will also be discussed to improve behaviour. The Student may also be placed on a Report Card.

Following all Suspensions and School Based Reflections, Students must be discussed at an Inclusion meeting to ensure effective intervention is offered and monitored. All paperwork associated with the incident must be filed correctly and placed on the Student's school file/SEN/safeguarding files.

20. Report Card

Where Tutors/HOYs/HODs have concerns regarding a Student's behaviour, a Report Card may be used for additional monitoring and tracking. This can highlight positive steps in behaviour or identify key areas of concern. The report is for a minimum of two weeks and Parents are informed when their child is being monitored via a Student on Report Letter. Parents are expected to view and sign the report daily. At the end of the two-week monitoring period, or sooner if deemed appropriate, the relevant Tutor/HOY/HOD will arrange to meet with the Parent/Carer and Student to discuss the school's concerns. If the report identifies further concerns the Student should be referred to the School Inclusion Panel where the next level of intervention will be considered.

21. Monitoring Student Behaviour across the School and Repeat Offenders

HOY/HODs/SEN Team are responsible for monitoring the behaviour and achievement of Students via the behaviour tracking documents. Weekly data records are provided by the Data Team for easy analysis of Student behaviour. Where HOYs focus on the behaviour of Students in their year group, HODs will focus on behaviour within their department. The SEND Team will closely monitor the behaviour of all Students with an EHCP or who are SEND K coded. Successful communication will be vital between school structures to ensure effective management of behaviour.

HOYs will focus on the behaviour of the year group. This will include the repeated types of behaviour and key Students demonstrating persistent poor behaviours. HOYs will analyse and identify key trends/patterns in behaviour and provide a range of interventions to support successful improvements in behaviours. This would be evidenced in reductions in identified behaviour patterns. HOYs will also focus on specific Students where persistent poor behaviours are logged. HOYs will identify Students and work with the wider Pastoral Team to implement effective interventions to support positive changes in behaviour. Any form of behaviour intervention is discussed and allocated via the School Inclusion Meetings following referrals from the HOY/HOD/SENCO. Behaviour Interventions include:

- Reasonable adjustments made to sanctions for individual students
- Student ILP created based on personalised behaviour management strategies
- Specialist Learning Coach support SEND diagnostic tools
- Specialist Learning SEMH Coach Mentoring/ELSA mentoring
- SEND Interventions
- Counselling

- Student Support Centre referrals
- Alternative Provision/Modified timetables
- External agencies: Mentors, Champions 4 Change, Educational Psychologist, Careers Service, SALT, CAMHS, Family & Adolescent Support Services & Social Care, External Substance Abuse Service

HODs will focus on the behaviour within their department. HODs will analyse departmental data and implement appropriate interventions to support positive changes in behaviour. This will include a consideration of class groupings/dynamics, the experience of the class teacher and any CPD needed for teachers. Individual Student intervention should be implemented in conjunction with the HOY/SENCO.

22. School Based Reflection (SBR)

Following a serious incident of misbehaviour, the Principal or SLT member responsible for behaviour, may decide that a detention is not an appropriate sanction. The John Roan School may decide that a School Based Reflection is a more suitable sanction for a Student. Following a decision to place a Student in SBR, the Parents will be contacted and informed of the reasons resulting in this decision. Following a Student being placed in SBR, the Parents will be asked to accompany their child into school and to attend a meeting with the appropriate HOY/SLT/. The school will be flexible in arranging this meeting with Parents. In this meeting the incident will be discussed, and a post reflection reintegration plan will be signed by Student, Parent and school staff member. The reintegration plan will ensure appropriate support is offered to improve behaviour. (See appendix 3)

Whilst in SBR, Students will be given the opportunity to reflect on their behaviour. Students will be expected to complete high volumes of work set by the appropriate curriculum Via the continuity of learning plan. Students will have access to a laptop to complete work, with the addition of online resources, such as Hegarty Maths, Seneca & Sparx. Students will be isolated from their peers during social times and will complete the school day between the hours of 8.30am and 4:00pm. Students will receive appropriate breaks; they will have a cold lunch provided in the SBR room and will leave the room for the toilet.

In some cases, where behaviours are classified as persistent, the school may request that students completed a School Based Reflection off site, at another local school. This will be for a maximum of 5 days and will have the consent of parents. The local school involved in this reciprocal agreement will have basic student information to support the short term placement. Students will be provided with a laptop and access to the school continuity of learning plan. Relevant safeguarding checks are completed with the local schools.

23. Suspensions

In cases where there have been serious breaches of the School Code of Conduct, the Principal may decide that a Suspension is appropriate. Parents are informed of the Suspension via a telephone call from the relevant senior member of staff and by a Suspension Letter (**See appendix 4**). The school does not take the decision to suspend lightly and will always be following in-depth consideration of the individual Student and any SEN/safeguarding factors. Following a Suspension, Students are required to attend with their Parents for a return to school interview with the Principal/member of the Leadership Team or relevant Head of Year/Department before they return to normal lessons. For

Suspensions lasting over five days the school will provide an alternative education setting from the sixth day. This may be at a Local Authority recommended setting or at another local secondary school. Parents will be informed in writing of the details, locations, and requirements for this provision.

24. Red Lines

The John Roan School believes that certain behaviours warrant a formal sanction of Suspension. Whilst these behaviours will always be investigated and any SEN/Safeguarding factors will be considered, the following behaviours will normally result in a Suspension from school:

- Extreme verbal abuse or swearing at a member of staff
- Refusal to attend the school Disruption Free Learning Room/School Based Reflection
- Racist or homophobic abuse

The following behaviours may risk the Student being permanently excluded:

- Possession of any weapon
- Possession of or intent to supply drugs
- Persistent bullying
- Persistent disruptive behaviour
- Physical assault towards a member of staff or Student (Including orchestrating/inciting violent behaviour resulting in physical harm)
- Sexual assault/harassment

25. Right to Appeal a Suspension

The John Roan School adheres to '[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022](#)'. Where a suspension results in a Student missing a public examination, the Governing Board must convene a meeting to consider reinstatement within 15 days of receiving notice of the suspension. However, the Governing Board must take reasonable steps to meet before the date of the examination. If this is not practical, the Chair of Governors may consider a Pupil's reinstatement alone.

Where a Suspension takes the total number of suspensions above 15 days per term, the Governing Board must convene a meeting to consider reinstatement within 15 days of receiving notice of the suspension. Where a suspension results in the total number of suspensions exceeding 5 days per term, the parents may request a governing board meeting. The Governing Board must convene a meeting to consider reinstatement within 50 days of receiving notice of the Suspension.

The Governing Board must consider any representations made by Parents but does not have the power to decide whether to reinstate the Pupil when:

- The suspension is not permanent
- The suspension does not exceed the total number of five days of Suspension within a term
- The Suspension does not cause a Student to miss a public examination

26. Alternative Provision

For some Students who may be at risk of permanent exclusion or an individual with specific needs, a placement at an Alternative Provision may be considered (This is separate to the 6 day plus provision) Where possible, this will be done with the support of parents, but under the DFE

Alternative Provision Guidance 2013, the John Roan School may direct a student off-site without parental agreement, where it is in the best interests of the student.

Prior to a student being directed offsite, the John Roan School will:

- Ensure that parents/carers are given clear information about why the child has been placed in an alternative provision.
- Ensure that parents/carers are given clear information about where the placement is.
- Ensure that parents/carers are given clear information about when the placement starts and finishes.
- Ensure that parents/carers are given key details such as key contact(s), phone number and location of the alternative provision.
- Provide clearly defined objectives, including the next steps following the placement such as reintegration to The John Roan School, alternative mainstream schools, further education, training or employment.

The John Roan School will primarily use designated Alternative Provision providers commissioned by the Local Authority or other local Greenwich schools as our directed off-site provision, however we reserve the right to use other alternative provision should the circumstances benefit either the school or the student.

Where a student is placed at an Alternative Provision they will remain on the roll of the John Roan School. A designated member of staff will review and monitor the placement. Following each review period (Half termly) information will be shared with the local governing body to support the use of the placement.

27. Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

- (1) in response to a serious breach or persistent breaches of the school's behaviour policy; and
- (2) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to permanently exclude a Student is only taken by the Principal after careful consideration of all the facts and based on the balance of probabilities. Parents are informed of a Permanent Exclusion (Where possible) during a school-based meeting. In extreme circumstances this may be completed over the phone. All Permanent Exclusions will be confirmed in writing with the option to appeal the process.

In all cases of Permanent Exclusion or Suspensions of more than 15 days, there will be a meeting of the Governors Disciplinary Panel. Heads of Year will produce an Exclusion/Suspension Report using a standard template specifically designed to provide Governors will all information about the Students' progress and behaviours. The school sets work whenever a Student is excluded from normal lessons.

28. Power to Discipline beyond the School Gate

The Principal has the power to discipline beyond the school gate, and this covers the school's response to bad behaviour outside of the school premises which is witnessed by staff or reported to the school. This could include poor behaviour:

- on a school trip or activity organised by the school
- on the way to or from school
- when wearing school uniform
- when identifiable as a member of the school

The Principal's powers are also extended to poor behaviour at any time, whether or not the above conditions apply, when the behaviour could:

- have repercussions for the orderly running of the school
- pose a threat to another Student or member of the public
- adversely affect the reputation of the school

Where a criminal action may have been committed, the Principal will work with the Police, in line with LA advice and guidance.

29. Malicious Allegations

Where a Student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the Student in accordance with this Policy.

For more information on responding to allegations of abuse against staff, please refer to our Safeguarding Policy. The Principal will also consider the pastoral needs of staff accused of misconduct.

30. Physical Intervention/Reasonable Force and Searching

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

The following are items that are banned from the school premises.

Banned items list:

- Weapons – or any object that could be used with the intention of harming another person
- Alcohol and/or drugs
- Fireworks
- Cigarettes and/or smoking materials

- Stink bombs and water bombs
- Lighters and matches
- Bandanas/Durags
- Hooded sweatshirts
- Jewellery (except watches/one pair of ear rings/one nose stud)
- Nail varnish
- Chewing gum

Link Physical intervention & searching policy [here](#).

31. Confiscation

Any prohibited items (listed in section 30) found in Students' possession will be confiscated. These items will not be returned to Students. We will also confiscate any item which is harmful or detrimental to school discipline. Please refer to the school Physical Intervention and Searching Policy [here](#).

32. 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 will effectively monitor all Student behaviour through effective analysis of behaviour incidents. HOYs/SEN Team and SLT will monitor Students through the recorded number of Behaviour Incidents, Detentions, DFL Referrals, School Based Reflections and Suspensions. From this analysis, cause for concern Students will be identified. These Students will be discussed at the year group fortnightly Inclusion Meeting, where the ability to support individual Student's needs are assessed.

During this meeting, targets and graduated plans of support are identified, tracked and monitored, to ensure that the school provides all appropriate opportunities to foster improved behaviour. These meetings are attended by the Vice Principal & SENDCO, who 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 to create the plan and review it on a regular basis.

Where students have identified SEND needs, reasonable adjustments will be applied to school based behaviour processes and systems. Adjustments will be considered by the HOY/SENDCO with the best interests of the child. Parents and school staff will be informed of the reasonable adjustments in place.

33. Student Transition

To ensure a smooth transition to the next year, Teachers are provided with Student Individual Learning Plans which provide guidance and support for key Students. The Teacher will use the recommended strategies to support each Student.

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.

Additional transition support will provide for students who join the school mid-year. All new students will complete an additional induction day to support the understanding of John Roan routines and behaviour expectations. These students will be monitored by the HOY/SEND/CO.

34. Training

Behaviour management will form part of continuing professional development for all staff. Staff will be provided with behaviour management courses via Educare and additional behaviour support through the school CPD programme. This will be reviewed annually following detailed analysis of Student behavioural needs. All new members of staff will receive appropriate behaviour inductions to support their transition into the school. This will be provided by behaviour leads/HOY/HOD.

35. Monitoring Arrangements

The Behaviour Policy will be proposed by the Principal for approval by the Local Governing Board.

36. Links with other Policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- SEND & Inclusion Policy
- Physical Intervention & Searching Policy
- Anti-Bullying Policy
- Drugs and Substance misuse Policy
- Homework Policy
- Sexual Violence and Sexual Harassment Policy

37. Glossary of Key Terms

Abbreviation	Full term
HOY	Head of Year
HOD	Head of Department
SLT	Senior Leadership Team
AP	Assistant Principal
DP	Deputy Principal
P	Principal
DFL	Disruption Free Learning
SBR	School Based Reflection
PEX	Permanent Exclusion

Appendix 1: Strategies to support Disruption Free Learning:

Doug Lemov's *Teach Like A Champion 2.0* (3.0 is about to be published) provides a series of techniques to support Teachers in the classroom. There are 62 techniques, all data-driven, providing concrete, actionable advice to teachers. While many of these focus on teaching and learning, the fourth part of the book is dedicated to classroom culture, with various techniques that support the establishment of a disruption free learning environment. Some of these techniques, which we will explore during the year and expect to see used in classrooms, are outlined below:

There are also key routines and strategies that can be used to support ensure lessons are disruption-free:

SLANT (TLAC Technique 47)

SLANT is an acronym to help teach Students key baseline behaviours that help them to concentrate, focus and learn. Using **SLANT** will maximise our Students' ability to pay attention and once taught, Students will be able to use it to self-correct. **SLANT** stands for:

Sit up Listen Ask and answer questions Never interrupt Track the speaker

What To Do

- Remind Students of the 'why' of SLANT the first few times that you use it to build buy in – it is about ensuring that no minute is wasted so they can learn as much as possible
- Prepare for the transitions when you know you will ask Students to be in SLANT and check for it
- Use SLANT immediately if you think the class is not as attentive as needed
- Do not move on until all Students have followed the instruction and are sat up attentively. Do it again if necessary.
- Praise Students for doing SLANT well to reflect the importance of the routine
- Once Students have been taught how to SLANT, use the phrase and Students are able to use it to self-correct.

Microscript

Some options for how to request SLANT are below – you can come up with your own phrases that feel comfortable and purposeful for you:

"Show me SLANT"

"Back in SLANT"

"Check your SLANT"

"Where's my SLANT?"

"Make sure to SLANT"

Or break it down where necessary- *"Where's my 'S' of SLANT?"*

Brighten Lines (28)/What to Do (57)

Brighten lines to ensure that transitions are smooth by marking changes in independent working activities and other mileposts clearly. It is all about making beginnings and endings of activities **visible** and **crisp**, so that Students can immediately and keenly perform the instruction (What To Do)

that follows. Brightening Lines should always be preceded with SLANT and should be scripted to ensure clarity

As well as being used in this guide to support Teacher deliberate practice, **What to Do** is also a crucial TLAC technique that goes hand in hand with Brighten Lines. The key is to give Students clear instructions telling them what they need to do to get it right (rather than what not to do) before they begin a task. There are four main characteristics for What to Dos. They must be:

- Specific (manageable and precise)
- Concrete (clear and actionable)
- Sequential (in order)
- Observable (so that you can see compliance)

Microscript for transitions using Brighten Lines/What to Do

- Give a clear instruction, ensuring economy of language
- Give a clear time limit for the task – *'You have 7 minutes to complete this task in silence.'*
- Ask one or more Students to repeat the task back to you as well as the time limit (gives an opportunity to check on those who feign misunderstanding) – *'Name please repeat the task back to me, and how long you have to complete it.'*
- Ask Pupils *'Is there anybody who is still unsure what to do?'*
- Repeat, *very briefly*, the task and time limit
- Give a clear 'GO' signal including a brief preparatory instruction – *'Pens in hand, silence, off you go!'*
- Stand still at this point – DO NOT MOVE
- Very obviously scan the room to check whether all Pupils have begun
- Narrate compliance – praise those who begin straightaway – *'Well done Jack. Kai has started. Thanks for starting so promptly William.'*

It is important for the Teacher to remain on the same spot, at the front of the room until 100% of Pupils have started, or until they think that there are any Pupils who will not start without the Teacher approaching them for a 1 to 1 conversation.

Positive Framing (58)

Positive Framing is a simple, but very effective technique, for building a disruption free learning environment. It is all about maintaining a positive tone and delivering constructive feedback to motivate them to work better. This is especially important at threshold and at the start of lessons.

What To Do

- Live in the now, talking about what should happen next rather than what has happened previously in the lesson or before
- Assume the best, not attributing ill intention or that Students are being deliberately disruptive straight away
- Challenge Students to complete tasks and push themselves
- Talk about your expectations and aspirations

- Don't over narrate the positive (i.e. when it is not merited). Make sure you are framing and expecting genuine high standards

Microscript

Here are some examples of phrases that are positively framed:

- *Let's get that SLANT perfect (instead of 'You weren't slanting'...)*
- *I need those eyes looking forward so we can all see the important explanation*
- *Thank you for correcting that so quickly*
- *I see so many pens moving so quickly, almost everyone...*
- *Let's see if we can write for ten minutes without stopping.*

Radar/Be Seen Looking (51)

Radar/Be Seen Looking are the same technique, all about preventing disruptive behaviour by developing your ability to see it happening, reminding Students that you can see it and therefore cutting it off more efficiently. At its simplest, it is about reliably seeing what is happening in your classroom and making sure your Students know you see it all.

What to Do

- After setting a task, be deliberate about where you stand. The best option, known as 'Pastore's perch', is in a corner of the room from where you can see much more easily across all Students:



- Use 'the swivel' intentionally to scan across the entire room, defending against blind spots.
- Use Be Seen Looking 'Dance moves' that you have practised and feel confident employing e.g. the invisible column, tiptoes, the sprinkler.

Strong Voice

Strong Voice is a fundamental part of the teacher toolkit, but it does not mean speaking loudly or shouting. Instead, it is about affirming authority through intentional verbal and non-verbal habit, especially at those moments in a lesson where you need control. It is a matter of doing a few things calmly and with confidence.

What to Do

- Use a formal register when delivering an important message. Make sure you make eye contact and that your body position, gesture and facial expression reflect the formality of what you are saying. You can have different registers for different situations in the classroom, but the formal register is crucial to practise
- Square up/stand still, making sure Students are focused on you
- Exude quiet power – avoid talking louder/faster
- Use an economy of language, emphasising your purpose in speaking
- DO NOT TALK OVER STUDENTS – get silence before delivering your message.

Microscript

'I need to pause you to speak to you as a class now. I need everyone in SLANT, eyes on me, listening carefully. You know I have high expectations for you during independent work and we need to be meeting them...'

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Appendix 2: The John Roan School: Return to School Contract following a Fixed Term Exclusion/School Based Exclusion



The John Roan School

The best in everyone™

Part of United Learning

The John Roan School

Return to School Contract following a Suspension/School Based Reflection

Agreement between (name of Student) and The John Roan School. I agree and understand that my behaviour in school recently has been unacceptable.

I have had time to reflect on the actions that led to my Suspension /School Based Reflection and will ensure that I will support the school PRIDE expectations to the best of my ability.



Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all Students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

I realise that if there are any further serious breaches of the school's code of conduct the Principal may give serious consideration to further sanctions as outlined in the school Behaviour Policy.

Pupil Signature:

Parent/Carer Signature:

On behalf of The John Roan School:

Date:



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Post Suspension/School Based Reflection Reintegration Support Plan

Pupil Name:	Tutor Group:
Reason for Suspension/School Based Reflection:	
Dates of Suspensions/SBR:	
Present at the meeting:	
Reintegration programme details (What will be provided to support the reintegration) e.g. restorative actions/mediation, Pupil monitoring card, referral to internal and external support.	
Targets (SMART target to support improved behaviour. How will these be monitored and measured)	
Student Comments:	
Parent/Carer Comments:	
Other Comments/Notes:	

Signed Parent/Carer: **Pupil:**

(To be completed during the reintegration meeting – placed on school file)

Appendix 3: Suspension Letter

Date

«Parental_Salutation»

«AddressBlock»

Dear «Parental_Salutation»

«Forename» «Surname» «Reg»

This letter is to confirm that a decision has been made to Suspend «Forename» from The John Roan School due to a serious breach of the school rules, as outlined in the school Behaviour Policy. The decision to suspend «Forename» has been made following an in-depth investigation of the incident and therefore has not been taken lightly.

This Suspension is for a period of * day. The period of Suspension commences on day date and expires on day date. «Forename» is expected to return to school on day date at 8.30 am. While «Forename» is Suspended from school, he should not enter the school building and must remain away from the school site. Any breach of this may result in further sanctions. Following a Suspension, it is school Policy that both Pupil and a parent/guardian attend a reintegration meeting with a member of school staff. This provides a formal opportunity to discuss the incident in detail and to identify any areas where your child may need further support and guidance. A member of school staff will arrange a mutually convenient time with you.

The reason for the Suspension is as follows:

- XXXX

During the Suspension, work will be made available to complete at home via the school website and or the online platform Show My Homework/SENCA or the respective Maths platform. If you do not have access to the internet, please contact the school to make arrangements for collecting work. If «Forename» is due to sit a public examination, you will be contacted by Ms Clark to discuss arrangements.

You have a duty to ensure that your child is not found in a public place during the first five school days of Suspension unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

You have the right to make representations to the governing body. If you wish to make representations please contact Clerk to the Governors' Discipline Committee, c/o The John Roan School, Maze Hill, Blackheath, London SE3 7UD, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. Where applicable, «Forename» is encouraged to attend any proposed meeting.

If you think this suspension has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place, e.g. the day on which the Pupil was suspended.

Making a claim would not affect your right to make representations to the governing body.

You also have the right to see and have a copy of «Forename»'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of «Forename»'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Greenwich Local Authority for further information on Suspensions. The contact details are Inclusion Team, 1st Floor, Woolwich Centre, SE18 6HQ. Tel: 020 8921 8443.

Other free and impartial information is also available from:

Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

Our school's Behaviour Policy, containing details of our staged process, is available on the website at www.thejohnroanschool.org.uk.

Yours sincerely

Cath Smith
Principal

Appendix 4: The John Roan School Incident Account Form

The John Roan Incident Account Form

Name of person completing this form: _____ Tutor group: _____	Staff Student (Please circle)
Date of incident: _____ Time: _____	Location of incident: _____
Summary of the incident: _____	
Who was involved: _____ _____ _____	Who witnessed the incident: _____ _____ _____

Signature.....
Date.....

Please ensure you provide an honest and detailed account of the incident. Always ensure you write any names in full including a surname.