

## BEHAVIOUR FOR LEARNING POLICY

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JCoSS is a learning institution above all else: all its work, policies and practice contribute to that central aim. The purpose of this policy is to set out:

1. our core values in relation to behaviour for learning in the school
2. the behaviour we expect from students to maximise learning
3. the contribution we expect from staff to ensure that such behaviour is seen
4. the systems by which good behaviour will be rewarded and poor behaviour challenged

This policy should be read in conjunction with other relevant policies which include:

- The Home-School Agreement
- ICT Acceptable Use Policy
- Equal Opportunities and Anti-Racism Policy
- Anti-Bullying Policy
- Addendum – Behaviour for Learning for Behaviour Support and Management of Students with Autism Spectrum Condition (ASC)
- Sixth Form Addendum
- Code of Conduct for Teaching Staff

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## **The JCoSS Behaviour for Learning Ethos**

The Behaviour for Learning Policy sets out in detail our agreed approach to behaviour management and helps us to set the tone and clarify the culture of our school. It is underpinned by the following principles:

- Behaviour and academic learning are interlinked and co-dependent – they both require teaching, modelling and reinforcement
- The best behaviour for learning depends on well-planned lessons that cater for all learners
- Positive behaviour management is an undertaking shared between all staff, and part of the job of every teacher
- Our aim is to promote positive behaviour and build better learners
- Positive behaviour for learning is supported through consistent praise and, where necessary, consistent and fair consequences
- Bear in mind the 3:1 principle – aim for 3 positives for every 1 negative for each student, for each class.

### **Our Core Values**

- All staff, students, and parents share responsibility for promoting good behaviour and for understanding and challenging the roots of poor behaviour
- The right behaviour for learning allows students to learn and teachers to teach and so poor behaviour therefore cannot be tolerated
- Good behaviour needs to be taught and modelled for students as part of every lesson
- Respect within a community is essential. Students and staff all need to treat each other with respect, balancing rights and responsibilities
- Behaviour is an Ethos issue for JCoSS: in upholding fair and positive standards, justice and ‘teshuvah’ (repentance or, literally, ‘return’) must be at the heart of our practice
- Ensuring good behaviour is a top priority for the Senior Leadership of the school. It will feature in all regular review evaluations of the school’s performance, in CPD, in planning for the future and in the daily routine of all members of SLT.

## **Monitoring of Behaviour**

The behaviour of groups of students (e.g. a form or year group, or other vulnerable groups) will be monitored and reviewed by form tutors, Heads of Year, Key-Stage Behaviour Leads and by SLT. Behaviour features as a standing line management item so that trends or other concerns can be picked up regularly and action to be taken in a timely manner.

## **Expectations of Students, Staff and Parents**

### **1. What we expect from JCoSS students**

We recognise that good behaviour:

- can be defined;
- needs to be taught;
- includes respect for others;
- includes making the right choices;
- means listening to adults and following their instructions.

Above all it means students accepting responsibility for their own actions and ensuring that they do not adversely affect the learning of others.

Our definition of good behaviour is encapsulated both in the definition of what we are aiming to achieve in the 'JCoSS Graduate' and in the MENSCH acronym:



## 2. What we expect from JCoSS staff

Teaching, learning and behaviour in schools are inseparable issues and so we expect teachers to promote the best behaviour for learning by:

- Delivering the curriculum effectively through well-planned and purposeful lessons that cater for all learners
- Modelling expected behaviour
- Consistently applying school policies
- Ensuring that Behaviour for Learning is encouraged through positive relationships and dialogue with all students

Positive behaviour is just as central to students' personal development and so JCoSS staff teach, model and reinforce it beyond the classroom as well, for example during assemblies, form times, off-site activities and unstructured times.

## 3. What we expect from JCoSS parents

Promoting good behaviour is a responsibility shared between students, the school and parents. We ask parents to support the behavioural ethos set by teachers, and to uphold decisions even when they may not fully agree with them.

All the above are encapsulated in the Home-School Agreement, signed before students enter the school. A copy is included in the appendix.

## Rewards

The Rewards system will encourage the best behaviour for learning by:

- giving students the right incentives to achieve of their best
- to recognise what is normally expected, so that regular good performance is not overlooked
- to recognise significantly praise-worthy performance in a variety of aspects of school life

The system is summarised on the Rewards Chart which is displayed in each classroom and in other key locations around the school. It is issued to staff and attached in the appendix.

The Rewards System is based on rewarding students who demonstrate and implement the principles of 'Menschlichkeit', the principles which encapsulate being a 'good person' which permeate all that we do and embrace a wide range of qualities essential for both academic and personal development.

Outside lessons, achievements may also be awarded by staff to any student who particularly impresses by exhibiting the qualities of a mensch; these qualities can be recognised at levels R1 to R7 dependent upon the consistency of the behaviour shown.

The MIS reports will be used weekly to calculate the total number of Achievement and Behaviour Points awarded. These will be used as follows:

- Tutors will update students with their Achievement and Behaviour point totals
- Tutors will publicly acknowledge students who attain a weekly “Clean Slate/Daf Chadash”
- Tutors will track any trends in negative behaviour and address these in supportive conversations with their tutees where applicable
- The Head of Year will monitor totals for individuals, classes and groups; wider patterns will also be monitored by Key Stage Behaviour Leads and by SLT
- The HoY will respond to individuals or form groups with particularly good totals as appropriate
- The overall picture will be reviewed in Line Management meetings as a standing item, with particular reference to unusual patterns of award amongst staff, and to vulnerable groups of students
- Students with the highest totals each term will be publicly commended via both assemblies and in Form Time.

**The various tiers of reward will be administered as follows:**

**R1 - Verbal / Written praise from a teacher**

**R2 - In-lesson log or out-of-lesson behaviour reward slip**

Where staff have ready access to IT, R2s can be logged straight on to the MIS system.

Any member of staff can acknowledge good behaviour outside of the classroom through the issuing of a positive reward slip. These should be completed with the student’s details and handed in to the Main Office for processing.

**R3 - A card home**

Departments will have a supply of cards to send home to parents telling them of especially pleasing learning, work or progress. These should be hand-written and taken to the Main Office for posting.

**R4 - Student of the month**

Heads of Faculty will seek nominations for a Student of the Month from their Faculty from each year group. The Head of Faculty will arrange for the name of the nominated students to be displayed on a display board within the Faculty and will arrange for a letter of recognition to be sent home to those 7 students chosen as ‘Student of the Month’. An award as ‘Student of the Month’ also results in 20 Achievement points added to a student’s MIS system profile.

**Display of work**

Departments select outstanding examples of work which they wish to celebrate, and display in classrooms and around the school.

Work for display need not be “best”: the aim is to model the JCoSS learning ethos and therefore drafts, or work in progress, are to be welcomed.

**R5 - Commendation**

Staff may log a student for Headteacher’s Commendation on the MIS system, with a brief description of what the commendation relates to. A commendation has the value of 25 MIS system points which will automatically be added to the student’s total. The student should (unless impracticable), take the work to which it relates to the Headteacher and sign the Commendation Book. They will receive their commendation verbally and will also receive a certificate.

**R6 - Head of Year Rewards:**

Heads of Year (with input from form tutors) will identify the two ‘most deserving’ students in each form every term and reward them with access to the Sixth Form Café.

Heads of Year will arrange an annual Reward Trip for students in their Year Groups. A chance to participate in the trip will be given to every student in the school and will be ultimately awarded to those students in each year group who have exhibited excellence throughout the academic year.

**R7 - Celebration Evening**

This event held at the end of the academic year is prestigious enough to be an incentive in its own right. The parents of all those receiving awards are invited, and refreshments and invited guests will add to the sense of occasion.

## Consequences and Sanctions

We aim to resolve behavioural issues positively and without resort to sanctions. A look, a tone of voice or a quiet word will often achieve the desired change. Often a 'light touch' early on will avoid the need for more serious consequences later. Sanctions are always put in place only after careful consideration of the child's needs. At times, however, it is necessary to impose a sanction on students who have behaved in an anti-social way or failed to work to the best of their ability.

The Consequences system is informed by the following aims:

- to encourage students to make good choices
- to provide opportunities for reflection, de-escalation from conflict and restoration
- to ensure consistency amongst staff
- to make it easy to record and register sanctions and to do so fairly
- to remove behavioural barriers so that students can learn and teachers can teach.
- to ensure that the health, safety and wellbeing of students and staff are safeguarded from the risks of problematic behaviours
- to ensure that restorative conversations are held between staff and students (Teshuvah).

The system is summarised on the Consequences Chart (Appendix B) which is displayed in each classroom and in other key locations around the school. The following examples provide a brief guide to the sanctions that are used but should not be regarded as a rigid system.

Students need to see that there are consistent consequences if they make unwise choices. The teacher logs the incident on the MIS, making it visible to form tutor, pastoral and curriculum leaders and parents (it is useful to remind the student that this is the case.) Behaviour that is logged needs to have a consequence which will often but not always involve a sanction.

All staff are expected to always promote positive behaviour for learning and employ a range of techniques and strategies to achieve this (see Appendix B for guidance notes).

## Detentions

Detentions may be given by any member of staff, and at Subject Leader, HoY or SLT level.

**Break time detentions** are usually because of either:

- Failure to behave in Period 1 and/or 2 when on Amber report
- As a result of a social time ban / C5 sanction, typically running across a whole week

Detentions will be 15 mins and run on a rota by Heads of Year 7-11 in the Science Lecture theatre.

## Lunchtime detentions (20 minutes):

Lunch and after school detentions might be issued for ongoing or more disruptive problematic behaviour. Such sanctions are divided into Faculty and Pastoral, according to the nature and context of the specific behaviour, as set out below (delineation of Faculty and Pastoral Detentions are also summarised in the appendix):

### Faculty

- Set by teachers / cover staff for poor behaviour in lessons (C2) or lack of HL
- To aid in the facilitation of restorative conversations between teachers and students
- To be staffed by a fortnightly rota of HoF / HoD

### Pastoral

- Set by all staff
- Staffed by the Assistant Headteacher for Behaviour for Learning / Pastoral Team
- Set for range of behaviours outside of timetabled lessons and curriculum events including: punctuality / chewing gum / out-of-lesson misdemeanours / uniform / Report Detentions / C5 sanction
- Allows for a restorative conversation if appropriate

**After-school detentions:****Pastoral / Faculty (60 minutes)**

- Can be set by either faculty or pastoral staff
- Will be staffed by SLT (Assistant Headteacher for Behaviour for Learning)
- Will be set with 48 hours notice to allow parents to plan for collection of student
- Students are to sit in silence and reflect on their behaviour.

**SLT Detentions (90 minutes)**

- Will be set for C4 type behaviours and will be set after phone-call to parents
- Students are expected to reflect on the incident that led to the detention by completing a reflection form. When this has been completed to a satisfactory standard, they may carry out silent work.

**Isolation**

Extended removal from lessons (isolation) will be deployed when a student's behaviour repeatedly stops others from learning. On rare occasions, it might be used as an alternative to suspension for more serious breaches of the policy. Students will be held in isolation on the Library Mezzanine. Isolation will be staffed by SLT and Senior Pastoral Leads.

- Can be set by senior pastoral team only
- Isolation is for 5 lessons with work to be completed from timetable
- Unless specific work is provided by a teacher, students will use online platforms such as Oak National Academy and Seneca Learning to complete activities linked to the current Scheme of Learning for which ever subject they have been removed from.

**Suspension**

In the event of a serious breach of the Behaviour for Learning Policy suspension may be applied on the authority of Headteacher. This would normally be for a short-fixed term, but in exceptional circumstance could be for a longer fixed term. Parents/carers will be expected to bring the student back to school to be formally readmitted, and students will usually be placed on report.

The length of any suspension will take into account the seriousness and context of the offence, as well as any neurodivergence of learning need that might warrant a reasonable adjustment to the sanction. Where a suspension decision is particularly complex, senior staff will meet to carefully discuss mitigating and aggravating factors. Students who are at risk of being permanently excluded will be placed on a Pastoral Support Plan which will include a variety of strategies designed to support the student to reform their behaviour.

## **Mobile Phones and linked devices**

JCoSS is a mobile phone-free site for students. If they use them to and from school, they are to be locked into their personal YONDR pouch – along with any peripheral devices such as smart watches and earphones and speakers - before entering the school building. Staff will check that this has been done on the doors in the mornings or at Student Services if a student arrives late. Students can unlock their pouches as they leave school each day.

## **Consequences for mis-use of mobile phone**

- If students forget their YONDR pouch, their phone will be stored at reception until the end of the day.
- If a student is found to be deliberately circumventing the pouch system, for example by hiding a phone or tampering with a YONDR pouch to open it, then their phone will be confiscated until a parent comes to collect it in person, or until the end of that school week – whichever comes first.
- Upon a second offence, the phone will be confiscated for a full seven days (including the weekend), and only returned when a parent comes to collect it in person.
- If the confiscation bridges a school holiday, then the phone will be returned to the parent on the day that school breaks up and any remaining confiscation days will be made up when school restarts.
- Refusal to comply with a phone confiscation will be met with a 1 day suspension in the first instance.

Rules around mobile phones are adjusted for students in the Sixth Form – see the Sixth Form Addendum for details.

## **Searching**

- Members of the Senior Leadership Team (or other authorised staff such as a member of the Safeguarding Team) may lead a search for prohibited items, including mobile phones, vapes, dangerous objects, offensive weapons, or indecent/offensive material (including that which may be stored on an electronic device).
- Searches will only take place in the presence of two members of staff and will only ever be conducted when there is reasonable belief that such items may be in a student's possession.
- Staff will never carry out personal "pat-down" searches of a student, but may require them to remove outer layers such as a blazer or hoody, remove shoes, and empty their pockets.
- A student's bag and locker may also be included in a search.
- The school may use detector-wands to support searches for mobile phones or other prohibited metal items.

## **Screening**

- Authorised staff may use detector-wands as part of routine checks across the entire student cohort, as part of wider safeguarding measures.
- Such screening may take place as students enter the school or as part of spot-checks of YONDR pouches during lesson time.
- Screening may take place without consent and does not require suspicion.

Refusal to undergo a lawful search or screening will be treated as a behaviour concern.

## **Serious Incident Points and Support Thresholds**

Serious Incident Points are held on the 'Provision Map' platform and do not reset every year. Persistent or serious negative behaviour will begin to attract 'Serious Incident' points on a 1-50 system. These points remain on a student's record throughout their JCoSS career and are used to prompt various levels of support and sanctions (see appendix). These thresholds are upper limits by which further steps ought to be taken – interventions from external agencies (e.g. PRU), managed move and permanent exclusion may be triggered earlier if deemed necessary.

Examples of when Serious Incident points might be accrued:

Example	No. of points
Removal from lesson (valid)	0
2 x removal from lesson in a week	1
Green Report	1
SLT detention	1
Amber Report	2
Isolation (repeated offence)	2
Red Report	3
1 day fixed-term exclusion	3
Behaviour Contract	5

For students who reach 10-15 points, a parental meeting is triggered, and Behaviour Contract initiated. A referral to Barnet's Inclusion Advisory Team (IAT) will be considered when exploring support strategies. While this service generally caters for students with diagnosed SEND it may be available to support exploration around broader social, emotional and mental health barriers (SEMH).

In years 7-11, failure of behaviour contract might trigger 15 Serious Incident points and 5 days of respite at the PRU. Where respite at a PRU is deemed inappropriate (for students with a specific set of complex needs, for example) then a more tailored strategy might be deployed. A second Behaviour Contract is then issued and the student is referred to the IAT (if not already) for specialist external support.

Behaviour contracts can be extended for 2 weeks if students are making obvious progress but have not quite passed at deadline.

Students who reach 30 points trigger a meeting with the Headteacher plus PSP / managed move discussion. Failure of PSP = 20 points + discussion of managed move / permanent exclusion.

If a student reaches 50 points, this is an indication that extensive and personalised interventions will have already been deployed and that their problematic behaviour has persisted despite this. As such, managed move or permanent exclusion will be considered.

These stages are summarised in Appendix D

### **Behaviour Monitoring Reports**

Students whose track record of behaviour, attendance, punctuality or learning gives cause for concern may be placed on report. Reports are used to help students learn to be accountable for their behaviour and are issued by the Head of Year in the first instance. It is the responsibility of the student to adhere to the conditions of the report including remembering to bring it into school, get it signed by parents, completed by teachers each lesson and taken to their Head of Year for checking as directed. This system may also be used for students returning to lessons after exclusion.

### **Green Report**

A student whose behaviour is failing to meet our high standards, for example who have received 3 x C2s or 2 x C3 in a week, will initially be placed on Green Report.

They will be required to

- Get the report signed by their subject teacher each lesson
- Behave in way that satisfies the criteria on their report eg: Completing all classwork to the best of their ability or ensuring that they do not distract others from their learning
- Students will get this report checked and signed by parents/carers each evening and will bring it to the Head of Year for review each morning
- Two weeks of successful improvement will mean the end of the report period. Failure to improve over this time or a significant deterioration in behaviour will result in escalation to AMBER report.



## **Amber Report**

Students who fail to improve on Green Report will be escalated to AMBER report and parents will be informed via a phone-call. This means that students will need to check in with their Head of Year at break and lunchtime to check their progress. If they have met their targets for the preceding lessons (Periods 1&2 before break or Periods 3&4 before lunch), then they will be dismissed to break or lunch respectively. If they have not met their targets, they will forfeit their social time and be required to stay with their Head of Year there and then. Comfort and food time will be afforded toward the end of that social time. Students who fail to improve on AMBER report after two weeks or see a significant deterioration in their behaviour will be escalated to RED report.

## **Red Report**

Students who fail to improve on Amber report will be placed on RED report. This means that they will be under the same daily expectations as Amber Report but parents will be called in for a meeting to discuss the criteria for success with senior staff and their child. A parent meeting will be held again after two weeks if no improvement has been made to discuss movement to a Behaviour Contract.

## **Behaviour Contract**

Following a long period of poor behaviour and a failure to respond to reports, a student will be placed on a behaviour contract. Like Red Report, the student is set suitable targets with the KSBL/AH B4L with parents present at a meeting. Failure to respond to this direct mentoring by a senior member of staff can result in additional measures such as a period at another school / PRU and also additional support offered by places such as the Pavilion.

## **Pastoral Support Plan**

This is the last stage before managed move or permanent exclusion procedures are initiated.

The details of a Pastoral Support Plan will be informed by a long-term analysis of a student's behaviour over time – exploring timings, frequency, seriousness, trends and themes in behaviour data.

It will provide an opportunity for School, Parents and the Student to express and discuss their views regarding underlying issues/causes of behaviour, as well as to review all support that has been offered to date.

Barnet's Exclusions Officer will be consulted to ensure that all appropriate lines of support (including referrals to external professionals) are thoroughly considered and sought in the collective effort to avoid a student having to leave JCoSS. An unsuccessful PSP may result in a managed move or a permanent exclusion.

## **Teshuvah**

A key part of the school's behavioural ethos is "teshuvah". This richly nuanced notion includes the ideas of return, repentance, repair and reconciliation following wrong or hurtful behaviour. Whatever sanctions may be administered, there is an overriding need for making good the damage that has been done in relationships with the person injured, with the wider School community.

After any serious incident, all those involved need to reflect upon what has happened and take responsibility for their own behaviour, asking questions such as:

- What went wrong and why?
- What is the wider context which may have led to this incident?
- How can I put it right?
- How can I avoid the same thing happening again?
- How can I avoid bitterness and entrenchment of attitudes in myself and in the wider community?

Sometimes these questions are best asked by an individual of their own responses; in others, a teacher may ask a student to reflect actively (it is built in to the "reflection" aspect of the behaviour arrow); in serious cases, a third party may be better able to get all parties to reflect.

To this end, conversations are expected to be held between teachers and students regarding any misbehaviour. This may be as 'light touch' as welcoming the student back at the start of their next lesson. However, for more persistent/repeated behaviours, staff will visit the lunchtime detention to have a longer conversation with an

individual student. Heads of Faculty will review C2 logs on a weekly basis to identify which students may need to have more detailed restorative conversations within their subject areas. This tracking process will also help inform future lesson planning (groupings, personalised expectations/targets, subject content, adaptive teaching, etc) with a view to mitigating against repeated problematic behaviour.

### **Managing Problematic Behaviour in the classroom**

As far as possible, conversations should be about learning and not behaviour. A student who is displaying poor behaviour is not learning themselves and possibly preventing others from doing so. To this end, teachers should endeavour to begin all conversations with students who are not engaging fully with their learning by asking them if they need help to get started.

If a student is not engaging with their learning in an appropriate way the teacher will use a variety of proactive interventions that will prevent the need to issue a consequence, for example:

- non-verbal communication (e.g. fingers on lips, shaking head)
- saying the student's name
- approaching the student and standing next to them
- patrolling the work area
- setting time limits
- balance reminders with praise

NB: Verbal Warnings should be used whenever possible before a sanction is issued

If these strategies are unsuccessful the member of staff will then use the consequence ladder and these scripts to effect a change in the student's behaviour.

#### **1. A verbal warning\***

*"\_\_\_\_ I would like you to behave appropriately. To avoid a C1 I need you to .... (state specific learning task). What help can I give you to do this?" – The teacher might check for any barriers to settling/learning.*

*\*if multiple verbal warnings have already been issued to the group, then it may be reasonable to proceed straight to step two if a different individual then joins in/copies/contributes to low-level disruption.*

#### **2. C1 – a first formal warning.**

3. *"\_\_\_\_ you are still not behaving appropriately so you now have a C1. To avoid a C2 I need you to...(state specific learning task). What help can I give you to do this?" The teacher might provide scaffolding, model the task, share success criteria, check for any barriers to settling, work alongside the individual...Possibly move seat etc.*

#### **4. C2 – a consequence.**

*"\_\_\_\_ you now have a C2. I want you to stay in the lesson and learn and so to avoid a C3 (Callout and removal) I need you to....(state specific learning task). What help can I give you to do this? (scaffolds etc)"*

At this point a student should be asked to take 2 minutes outside the lesson to help them think about how to behave differently. Following a brief conversation with the teacher they will be invited back into the classroom to learn.

A C2 results in a 20-minute centralised faculty lunchtime detention, followed up using the principles of Teshuvah. Additionally, at this stage, **specifically listed students with particular needs** (as agreed by inclusion panel) may be given the opportunity to leave the lesson and visit the Re-Regulation Room for the remainder of the lesson – teachers will request call-out and students will be escorted by on-call. This is not a sanction but an opportunity to reflect and re-set. Students will have access to their programme of tailored support and will stay in the RRR for the remainder of the lesson. This will be logged as a call-out and a Senior or Middle Leader will escort them to the RRR. Parents will be made aware that their child has had to leave a lesson in order to be supported in re-regulating.

## 5. C3 – Removal from lesson.

*“\_\_\_\_\_ unfortunately, you have not changed your behaviour, and you will now be removed from the lesson.”*

Students who fail to behave appropriately and have a significant detrimental impact on the learning of others / lesson cannot continue will be removed from the lesson to an appropriate place. **It is expected that ‘in-lesson’ C3 logs are only deployed after steps 1-3 (above) have been completed.**

Removal from a lesson is a last-resort and is a serious sanction as it has affected the learning of the class. A removal will result in a faculty after-school detention. A student who is removed twice in a day will be isolated for the next 5 lessons to allow them the chance to re-regulate, reflect on their behaviour and then focus on their learning without the risk of them further interrupting the learning of others.

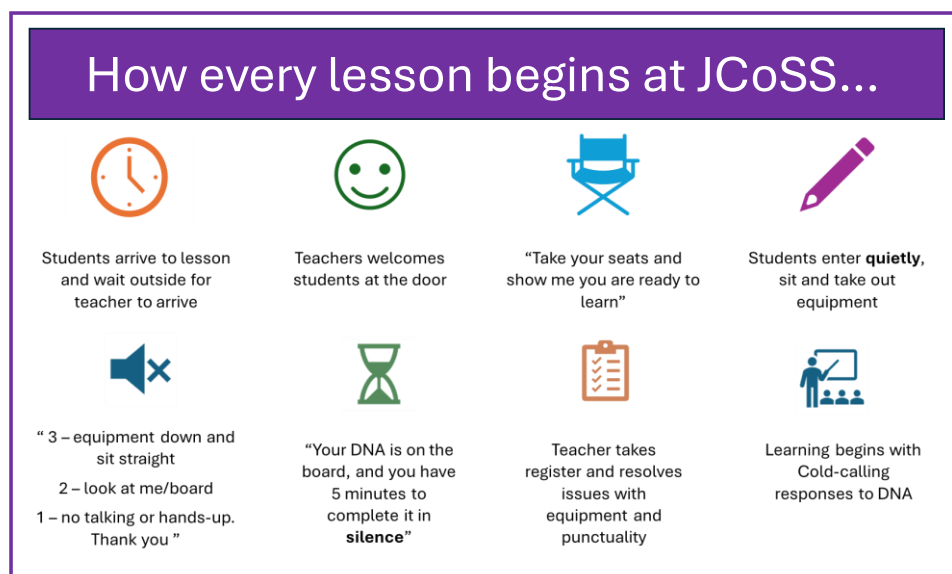
Students who are removed from lessons twice in a day or three times in a week will be placed on Green Report to their Head of Year.

Students who are removed will be escorted to either Learning Support to Re-Regulate, or to a Shadow Timetable Classroom designated by the department or to the isolation room.

All behaviour incidents that result in a detention or an isolation will be reconciled with a restorative conversation between teacher and student in accordance with the principle of Teshuvah.

## Routines

Routines play a key role in effective lesson delivery and behaviour management. In order to establish the best learning environment all lessons in JCoSS will begin in a calm, orderly fashion, with the first activity being completed in silence. The below guide shall be used and be visible in classrooms.



## Getting students ready to listen and learn

All teachers at JCoSS will use the below prompt to achieve silence in their lessons. Posters will be displayed in classrooms and the consistency will benefit both students and teachers alike.

## During every lesson at JCoSS...



**3 – STOP**  
**EQUIPMENT DOWN**



**2 – LOOK AT ME / BOARD**



**1 – SILENCE.**  
**NO TALKING OR HANDS-UP**

### Seating Plans

These are to be created on the MIS system with Seating for Learning at the heart of the plan, using all available data and information to create a plan that facilitates the best possible learning environment.

### Planning for Positive Behaviour

Just as each lesson has a plan for the teaching and learning, so there must be a plan for behaviour. Staff will refer to seating plans to track behaviour for learning - both positive and negative – in order to maintain accurate records and build patterns of behaviour over time.

### MINT Guidance

Effective classroom and behaviour management is also assisted by teachers providing clarity around their expectations for both task completion and the conditions under which they are to complete each task. The below acronym helps teachers to remember to clearly direct students as to how they are expected to work.

### M-I-N-T

M = Materials

I = In or out of seats

N = Noise level (Silent / Paired / Group levels)

T = Time.

Here's an example of how to use it:

(M) "You will need A3 paper; a pencil and ruler; and this pink-coloured A5 worksheet ..."

(I) "You will be working out of your seats, moving slowly around the classroom visiting various sources on display."

(N) "The noise I'd like you to maintain, is a quiet conversation in your groups ... and"

(T) "The time for you to do this is 7 minutes. I will also give you a final 1-minute warning before we stop."

## Group Work

By establishing clear rules and routines around group work, students can be clear on behaviour expectations and on how to succeed in lessons.

- **Respectful communication:** Listen to each other, avoid interrupting, and value all ideas. Ensure that all members contribute to the work and have a chance to share their thoughts.
- **Open and honest communication:** Share ideas, concerns, and progress updates regularly. Be mindful of language barriers and avoid jargon or colloquialisms that might be misunderstood. Active listening: Pay attention to what others are saying and build on their ideas.
- **Defined roles and responsibilities:** Assign tasks based on individual strengths and ensure everyone understands their role. Set deadlines: Establish a timeline for each stage of the project and stick to it. Regular progress checks: Monitor progress as a group and address any issues promptly.
- **Openness to different perspectives:** Be willing to compromise and consider alternative viewpoints. Provide feedback in a positive and supportive manner, focusing on the work and not the individual. Develop strategies for addressing disagreements constructively and finding mutually acceptable solutions.

## Logging of Incidents

All significant incidents should be logged onto the MIS system, as soon as possible after the event. The categories set up on the MIS system reflect the C1 to C7 steps on the Consequences Chart. Notable positive behaviour should also be logged: the R1 to R7 categories set up on the MIS system echo the categories stipulated on the Rewards Chart.

Where the incident is serious and is not resolved by the action taken by the member of staff who logs the incident, the initiating member of staff is responsible for ensuring that he/she consults with the next person up the chain of behaviour management (e.g. Head of Faculty, HoY, Assistant Head, Deputy Head).

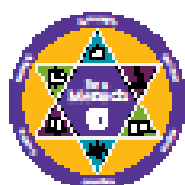
The receiving member of staff should review the incident and take any further action required (e.g. interview the student/staff involved, contact parents, apply sanctions). The actions should be noted on the MIS system behaviour log. If the incident remains unresolved, this procedure should be repeated to the next person up the chain.

When the issue is considered resolved it must be noted as such in the MIS system.

## APPENDIX A – Rewards ladder

### Rewards at JCoSS

Reward Number	Level of Merit	Reward	Points
R1	Demonstration of one of the elements of Menschlichkeit	Verbal & written feedback/praise from the class teacher	5
R2	Demonstration of one of the elements of Menschlichkeit	Verbal & written feedback/praise from the class teacher	10
R3	Students demonstrate significant progress, exemplary skills or go above and beyond when exhibiting one of the elements of menschlichkeit. This could be through an impressive piece of work or regularly helping others.	Postcard Home from the class teacher	15
R4	Students use and implement multiple Menschlichkeit qualities	Nomination for student of the month and a monthly letter home from the head of faculty	20
R5	Students nurture full range of talents and implement the elements of Menschlichkeit	Head teachers commendation and a half termly letter home from the assistant head teachers	25
R6	Students use and implement Menschlichkeit qualities consistently throughout a term	Termly letter home from the deputy head teachers	35
R7	Students use and implement Menschlichkeit qualities consistently throughout the entire academic year	Letter home from the Head Teacher, Invitation to the annual awards ceremony and a possible inclusion on a rewards trip	50



**M**anages their organization and behaviour  
**E**ncourages others to learn  
**N**urtures full range of talents  
**S**pends time on learning  
**C**onsiders others opinions and feelings  
**H**onours our school and each other

## APPENDIX B – Consequences Ladder

Type of Log	Examples of Behaviour	Examples of Consequence
Verbal Warning	Minor disturbance to learning	Conversation with teacher
C1	Continued minor disturbance to learning / late to lessons / Gum / lack of equipment / incomplete home learning / uniform infringement / poor attitude	Accumulation of C1 will lead to C2 (20 mins lunchtime detention) / conversation with teacher
C2	Persistent C1 behaviour / disruptive behaviour / questioning staff instructions / kashrut infringements / littering	20 mins lunchtime detention / conversation with teacher
C3	Persistent, repeated or significant disturbance to learning & removal from lesson / failure to attend a lunchtime detention / truancy of lesson / repeated lateness / repeated failure to complete home-learning / failure to regulate in a cover lesson	1 hour after-school detention
C4	Repeated/escalated C2 or C3 behaviour / removal from lessons / poor behaviour in after-school detention / defiance/rudeness toward staff	Isolation from learning for 5 lessons / 90 mins SLT After-school detention
C5	Poor behaviour in / failure to attend SLT detention or Isolation	Social time detention – Break and lunch detentions for 1 week (+ resit detention/isolation)
	Persistent truancy / walking away from staff / bullying / discriminatory abuse / fighting / sharing a toilet cubicle /repeated C4 behaviour	Social Time detention / Isolation / Fixed-term exclusion
C6	Persistent C5 behaviour / swearing at or about staff / smoking or vaping (or possession of) / alcohol / serious breach of IT policy / Theft / Vandalism	Fixed-term exclusion
C7	Persistent C6 behaviour / possession of an offensive weapon / serious theft / vandalism possession or supply of illegal drugs / violence towards staff	Permanent Exclusion

### APPENDIX C Delineation of Faculty and Pastoral Detentions

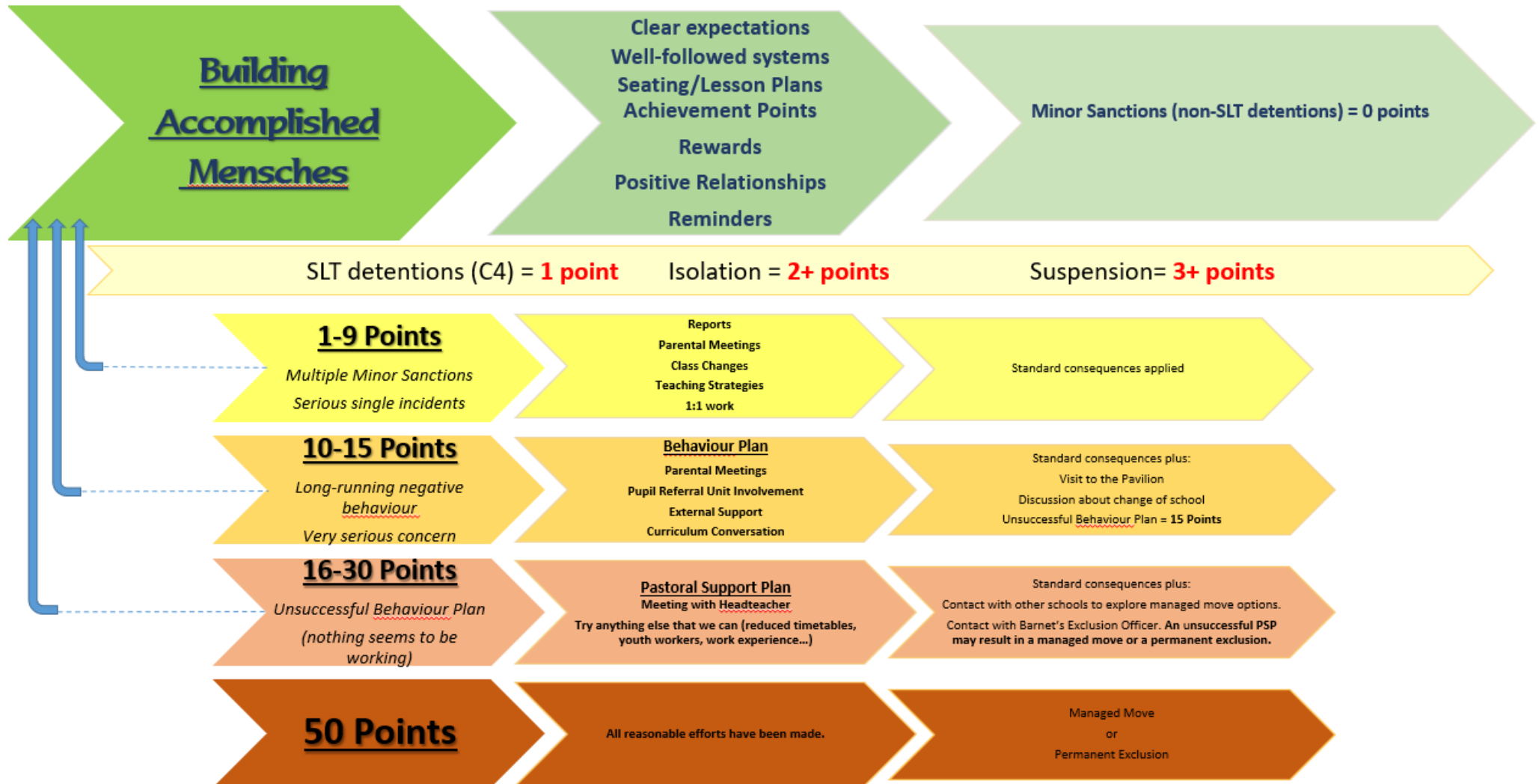
Type of log	Issued By	School Response <i>(a conversation with the student must take place at each stage)</i>	Run By	Follow up
<b>Off-task behaviour</b>	Class Teacher	Adaptation / Reminder / Verbal Warning	Class Teacher	N/A
<b>C1 (in lesson)</b>	Class Teacher	Formal Warning/Move Seat	Class Teacher	On the spot
<b>C2 (in lesson)</b>	Class Teacher	Next Day Lunch Det  *call-out for named students and escorted to re-regulate & parents contacted	HoF (Centralised)	Teacher/HoD/2iC
<b>C3 (in lesson)</b>	Subject Teacher + Callout/HoF	60 minute Faculty After-school Detention  Removal from lesson & parents contacted	SLT	HoF/HoD spots patterns and intervenes where necessary
<b>C2 (pastoral)</b> e.g. punctuality, gum, behaviour in corridors...	Form Tutor/HoY	Next Day 20 minute Lunch Detention	HoY	Short conversation to reset expectations Student may be supported by going on report
<b>C3 (pastoral)</b>	Form Tutor/HoY	60 minute Pastoral After-school Detention	SLT	Tutor/HoY conversation
<b>SLT Detention</b>	KSBL/SLT	90 minute SLT After-school Detention	SLT/KSBL	Reflection sheet and follow-up phone call.



## APPENDIX D – Serious Incident Points Thresholds

### Support

### Responses



Achieve.

Enrich.

Inspire.

## JCoSS Home-School Agreement for \_\_\_\_\_ (student's name)

The values of JCoSS, the Jewish Community Secondary School, shine through all that we do. We promote excellence in all of our students: teachers, children and parents work in partnership so that every child can realise their unique potential. Students will leave JCoSS as responsible and communally active young adults, numerate and literate, with a love of learning and proud of their identity as British and Jewish citizens. Our curriculum and Jewish Education programme, inside the classroom and beyond, encourages all students to make informed choices about their lives.

	As a Student, I will	As a Parent, I/we will	As a School, we will
<b>Ethos</b>	<p>Abide by the M.E.N.S.C.H. acronym: *</p> <p><b>Manage</b> my behaviour and organisation</p> <p><b>Encourage</b> others to learn</p> <p><b>Nurture</b> my full range of talents</p> <p><b>Spend</b> time on learning</p> <p><b>Consider</b> the views and feelings of others</p> <p><b>Honour</b> my school</p> <p>*this includes respecting and caring for the School and the local community</p> <p>Respect the Jewish beliefs and practices of the whole JCoSS community.</p> <p>Follow all requests at the first time of asking.</p> <p>Keep hands and hurtful comments to myself.</p> <p>Respect the rights and property of others.</p> <p>Respect the school's kashrut policy</p> <p>Be an 'Upstander' rather than a 'Bystander'</p>	<p>Support and celebrate the school's ethos and respect the Jewish beliefs and practices of others.</p> <p>Support the school's Behaviour Policy including ensuring that after school detentions are attended and avoid criticising the school in front of students.</p> <p>Support the school's kashrut policy.</p>	<p>Ensure that the Jewish beliefs and practices of the community are taught in an inclusive and respectful way.</p> <p>Provide a safe and positive learning environment.</p> <p>Set clear expectations for behaviour, punctuality and attendance.</p>

<b>Learning</b>	Be actively involved in all aspects of school life.  Work to the best of my ability.	Attend events and parents' evenings where relevant.  Help my child to learn.	Provide an inclusive, broad and balanced education, incorporating both the National Curriculum and an extended programme of Jewish Education.
<b>Beyond the Classroom</b>	Respect and represent the school with pride, decency and integrity at all times, including on the journey to and from school.  Aim at all times to be a Mensch	Encourage students to be thoughtful, moral and proud members of JCoSS and the wider community.	Provide a range of activities which enrich and develop learning beyond the classroom.  Provide guidance to students.
<b>Home learning and equipment</b>	Work hard and be organised in completing Home Learning to meet deadlines reliably.  Wear the correct uniform and have the correct kit/equipment.	Support students with Home Learning. Ensure that students have correct uniform and kit/equipment.	Regularly set Home Learning and provide meaningful feedback.  Ensure the learning environment is properly equipped and resourced.
<b>Attendance and Punctuality</b>	Be punctual to school and to lessons.  Attend school every day unless prevented by serious illness or other urgent reasons.	Robustly support full attendance and punctuality other than in the most serious and pressing circumstances.  Report reasons for any absences promptly and avoid all term time holidays.	Inform parents of any unexplained absences and provide attendance figures on request and in reports.
<b>Communication</b>	Speak to my form tutor or another member of staff if I have a difficulty.  Ensure that all communications are taken home.	Inform the school via the Form Tutor about all relevant matters of concern at the earliest opportunity.  Communicate any concerns directly with the school rather than airing concerns on social media.  Read all communications from the school and respond promptly. Communicate with school staff in a reasonable, respectful and courteous manner.	Ensure that parents and carers receive regular reports on student progress via formal reports, letters, newsletters, ICT, meetings.  Provide clear information and encouragement to students regarding progress and attainment through written reports, shared targets and coaching and other opportunities.  Respond to parental concerns promptly and effectively.

Signed:

(Student)

(Parent)



Melanie Lee

(Headteacher)



Jonathan Bryk

(Chair of Governors)

Date:

## ENGAGEMENT CRITERIA

### *Behaviour, Effort, Home learning*

<p><u>Understanding the Engagement grades:</u></p>	<p><b>1 is the highest grade a student can achieve for effort, home learning and behaviour.</b></p> <p><b><i>A student with a 1 for effort, 1 for Home Learning and 1 for Behaviour is achieving the best possible engagement grades.</i></b></p> <p>On the report, there will be a box which takes all the effort grades into account and produces an average effort grade across all subjects. The closer this average score is to a 1, the better the score is. This will be replicated for home learning and behaviour.</p> <p>Below your child's average engagement grades, there will be an average engagement grade for the whole of the year group.</p> <p>This will contextualise your child's effort, home learning or behaviour within their year group.</p> <p>E.g. Example 1: Student A receives an average effort grade of 1.33. The rest of their year group have an average effort grade of 1.86, therefore Student A has achieved a <b>higher than average</b> effort grade compared to the rest of their year group.</p> <p>Example 2: Student B receives an average Home Learning grade of 2.83. The rest of the year group has an average grade for Home Learning of 1.66. therefore, student B has received a <b>lower than average</b> home learning grade when compared to the rest of their year group.</p>				
<p><b>EFFORT</b> Grade descriptors</p>	<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>
	<p>Demonstrates a love of learning. Resilient and determined with challenging tasks. Always engages with feedback reflectively.</p>	<p>Always engages with learning. Happy to engage with challenging tasks but does not always persevere with them. Responds to feedback.</p>	<p>Engages with learning to complete work to the required standard. Has to be pushed to complete challenging tasks. Responds to feedback when directed.</p>	<p>Engages with learning on their own terms. Needs intervention to complete class work. Struggles to respond to feedback.</p>	<p>Minimal effort or engagement with the curriculum.</p>
<p><b>HOME LEARNING</b> Grade descriptors</p>	<p>Completes home learning to a high personal standard, consistently deploying independent learning skills. Meets deadlines.</p>	<p>Home learning is usually of high quality and shows some independent learning skills, but not always. Home learning is handed in on time</p>	<p>Home learning completed to an adequate standard. Some deadlines missed.</p>	<p>Home learning frequently appears rushed, or is not always completed, and is of poor quality, demonstrating limited independent learning skills. Deadlines frequently missed.</p>	<p>Does not complete home learning.</p>
<p><b>BEHAVIOUR</b> Grade descriptors</p>	<p>Actively contributes to a positive and productive learning environment. 'Goes out of their way' to be an upstander. Has excellent uniform.</p>	<p>Well-mannered and respectful. Participates positively in the spirit of whichever activity is taking place. Is smart, well-presented, and punctual.</p>	<p>Responds well to instructions, guidance and reminders from staff and peers. Can reflect and accept accountability if things go wrong. Needs reminders to adhere to the uniform code.</p>	<p>Is slow to redirect or change disruptive behaviours, favouring negotiation/dispute, rather than contrition when challenged by staff. Favours the 'social reward' of disruptive behaviour rather than helping to set a purposeful tone for learning. Infrequently adheres to the uniform code.</p>	<p>Resists or obstructs staff interventions when difficult situations need to be discussed and resolved. Regularly negatively impacts on the learning and / or wellbeing of others. Seems unable to accept accountability for poor behaviour or uniform.</p>

***In determining which grade to give a student, teachers have done so making reasonable adjustment for any SEND.***