



Jack Hunt School



**BEHAVIOUR POLICY
Academic Year 2023/24**

Version 1

November 2023

**Approved by Academy Committee:
Date of Next Review: November 2024**

School Behaviour Policy

1. Introduction

Jack Hunt School (JHS) is committed to providing an environment where everyone can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place. We are committed to promoting our core values of Hard work, integrity, and kindness.

Our emphasis will be on recognising and celebrating effort and success, so that all learners feel valued. We will teach learners to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

2. Legislation and Guidance

This policy is based on the following guidance from the Department for Education (DfE) and UK laws:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting learners with medical conditions at school](#)

[Keeping Children Safe in Education \(KCSiE\) 2023](#)

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

3. Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among learners
- To state what is expected of learners
- To state what is expected from parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

4. Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Equality
- Home-School Agreement

5. Scope and Publication

This policy is publicised to all parents, learners, and staff in writing at least once a year. The policy is also provided via the school website. This policy can be made available in large print or other accessible formats if required.

6. Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

Academy Committee

The Academy Committee will approve the behaviour policy and hold the Headteacher to account for its implementation.

The Headteacher

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

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular learners
- Recording behaviour incidents as per guidance
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school rules and this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Adhere to the Home-School agreement
- Discuss any behavioural concerns with the class teacher/other staff promptly

7. Conduct

Learners are expected to be polite and kind towards each other, school staff and others. Learners are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy.

Learners, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the schools and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Learners are required to observe the following basic rules in the classroom:

- Arrive on time with all the equipment needed for the lesson
- Listen in silence when the teacher is giving instructions
- Follow instructions promptly and accurately
- Stay in the allocated seat or workspace unless given permission to move
- Work hard in all lessons
- Be safe and courteous at all times when on the school site and in the community
- Follow the school's core values of Hard work, integrity, and kindness

Learners are required to observe the following basic rules outside of lessons whilst on the school site

- Move to lessons swiftly and safely without stopping unless being spoken to by a staff member
- Observe one-way systems
- Keep noise to a minimum

The school has policies which sets out in detail the expectations of conduct for staff and Academy Committee members (Code of Conduct), and visitors to the school (Unreasonable Behaviour Policy).

8. Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Promote good behaviour in the classroom
- Plan for good behaviour
- Use effective strategies to stop behavioural issues in the classroom promptly and effectively
- Use the 'WARN, MOVE, REMOVE' system consistently across all subjects and year groups
- Use achievement points where a learner shows the core values of Hard work, integrity, and kindness

Learner support

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

The school understands that disruptive behaviour can be an indication of unmet needs. The school's Special Educational Needs and Disability Coordinator (SENDCo) will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Searching learners

School staff can search learners with their consent for any item.

The Headteacher and staff members authorised by the Headteacher have a statutory power to search learners or their possessions, **without consent**, where they have reasonable grounds for suspecting that the learner may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes and e-cigarettes, lighters and matches
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the learner)

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a learner or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the learner being searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a learner of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of

staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of a learner, for example on school trips or in training settings.

Staff may confiscate, retain or dispose of a learner's property as a disciplinary penalty where it is reasonable to do so. For example, vapes, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the learner.

10. Phones and other electronic devices

Jack Hunt School is a 'mobile free zone'. Whilst learners may bring phones onto the site, if they are seen or heard at any time or place on the school site then they will be confiscated.

Mobile phone confiscated for the 1st time

Phone will be handed in to the main school office by the member of staff and the learner can collect it at the end of the day.

Mobile phone confiscated for the 2nd time

Phone will be handed in to the office by the member of staff and parent/carer can collect at the end of the day. If parent/carer cannot collect, then the phone will be given back at the end of the week.

Mobile phone confiscated for the 3rd time

Phone will be handed in to the office by the member of staff and the parent/carer will have to come and collect the phone at the end of the week. If parent/carer cannot collect the phone, then learners can collect at the end of the week. If a learner has their phone confiscated for a 3rd time in a term, then the Head of House will have a meeting with parents.

Any further incidents in a term will result in a repeat of the consequences for having it confiscated for a third time and the house team may want to give further consequences.

If a learner refuses to hand over their phone, then this is considered serious defiance and may result in the learner being isolated within school.

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

11. Use of reasonable force

In some circumstances, staff may use reasonable force to restrain a learner to prevent them:

- causing disorder
- hurting themselves or others
- damaging property
- violent behaviour
- dangerous behaviour

The Headteacher, and staff members authorised by the Headteacher, can use such force as is reasonable when searching a learner without consent for prohibited items.

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force • the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the PKAT Data Retention Policy.

12. Rewards and Sanctions

Rewards

We believe that rewards can be more effective than punishment in motivating learners. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by learners.

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work
- good or outstanding pieces of work
- effort in class or for homework
- outstanding effort or achievement in extra-curricular activities
- service to the school or local community

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and learners. We may reward learners in the following ways:

- verbal praise by staff
- class rewards
- personalised letters to parents
- achievement assemblies

- special privileges
- merits
- certificates

The foundation for the rewards system are our core values of Hard work, integrity, and kindness.

Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual learner needs in determining the appropriate use of such sanctions, including any special educational needs or disability and any religious requirements affecting the learner. We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. The school has a range of disciplinary sanctions that may be implemented as appropriate.

Sanctions include:

- withdrawal of privileges and/or responsibilities
- breaktime/lunchtime/after school detentions (including 'same day detentions')
- repetition of work
- referral to Curriculum Leaders, Head of House and senior staff
- communication to parents (spoken or written)
- report card
- time in the 'Seclusion Room'
- time in the 'Reset Room'
- temporary suspension from school
- permanent exclusion from school

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police should be notified of the disciplinary action taken. The police will always be informed where the learner's behaviour is criminal or poses a serious threat to a member of public. Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

13. Beyond the school gate

This policy applies to all learners at Jack Hunt School when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when learners (this is not an exhaustive list):

- are taking part in any school organised or school related activity
- are travelling to or from school.
- are wearing school uniform
- are in some way identifiable as a learner within our school or Peterborough Keys Academy Trust (PKAT)
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another learner or member of the public
- could adversely affect the reputation of the school or PKAT

The school is committed to ensuring our learners act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools or settings

- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our learners, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over learners in order to protect the reputation of the school.
- Protection for individual staff and learners from harmful conduct by learners of the school when not on the school site.
- The same behaviour expectations for learners on the school premises apply to off-site behaviour.

14. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all reported incidents of sexual harassment and/or violence are met with a suitable and immediate response, and never ignored.

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated.

Learners are encouraged to report abuse or anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

The school will follow the following statutory guidance: KCSiE 2023, and the Child Protection and Safeguarding policy - please refer to these for more information.

15. Learner transition from other schools (start of Year 7 & 'in year' admissions)

To ensure behaviour is continually monitored and the right support is in place, information relating to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those learners transferring to other schools.

16. Exclusions/Suspensions

Permanent exclusions or temporary suspensions are possible sanctions for a breach of this policy.

The school will follow government guidance on exclusions. Please refer to the Academy's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

Permanent Exclusion or Temporary Suspension is at the discretion of the Headteacher and can include but is not limited to the following:

- Persistent disruptive behaviour
- Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- Extreme defiance or rudeness
- Refusal to go to, or poor behaviour in the Isolation Room or Reset Room
- Theft, blackmail, physical violence, threatening behaviour or intimidation

- Discriminatory behaviour associated with a protected characteristic as defined by HM Government List of Protected Characteristics
- Bullying as defined by HM Government Bullying at School including use of social media and/or technology ('cyber bullying')
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images (including via a mobile phone or other device)
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Damage to property, vandalism, graffiti (not limited to school property)
- Cheating, including plagiarism
- Being in possession of or dealing in a prohibited item as listed in Section 9
- Making malicious allegations against staff (see Section 17)

17. Malicious allegations against staff

Where a learner makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

18. Staff training

Our staff are provided with training on managing behaviour, including use of de-escalation / restorative positive behaviour management techniques.

Behaviour management will also form part of continuing professional development throughout the academic year.

19. Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

20. Partnership with parents/carers

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively nor adversely impacts on the calm and orderly environment of JHS.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that learners can return home safely at a later time.

21. Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support learners, they include:

- increased communication between home and school
- individual behaviour plans (IBPs)
- referral to the in school Behaviour, Attendance, Safeguarding, and Special Educational Needs ('BASS') panel
- support from the SENDCo (Special Educational Needs and Disability Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy and other proactive therapeutic strategies including anger management and STEP's
- Work with external providers such as Aspire and Transforming Lives

22. Behaviour Curriculum

It is important to proactively teach all learners excellent behaviour. Via form time, assemblies and timetabled lessons, a coherent behaviour curriculum will be taught to all learners.

23. Resolving issues

If it is appropriate learners may be required to resolve an incident with all parties affected by their poor behaviour. This will be accomplished through restorative practices with a trained member of staff.

24. Monitoring, evaluation and review

The Headteacher and SLT will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken

This effectiveness of this policy will be reviewed at least once a year by the Academy Committee.

The policy will be reviewed every year by the Trust.

25. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help Jack Hunt learners make better choices and learn the right lessons.