BEHAVIOUR FOR LEARNING POLICY

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JCoSS is a learning institution above all else: all its work, policies and practice contributes 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:

- 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)

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The JCoSS Behaviour for Learning Ethos

We take a team approach to our work as a staff body at JCoSS. We work to support and deploy the strengths of each of us as individuals, but we also need to work to certain common expectations. There is room for personal style and judgment, but the whole community benefits from clarity and consistency even if that means occasional discomfort for individuals in holding the line on behalf of the team.

The benefits of this are:

- it makes life more consistent for the students, who are therefore more co-operative;
- it makes life easier for all staff, who therefore have more energy for innovation and creativity;
- it ensures better buy-in from parents, who therefore help us in the task;
- it allows senior staff to support and back up staff more robustly

The Behaviour for Learning Policy sets out in detail our agreed approach to behaviour management: it will be reviewed regularly, and between reviews all staff are expected to implement it as it stands, noting any suggested alterations through the Line Management system. Some key points and headlines are summarised here:

Behaviour is a learning issue

- on the one hand it affects learning both positively and negatively
- on the other hand we should expect to have to teach it
- behaviour management is a task shared between all staff, and part of the job of every teacher
- it comes more easily to some than to others: the team can support each other with tips and training, examples and empathy

A tilted balance between praise and punishment

- Our aim is to improve behaviour and build better learners
- Neither praise nor punishment work if they are indiscriminate: both need to support the above aim
- Bear in mind the 3:1 principle – aim for 3 positives for every 1 negative for each student, for each class...***and, just as important, for yourself and those in your team***

Our Core Values

- The quality of learning, teaching and behaviour in schools are inseparable issues (Steer Report, 'Learning Behaviour', 2005; Chair, Sir Alan Steer)
- All staff, students, and parents share responsibility for promoting good behaviour and for understanding and challenging the roots of poor behaviour
- Poor behaviour denies the right of students to learn and teachers to teach. It hinders students from *enjoying and achieving*, *making a positive contribution* and *staying safe*. It therefore cannot be tolerated.
- Good behaviour needs to be taught and modelled for students as part of every lesson. Respect has to be given in order to be received: parents, students and staff all need to operate in a culture of mutual regard.
- Proactive, preventative action is the most effective; in addition, the school needs clear, firm and intelligent strategies in place to help pupils manage their behaviour.
- 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 visible daily routine of all members of SLT.

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 listening to and responding to teachers;
- includes choosing to avoid conflict with others.

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:

M – Manages their organisation and behaviour
E – Encourages others to learn
N – Nurtures all their talents
S – Spends time on learning
C- Considers the feelings and opinions of others
H - Honours the School and each other

2. What we expect from JCoSS staff

The quality of learning, teaching and behaviour in schools are inseparable issues (Steer Report). Accordingly, staff are expected to maintain good order and a positive climate for learning in their classrooms and throughout the school and its activities.

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.

Teaching & Monitoring of Behaviour

The teaching of behaviour is part of the duty of all members of staff and built into our provision for Social and Emotional Aspects of Learning. This teaching may be done by:

- Role modelling
- PSHCE elements of Kvutzah lessons and 'drop down' days
- Assemblies
- Implicit learning and teaching through the curriculum (especially but not exclusively English, Drama, Jewish Ed)
- Explicit learning and teaching in any lesson where teachers agree or set out expectations, manage the behaviour of students or apply sanctions.

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, HoY and by SLT. The template for Line management meetings includes a standing item on behaviour, enabling trends or other concerns to be picked up regularly and quickly.

Rewards

The Rewards system is informed by the following aims:

- ✓ to give 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 exceptional performance in a variety of aspects of school life
- ✓ to encourage students to see the intrinsic value of good behaviour for learning, rather than as a means to material or financial reward
- ✓ to make it easy to record and register rewards and to do so fairly
- ✓ to produce a clear, easily understood and visually memorable scheme

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

The Rewards System is centred around 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.

- The more consistently or exceptionally well students demonstrate these characteristics, the more credits students can be awarded in terms of the MIS system achievement points.
- The Rewards Chart (included in the Appendix) also outlines the ways in which staff can recognise good learning and behaviour beyond the awarding of points.
- These recognitions are centred around the understanding that *written and public acknowledgement is often far more effective in increasing motivation than extrinsic, materialistic rewards*.
- Praise, in all its forms, should not be underestimated or undervalued: genuine personal affirmation from a teacher who knows you is the underpinning of all that follows.
- Therefore, a student's achievement at R1 and R2 will be recognised through verbal praise, or praise contained within a teacher's written feedback and achievement at R3 and above will be recognised through a variety of more formal written communications with the home.

It is important that the work and behaviours which are rewarded are representative of genuine good or excellent effort or performance; satisfactory performance by a student with a poor record should not be rewarded in the same way as this has the effect of devaluing the system.

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 system 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".
- The Head of Year will monitor totals for individuals, classes and groups; wider patterns will also be monitored at Head of Key Stage level, and by SLT.
- The HoY will respond to individuals or classes with particularly good or poor 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

Behaviour reward slip – R2

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

A card home – R3

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.

Student of the month – R4

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 either display in their own areas or send a PowerPoint slide to the Reprographics Officer who will arrange for it to appear on screens 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.

Commendation – R5

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

Head of Year Rewards:

- Heads of Year (with input from form tutors) will identify the 2 '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.

Celebration Evening – R7

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

The Consequences system is informed by the following aims:

- ✓ to give students the right incentives to achieve of their best
- ✓ to produce a clear, easily understood and visually memorable scheme
- ✓ to provide opportunities for reflection and de-escalation from conflict
- ✓ 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.**

The system is summarised on the Consequences Chart which is displayed in each classroom and in other key locations around the school.

Students need to see that there are consistent consequences if they make unwise choices. The teacher logs the incident on the MIS system, 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. The guidelines for detentions are given below (see ' Sanctions').

All staff are expected to promote positive behaviour for learning at all times and employ a range of techniques and strategies to achieve this (see Appendix A for guidance notes). Prior to issuing a C1 a member of staff may employ proactive interventions that will prevent the need to issue a consequence, for example:

- Clear use of 3-2-1 to indicate it's time to stop talking and listen to the teacher
- 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

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

Removal and Call out

"Unfortunately, you have not met my expectations for behaviour in my lesson"

- Most low-level behaviour is managed within the classroom, using the consequences ladder (C1–C2). A student may be asked to stand outside briefly to cool off or reflect (no more than 2 minutes); this need not be logged. C1 is an informal warning (not logged on Arbor). A C2 is recorded on Arbor to alert both those at home and the students Head of Year.

- Where a student reaches C3, they are removed to the Removal Room. Staff select the appropriate call-out on Arbor:

  - **Removal Room** – the student is sent unaccompanied, and is to arrive there in a timely manner (failure to do so may result in a sanction – see below)
  - **Compassionate Call-out** – pastoral support is needed (see the Student Support Managers' list).
  - **SLT Call-out** – the student needs to be collected, or immediate support is required.

- The class teacher logs C3 on Arbor with a brief reason for the removal and contacts home, either by

phone or using the standard email template. Students arriving more than 5 minutes late to the Removal Room receive an additional 60-minute After-School Detention (ASD).

- In the Removal Room, students complete a reflection pack and are given the opportunity for Teshuvah, alongside work set by the class teacher via the Learning Journey. Repeated removal within a half-term is reviewed in line with the Consequences Chart (Appendix B, C5–C6) and may lead to Internal Isolation and/or Suspension (see Escalation Review below).

Purpose of the Removal Room

The Removal Room protects the right of others to learn, gives students time to regulate and reflect, and ensures that disruption is dealt with consistently across the school. It is not intended as a punishment in itself: students continue their learning while removed and are supported to reflect on the behaviour that led to the removal. As part of a graduated approach, it also helps the school to:

- support teshuvah and restoration;
- identify students who may need additional support;
- reduce the likelihood of future disruption.

Classroom Support Prior to Removal

Removal is not the first intervention. Before a student is removed from a lesson, staff are expected to use a range of preventative and supportive strategies, such as those listed above and in Appendix A. These may include reminders, prompts, non-verbal redirection, seating adjustments, structured warnings, movement or regulation opportunities, task scaffolding, additional processing time and strategies identified in SEND support plans.

For students with SEND and/or disabilities, reasonable adjustments should be considered and, where appropriate, implemented before removal.

Removal is normally used where these strategies have not been successful and learning cannot continue effectively in the classroom. Where behaviour is serious, or where the safety of students or staff is at risk, a student may be removed immediately.

Escalation Review

Repeated removals lead to increased intervention. Removals are counted within the current half-term, and the following thresholds apply:

- second removal – Internal Isolation;
- fourth removal – Internal Isolation;
- sixth removal – Suspension (a decision for the Headteacher).

At each threshold, the school will review the removals before applying the escalation, considering:

- the reasons for the removals;
- whether appropriate classroom strategies were used;
- any SEND or disability-related needs;
- support already in place;
- patterns across subjects, staff, locations or times of day;
- whether alternative interventions are likely to be more effective.

For most students, where there are no extenuating or complicating circumstances, the escalation above will apply. Where a student has SEND, a disability or other relevant circumstances, the outcome may instead include Learning Support intervention, a parental meeting, a SENCo review or other behaviour support measures. The reasons for any departure from the standard escalation will be recorded.

Alternative Regulation Pathway

A small number of students may be identified by the school as requiring an alternative regulation pathway because of SEND, SEMH or other significant needs. Such students may be directed to Learning Support rather than the Removal Room. This route provides regulation, debrief and support; it is not an exemption from behavioural expectations, and removals to Learning Support are logged on Arbor in the same way.

Decisions to place a student on this pathway are made by the SENCo in consultation with pastoral leaders. They are recorded, shared with parents/carers and reviewed regularly.

Non-Correctable Uniform Infringements

Where a uniform infringement cannot be corrected during the day, the student will be accommodated in the Removal Room for the remainder of that day. This will be recorded on Arbor as a non-correctable uniform infringement and will not attract Serious Incident points.

Examples of non-correctable uniform infringements include, but are not limited to:

- Failure to wear the school blazer, unless extenuating circumstances have been communicated to the school in advance by a parent/carer
- Incorrect footwear
- Gel, acrylic, or otherwise non-compliant nails
- Vivid or non-natural hair colour
- Wearing a polo shirt in place of the required school shirt

Parents/carers will be notified in writing on the day of the infringement. In recognition of JCoSS's wide catchment area, students and families will not be expected to arrange for replacement uniform items to be brought into school during the day. Instead, the student will be expected to attend in full and correct uniform from the start of the next school day.

Missing or damaged ID cards and lanyards are not classified as non-correctable uniform infringements. Replacement ID cards and lanyards can be issued on the same day at a cost of £5 per ID card and £1 per lanyard, payable via ParentPay.

HoY meeting with parents

- Serious behavioural incidents are handled by the Head of Year who will usually need to have contact with parents at least by phone. Where there is a pattern or history, a face-to-face meeting will be necessary, involving SLT as necessary.

Fixed internal isolation or suspension

- Students may be set an internal isolation for behaviour that seriously disrupts learning. For serious or persistent offences, or if a student or their parents refuse to co-operate with internal isolation, they may be suspended from school. Further details are given below.

Permanent Exclusion (Headteacher decision, reviewed by Governors' Disciplinary Committee)

- If suspension fails to bring about a change in behaviour, or if behaviour is persistent or extreme, the school has the right to exclude students permanently. The school would have deployed an exhaustive range of interventions to support the student (including a Pastoral Support Plan) before taking such a decision.
- Where staff or student safety is at risk, some of these steps may be omitted at the discretion of staff.

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.

Logging of Incidents

All significant incidents should be logged onto Arbor, as soon as possible after the event. The categories set up on Arbor reflect the C1 to C8 steps on the Consequences Chart. Notable positive behaviour should also be logged: the R1 to R7 categories set up on Arbor 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 Department, 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 Arbor 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 on Arbor.

Misuse of mobile phones and other technology
Serious misuse of mobile technology, for example that which contravenes the school's e-safety policy, will be dealt with by applying sanctions according to the Consequences Chart.

Yondr pouches (Years 7–11)
Students in Years 7–11 must keep their phone locked in their Yondr pouch throughout the school day. Phones must not be seen or heard on the school site unless a member of staff has given express permission for a specific and temporary purpose. Arrangements for Sixth Form students are set out in the Sixth Form Addendum to this policy.

All confiscated phones, for whatever reason, are held in the school safe in the main office.

Arriving without a pouch
A student who arrives at school without their pouch must hand their phone in at the door. The phone is returned at the end of the day and the main office records each occasion. The record resets at the start of each half term, so the steps below apply to the number of occasions within the current half term.

- **First occasion:** the phone is recorded as handed in. No further action is taken.
- **Second occasion:** the main office emails parents/carers via Arbor to warn them that a third occasion will lead to an overnight confiscation.
- **Third occasion:** the phone is confiscated overnight and returned the following school day.

When a third occasion leads to a confiscation:

- the main office writes to parents/carers via Arbor as early in the day as possible;
- the main office sends the student a note as early in the morning as possible, explaining that their phone has been confiscated and that any concerns should be raised with their form tutor or Head of Year;
- the Head of Year is informed. Because parents/carers need to be told promptly, this may happen after the letter has been sent. If the Head of Year identifies a reason why the confiscation should not go ahead, it will be reversed;
- the confiscation is logged on Arbor as a C1, noting that the phone was confiscated because the student did not have their pouch on three occasions.

If the third occasion falls on a Friday, parents/carers will be told that the student must hand their phone in on the following Monday for an overnight confiscation.

After a confiscation, the steps above begin again from the first occasion, including within the same half term.

Deliberate breaches of the pouch rules
Where a phone is seen or heard without permission, or a pouch has been tampered with, any member of staff may confiscate the phone and pass it to the main office. The phone will be held as follows:

- **First breach:** until the end of the school week, unless collected earlier by a parent/carer.
- **Second breach:** until the end of the school week, and then returned only to a parent/carer.
- **Third breach:** for seven days, and then returned only to a parent/carer.

Parents/carers are emailed to inform them of each confiscation. Each confiscation is logged on Arbor at level 4 as a 'Breach of Phone Pouch Policy', stating in the narrative whether it is a first, second or third breach; staff logging the confiscation should therefore check the student's behaviour record first. Persistent concerns will be referred to the relevant pastoral lead.

The school reserves the right to confiscate potentially dangerous equipment for up to half a term and to request that a parent attends school to collect the item at the end of the confiscation period.

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 businesslike, 'light touch' early on will avoid the need for more serious consequences later.

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 following examples provide a brief guide to the sanctions that are used but should not be regarded as a rigid system.

Detentions
Detentions may be given by any member of staff, and at Subject Leader, HoY or SLT level. Ensuring there is proper supervision, whether in person or on a rota system, is the responsibility of the person giving the detention.

- Subject Leader and Faculty detentions may be of any length up to 60 minutes, and staff should be careful to judge the duration to reflect the seriousness of the situation. A brief discussion with another member of staff will help ensure consistency.
- Detentions of up to 10 minutes after school can be imposed without notice to parents. Staff should, however, be mindful of students travelling home by coach.
- Because of the coaches, break or lunchtime detentions are preferable to after-school detentions. Parents should be notified of these via the behaviour logging system.
- Same day detentions of longer than 10 minutes after school require immediate contact and agreement with a parents. When no parental conversation is possible, after school detentions require 24 hour notice to parents.
- Community Expectations: Punctuality, Uniform and Conduct
  If a student is late to either school or to a lesson without good reason 5+ times in a week = 1 hour afterschool detention.
  If a student receives 5+ uniform or equipment C1 logs in a week = 1 hour afterschool detention
  If a student receives 5+ logs for failing to meet our community expectations eg: Chewing Gum, Dishonesty, Littering = 1 hour afterschool detention
  If a student receives more than 5+ logs in more than one category = 90 minutes afterschool detention
- SLT detentions are for 90 minutes, HoY detentions are for 60 minutes and notification of both detentions will be communicated to parents by the office. In the event of absence they will be completed on the next available day and supervised by the SLT member on weekly duty.
- Sunday detentions may also be issued for significant poor behaviour including, but not restricted to failure to attend an SLT detention, or students who receive 3 or more SLT detentions in a half term. Notification of Sunday detentions will be communicated to parents by the office.
- Students in detention will be expected to reflect on the incident that led to the detention (a structured sheet to help do this is available) and then to carry out silent work, or a task set by the member of staff taking the detention.

On Report

Students whose track record of behaviour, attendance, punctuality or learning gives cause for concern may be placed on report, either for the whole school day or for lunchtimes only. This system may also be used for students returning to lessons after exclusion.

Internal Isolation & Suspension

Serious disruption to the learning of wellbeing of others may lead to exclusion from lessons, either within school or, more rarely, outside school. Internal isolation is arranged by the Head of Year in consultation with SLT and with the knowledge of parents. Students internally isolated will usually follow a different timetable from other students, will always be supervised by senior staff, and provision will be made for their learning to continue and/or for them to make up what they have missed.

Where internal isolation fails to bring about the desired change in behaviour, or where students of parents do not co-operate with it, a suspension may be applied by SLT. 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 and the track record of the student.

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

Serious Incident Points

Clarification of terms:
'Achievement' and 'Behaviour' points on the MIS system will reset each academic year and they reflect the various reward and consequence logs that students accrue.
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 form 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:

C1–C3 (in-class warnings; Removal Room) – no Serious Incident points.
C4 (5+ infringements in one weekly category) – no Serious Incident points.
C5 (multi-category week, or repeated removal) – 1 Serious Incident point.
C6 (persistent/repeated removal; Internal Isolation and/or Suspension) – 2–3 Serious Incident points, at the discretion of the Assistant Head.
C7 (Pastoral Support Plan and/or Suspension) – Serious Incident points at Deputy Head/Headteacher discretion, reflecting severity.
C8 (Permanent Exclusion) – as above.
Students who reach 10-15 points – parental meeting triggered and Behaviour Contract initiated.
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.
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
Students who reach 50 points = managed move / permanent exclusion.

Behaviour in the Sixth Form

Given their age and the somewhat voluntary nature of staying in formal education beyond Key Stage 4, Sixth Form students are expected to be able to manage their behaviour and adhere to school expectations with very little difficulty. As such, school responses to serious or ongoing behaviour concerns are adjusted as follows:

1. Green Report to Head of Year.
2. Amber Report to Head of Year.
3. Red Report to the Head of Sixth Form. This will include a Behaviour Contract and discussion of alternative KS5 pathways, including input from the Careers Team. Failure of a Behaviour Contract will accrue 15 points.
4. Headteacher Report and Final Warning.
5. Permanent Exclusion. As in Years7-11, this decision can be made regardless of how many *Serious Incident* points a student might have.

At KS4-5 transition, any student who presents a current and persistent behaviour concern may be required to have a formal behaviour review meeting when they join the Sixth Form. This particularly applies to any student who has 10 *Serious Incident* points on their record (discretion will be used to discount historical behaviour concerns and to include serious concerns that have not yet reach 10 points).

In line with the Equality Act 2010 we apply 'reasonable adjustments' to our responses to incidents and to any sanctions which may be applied to students with disabilities and/or additional complex needs.

APPENDIX A

Promoting Positive Behaviour for Learning - Guidance for Staff on Strategies for Positive Behaviour

1. Planning and Preparation of Lessons

A varied repertoire of teaching and learning styles with high expectations of students is at the heart of positive behaviour for learning. Effective lesson planning and preparation consists of 6 key features outlined below:

1. updated Schemes of Learning and individual lesson plans
2. seating plans to ensure appropriate combination of students
3. knowing the class: differentiation and use of different learning styles and SEND information
4. varied activities and pace, linked to a clear timescale of completion of tasks ("you have 5 minutes... go!")
5. clear rules and procedures linked to activities (movement between activities, pair work, silent work, beginnings and ends of lesson)
6. range of assessment opportunities – giving all students a chance to shine. Ensuring students have a sense of the specific steps they need to take to improve/move on to the next level or grade.

Above all, we should always ask about every lesson we teach: Is this lesson worth behaving for?

2. Applying Rules, Routines, Sanctions and Rewards Consistently and Fairly

Recognising and rewarding student achievement is at the heart of our approach to positive behaviour for learning. Our public celebration of positive behaviour will enable students to see the rewards of positive behaviour and to learn appropriate behaviours of their own. Following set routines and procedures every lesson minimises conflict with students. This level of consistency by all staff also maximises the emotional well-being of students and creates the right mind-set for positive behaviour. This level of consistency will be consolidated by referring to the classroom routines and the MENSCH acronym for attitudes.

An important feature of our approach to positive behaviour for learning is that students and staff have a common understanding of sanctions for inappropriate classroom behaviour. The Consequences and Rewards Ladders (see Appendices B & C) are published in the Student Planner.

When referring to the Consequences Ladder, staff must exercise professional judgement. Most classroom incidents of low level poor behaviour will be dealt with by staff by using a whole range of proactive interventions before referring to Stage 1 of the ladder. For example:

- Use of 3-2-1 countdown
- 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 (I'll be back in 3 minutes to check)
- catch them being good – offering praise at the first opportunity after any informal reminder

3. Deploying a Range of Techniques and Strategies to Deal with Behaviour (both verbal and non verbal)

Effective staff "use both verbal and non-verbal interventions to reinforce, direct or refocus student behaviour...Most effective verbal interventions should take the form of positive actions that fall somewhere on a continuum from positive reinforcement through to positive correction." Dept for Children, Schools and Families, 2007)

Examples of Positive Reinforcement:

Excellent, you have settled down really well and got your books out.
Yes, talk to your neighbour to get ideas. Well done.

Well thought out. Better to draft your question before you ask it.

Examples of Positive Correction:
I would like this piece of work finished before the end of the lesson.
Please remember to listen to everyone's contribution.
Make sure you write in complete sentences please.

Facial Expressions:
Smiling to encourage continuation of on-task behaviour.
Mouthing to show surprise, delight or pleasure.
Frowning to invite redirection of further progress.

Body Language:
Nodding to affirm or approve.
Hand gestures to show acceptance and approval.
Using a thumbs up to recognise achievement.

Staff should use a common language in dealing with behavioural issues, e.g.

"Will, this is now a C1 because you haven't followed instructions straight away and continued to talk."
or
"Will, I need to warn you that that you will have a C2 and a lunchtime detention if you continue to talk".

4. Using the Language of Mutual Respect
Dealing with students in a lesson means staff are making many quick decisions and judgements and so must use words with care and consideration. The inappropriate use of words by staff can be a trigger for poor student behaviour.

The examples below demonstrate the use of emotionally intelligent language for promoting positive behaviour.

You Have a Choice
If a student continues to be difficult we can show them that they have a choice about their behaviour.
"Jonathan, I don't want to have to escalate this – can reconsider what you're doing?".

Partial Agreement
Where you agree to a certain extent with a student's argument but do not allow for rules to be broken, perhaps offering an alternative.

"I know you are getting excited about breaking up for the school holidays but it is dangerous to run in the school buildings. You can save that until you're in the playground, can't you?"

Rule Reminder
For instance, a student interrupts you whilst discussing something with them.
"Thank you Nickie, I would really appreciate you listening to what I have to say and then you will be given an opportunity to give your view when I will listen and not interrupt you."

Showing Your Appreciation
Where you positively acknowledge a student for following instructions or apologising for making a mistake.
"I appreciate that it was difficult for you to accept you had made a mistake and I want you to know that I really appreciate you facing the problem and apologising to me, that really makes a difference."

Using 'no' in a Non-Confrontational Way
This can be used when there is not time to explain your decisions/actions.

Teacher: You need to sit in your seating place now.

Student: But why can't I sit here?

Teacher: Move to the seat I have given you please. There is not time to discuss the reasons why now, however, if you have a real concern you can see me at the end of the lesson, thanks.

Using Names
It sounds obvious, but the use of 'you' can be very confrontational. If you don't know a student's name, you can ask before you make a request.

"Sorry, I don't know your name, what is it? OK Adam, can I ask you to return to your work? Much appreciated."

Personalise Your Request
This can be done by referring to the effect a student's behaviour has on others, rather than just you as a teacher.

"Liz, I would like you to turn around as you are not only preventing Kate from continuing with her work but those around you too."

Thank You
Try using thank you when a student is following instructions rather than focussing on those who are not. "Thank you Hannah, for standing quietly behind your chair, thank you too James and Stan, this shows you are ready to learn."

5. Avoiding Over-Reaction and Confrontation

Preventing confrontation:

- be calm, give clear instructions, ask questions, be positive, do not force students into a corner but
- explain the consequences of breaking a particular rule
- draw on your knowledge of the student or age group – use their name and acknowledge their feelings
- use your sense of humour to calm the situation – being able to laugh at oneself is a powerful tool
- try to create a "win-win" situation for both you and the student
- we are the adults – be prepared to compromise a bit. Give the student the benefit of the doubt
- avoid threats. Always look at how the situation can be resolved in a positive way
- put the situation "on hold" and try to solve it later (perhaps with help)

During a confrontation:

- involve a colleague
- buy time (even a second or two) if you feel you need to calm down – a long pause can be impactful in its own right.
- acknowledge the student's feelings and your own feelings. Emphasise that you want to resolve the
- situation in a positive way ("I know you are angry and I feel very angry too with your behaviour. How are we going to sort this out in a positive way?")
- make sure your tone of voice is firm, but don't increase the volume. This will most likely lead to increased volume on the part of the student
- proximity – respect personal space
- posture – non-confrontational
- eye contact – the "look at me" approach may escalate matters or detract from the original issue. Indeed, nearly all adolescent social primates' exhibit 'appeasing' behaviours when confronted by a more senior group member – averting eyes and/or smiling are very common responses and are often totally sub-conscious. Remove any audience or even end the engagement and pick it back up at a time of your choosing. Don't make these secondary behaviours the issue – stay on topic.
- suggest that an apology from the student may help resolve the situation, but do not demand an apology as this may escalate the situation

After the confrontation:

- students will need to acknowledge their inappropriate behaviour and follow school sanctions as a punishment
- seek a return to normality as quickly as possible
- a fresh start for the student and a fresh start for your relationship with the student
- use the incident to discuss ways to move forward. Be solution focused, not incident focused

6. Adopting a Positive Approach to Problem Solving

Group Dynamics and Individual Behaviour can be changed

Remind ourselves of our core values and principles.
Discuss with members of the department and/or other colleagues how to take a problem and develop a solution based on achievable goals. For example, by using the technique of scaling to address and analyse the problem.

Problem:
A Year 8 class is rowdy and noisy at the beginning of your lesson on Wednesday afternoon. You complain to a colleague that the class is always poorly behaved and that you cannot teach them in a way you would like.

Scaling is a technique that can be used.
Think of a scale of 1 to 10; 1 represents the worst-case scenario and 10 the best.

1 = No student ever arrives focused and ready to work on Wednesday, Period 5, and this behaviour is deliberate on the part of all students

10 = Every student arrives focused and ready to learn every Wednesday
Where would most teachers place this Year 8 class on the scale of 1-10?

The likelihood is most teachers would place this Year 8 class on point 5. This is because the class is actually well behaved on a Thursday and once or twice have been settled at the start of Period 5 Wednesday.

The next stage is to identify what Point 6 on the scale might represent and then develop strategies to get this Year 8 class to this point on the scale.

Check List For Positive Behaviour In The Classroom
We need to clearly state to students the positive behaviours and expectations we are looking for, or how else will students know?

Start of Lessons:

- be on time and prepared for learning
- greet students by name at the door and oversee the corridor near the door
- instruct students to line up sensibly and to go straight to the seats in the seating plan (*No lining up in B-Wing so as to ease congestion)
- Students stand behind desks, ready their equipment/books and are then invited to sit (bags neatly stowed under desks or on racks in science labs)
- have an engaging starter activity already on the board for the audience
- take the register in silence and deal with latecomers later on
- give praise for good conduct/starting the lesson on a positive note/welcome any new students or those who have returned from a long absence
- aim to have students on task straight away

During Lessons:

- present the big picture – link the learning with previous and future lessons
- explain clearly what the lessons aims, outcomes and activities are
- instruct students to have their planners open on their desks
- ensure there are a variety of activities, resources and learning styles catered for
- set targets for outcomes, ensuring appropriate/differentiation/keep standards high for everyone
- use descriptive praise and encouragement – try to say something positive to everyone
- reward good behaviour and work with commendations
- remind students of rules/admonish them in private
- be mobile around the classroom and ensure you can see everyone
- ensure that home learning is set and clearly written down before the end of the lesson

End of Lessons:

- plan sufficient time for a plenary to take place that identifies where students have made progress
- comment on the overall lesson identifying achievements and or individuals
- ensure clearing up is carried out by all
- dismiss students in an orderly fashion, saying goodbye to them all

Developing Strategies for Dealing with Difficult Groups of Students:

- remind class of rules and your expectations in the corridor before entering
- stick consistently to routines and rules
- make lesson aims and targets clear
- set short tasks which can be started immediately
- speak one to one with individuals and not the whole class
- speak to uncooperative students outside of the lesson – arrange to meet them and set targets
- have varied activities
- change groupings and seating plans
- reinforce routines at the start of every lesson and praise students when followed
- have a positive approach to every lesson
- remain calm and use emotionally intelligent language when dealing with difficult students
- talk to other colleagues and share positive strategies
- accept help available and possible interventions

Reflecting on What a Good Teacher Is

Talking to students about their favourite learning activities and curriculum subjects can also help build this profile and can provide an insight into learning preferences, multiple intelligences and thinking styles.

As we reflect on our own personal experiences, it is worth considering a student's view of a good teacher. (Hay McBer, Research into Teacher Effectiveness, 2000)

A good teacher is:

- kind
- generous
- listens to you
- encourages you
- likes teaching their subject
- helps you when you are stuck
- doesn't give up on you
- cares for your opinion
- treats people equally
- makes you feel clever
- makes allowances
- allows you to have your say
- tells you how you are doing

APPENDIX B

Consequences at JCoSS

Level	Examples of Behaviour	Examples of sanction & at whose discretion
C1	Minor disturbance in lesson or form time; late to lessons Chewing gum; eating in corridor/classroom Lack of equipment; incomplete home learning Uniform infringement	In-class disruption – name on board 5 x C1 Community logs in one week = C4
C2	Persistent or repeated C1 behaviour Disruption to learning; poor attitude/work ethic Repeated uniform infringement (fewer than 5 in a week) Dishonesty; toilet-rule breach; mobile phone seen/heard	C2 Community Conduct and logs for disruption / rudeness / defiance monitored for further interventions C2 in class = logged by teacher for information only
C3	Persistent or repeated C2 behaviour Defiant / rude / dismissive behaviour Repeatedly questioning a member of staff Misbehaviour on school/public transport; truanting a lesson	Removal from lesson; 30 minute lunchtime detention; contact home ***Class teacher / SLT discretion***
C4	5 or more infringements in **any one** weekly category: punctuality, **or** uniform, **or** other (equipment, littering, dishonesty, toilet rules)	1 hour After-School Detention (Wednesday) ***HoY / Pastoral Team discretion***
C5	2 or more weekly categories each reaching 5+ in the **same** week **or** repeated removal from lessons within a half-term	90 minute ASD + 1 Serious Incident Point A persistent Track 2 pattern may also trigger Tutor/HoY Report ***SLT / HoY discretion***
C6	Persistent or repeated removal from lessons within a half-term Ongoing failure to respond to C4/C5 sanctions	Internal Isolation and/or Suspension ***SLT discretion***
C7	Persistent C6 behaviour; fighting/assault Swearing at or about, or intimidating, a member of staff Smoking/vaping, alcohol or 'legal highs'; persistent bullying Theft / graffiti / vandalism	Pastoral Support Plan and/or Suspension ***Deputy Head / Headteacher discretion***
C8	Persistent or unexpected C7 behaviour Possession of an offensive weapon Serious theft/vandalism; supply of illegal drugs Violence towards a member of staff	Permanent Exclusion ***Headteacher discretion***

This list is intended to be neither exhaustive nor prescriptive. It indicates the seriousness of the behaviour and the minimum sanction likely. Sanctions are entirely at the discretion of the School.
Updated September 2026 to reflect the four-track behaviour system and revised Arbor C-logs.

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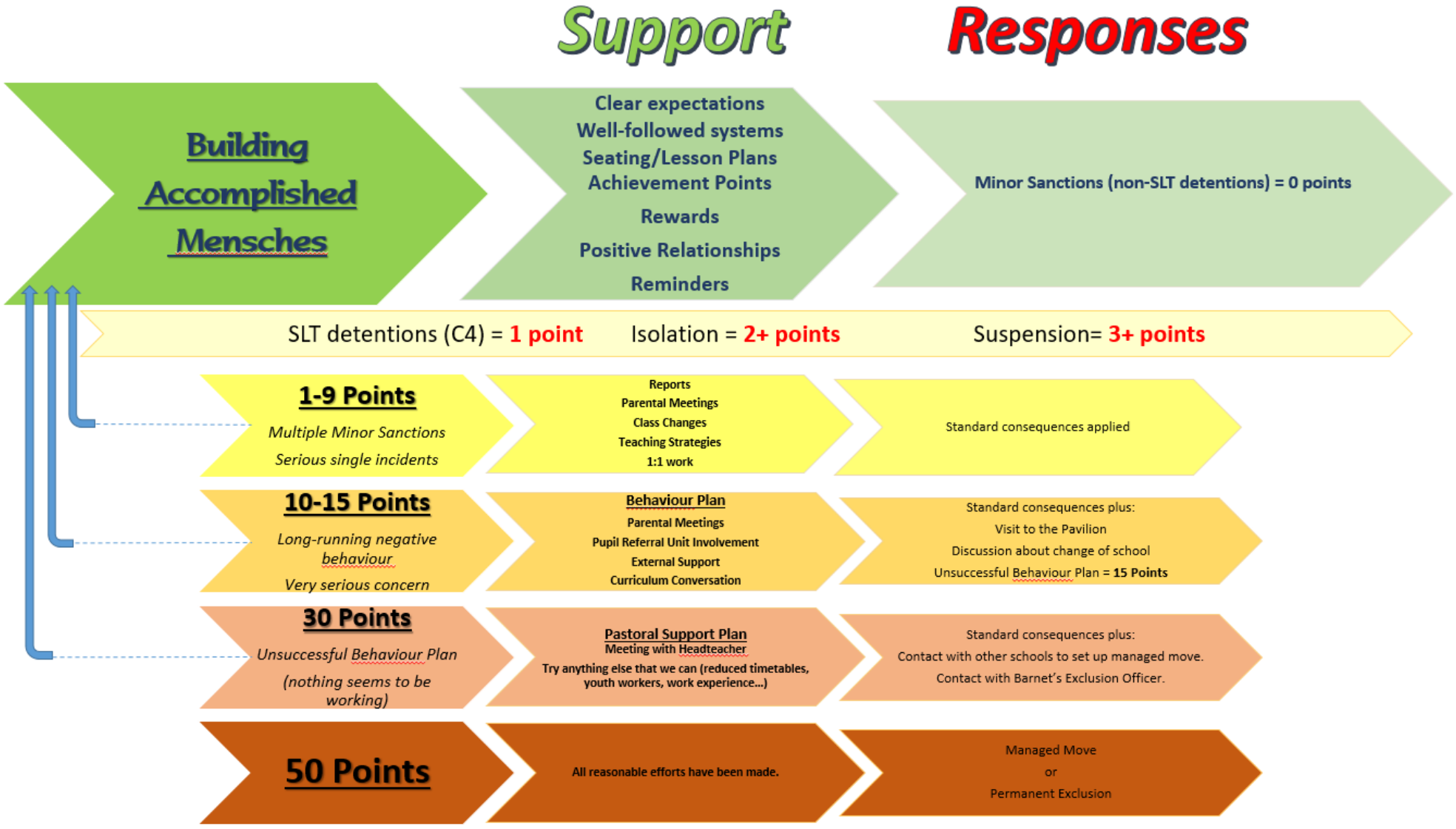
APPENDIX C – Serious Incident point Thresholds



APPENDIX D

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 E

Last review: October 2024; Next review: By end of Autumn Term 2026, amended Autumn Term 2025

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**
Ethos	Abide by the M.E.N.S.C.H. acronym: * **M**anage my behaviour and organisation **E**ncourage others to learn **N**urture my full range of talents **S**pend time on learning **C**onsider the views and feelings of others **H**onour my school *this includes respecting and caring for the School and the local community Respect the Jewish beliefs and practices of the whole JCoSS community. Follow all requests at the first time of asking. Keep hands and hurtful comments to myself. Respect the rights and property of others. Respect the school's kashrut policy Be an 'Upstander' rather than a 'Bystander'	Support and celebrate the school's ethos and respect the Jewish beliefs and practices of others. Support the school's Behaviour Policy including ensuring that after school detentions are attended and avoid criticising the school in front of students. Support the school's kashrut policy.	Ensure that the Jewish beliefs and practices of the community are taught in an inclusive and respectful way. Provide a safe and positive learning environment. Set clear expectations for behaviour, punctuality and attendance.
Learning	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.
Beyond the Classroom	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.
Home learning and equipment	Work hard and be organised in completing Home Learning to meet deadlines reliably. Wear the correct uniform and have the	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

	correct kit/equipment.		resourced.
Attendance and Punctuality	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.
Communication	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**	**Jonathan Bryk & Emma Cravitz**
Date:		**(Headteacher)**	**(co-Chairs of Governors)**