Behaviour Policy

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Contents

The John Roan School Behaviour Policy

1. Aim

Our values

At The John Roan School, we pride ourselves on being an ambitious and inclusive learning community. We are committed to our values of determination, excellence and respect, which bring out the best in everyone – students, staff, parents and carers and the wider community. Our best is achieved within a climate of high expectations, ambition and academic success, as well as character, compassion and commitment to service.

This policy serves several important functions. It sets out the standard of behaviour expected of students, teaches them the school's rules and routines (including both positive and negative consequences) and helps prepare them for the conduct expected in later life. In addition, this policy provides guidance for staff on promoting positive behaviour and managing negative behaviour effectively, including what strategies to use and when to set consequences and sanctions.

We believe this policy will help to ensure the school is a calm, safe and purposeful environment free from disruption and that students conduct themselves well whilst in the community.

Our approach

Our approach to developing and implementing this policy is to:

1. Set high expectations for behaviour
- We believe high standards of behaviour can help students achieve better outcomes and accelerate their personal and social development
- We know that high standards of behaviour raise staff and student morale, create a more enjoyable environment and improve school effectiveness
- We have clearly set out our high expectations in this behaviour policy, including the approach we take to recognising and rewarding students for their effort and successes and the consequences for poor behaviour

2. Work together to manage behaviour
- We develop and sustain strong, professional relationships with students, parents and carers and the wider community that are built on our PRIDE values
- We ensure all staff and students adhere to our behaviour policy and all staff use our whole school strategies to maintain high standards and intervene when they are not being met
- We strive to be proactive in managing behaviour (not just reactive), so we teach students the behaviour expected of them and model high standards and professional conduct

3. Listen to and communicate with all members of the school community
- We gather feedback from students, parents and carers and the wider community to inform our approach to behaviour
- We regularly communicate with students and parents and carers about behaviour through assemblies, lessons and tutor time, newsletters, the school website and direct messages
- We update this policy every year so that the feedback we receive, and any changes that we make, are clearly set out for our whole school community

Safeguarding and behaviour

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. Behaviour and safeguarding at The John Roan School are intrinsically linked. For example, we know that:

- Clear, consistent behaviour expectations protect vulnerable pupils and create safe learning environments for all
- Combined training on behaviour and safeguarding helps staff recognise when behaviour indicates a potential safeguarding issue
- Behaviour incidents, when logged with consideration of potential safeguarding implications, help to keep children safe

Thus, our approach to both behaviour and safeguarding aims to create an environment where all students feel safe, respected and able to thrive. It is essential, therefore, that this policy is read in conjunction with our safeguarding policy.

This policy has been updated following feedback from students, families, staff, governors and our wider school community.

2. Legislation and Statutory Requirements

This policy is based on advice and guidance from the government - particularly the Department for Education:

- Behaviour in Schools: Advice for headteachers and school staff – February 2024

- Mobile phones in schools: Guidance for schools on prohibiting the use of mobile phones throughout the school day – February 2024

- Keeping children safe in education - 2024

- Searching, screening and confiscation in schools - 19 July 2023

- SEND code of practice: Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25 - April 2020

- Supporting pupils with medical conditions at school - August 2017

- Suspension and Permanent Exclusion: Guidance for maintained schools, academies, and pupil referral units in England – August 2024

- The Equality Act 2010

- Use of reasonable force in schools - July 2013

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

- DfE guidance explaining that schools should publish their Behaviour Policy and Anti-Bullying Strategy online

- This Policy complies with our funding agreement and articles of association

This policy should be read in conjunction with all other relevant school policies – particularly those on anti-bullying, attendance, equalities, home learning, safeguarding and Special Educational Needs and Disabilities (SEND). Together, they provide a complete picture of our approach to supporting pupils and their families.

These policies can be found on the school's website: https://www.thejohnroanschool.org.uk/about-us/essential-information/policies

3. Roles and Responsibilities

Role	Responsibilities
The Governing Body	The Governing Body is responsible for: • Reviewing this policy annually, in conjunction with the Principal • Monitoring the effectiveness of this policy, including data on suspensions and exclusions • Holding the Principal to account for its implementation
The Principal	The Principal is responsible for • Implementing this policy, including ensuring it is applied effectively • Reviewing this policy and securing agreement from the Governing Body • Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently
School Leaders	The school leadership team are responsible for: • Supporting the Principal in the implementation of this policy by ensuring all staff adhere to it • Highlighting risks and issues associated with this policy and contributing to the annual review and update • Being highly visible and routinely engaging with pupils, families and staff on setting and maintaining standards as outlined in this policy • Providing appropriate induction and professional development for all staff so that the understand the school's culture and behaviour policy (including the rules, routines and strategies for managing behaviour effectively)
Head of Year (HOY)	Heads of Year are responsible for: • Leading on the implementation of this policy in their respective year group by ensuring all students in their care know and understand the policy • Highlighting risks and issues associated with the policy and contributing to the annual review • Being highly visible and routinely engaging with students, families on setting and maintaining standards as outlined in this policy • Leading and managing the pastoral provision of students within their year group • Working closely with form tutors to ensure effective provision is in place across the year group

	• Regularly monitoring student progress and work with Heads of Departments on interventions where students are not achieving their potential
Pastoral Team	The Pastoral Team are responsible for: • Establishing a positive school culture by creating clear behavioural expectations and ensuring consistent responses, while developing comprehensive policies that balance consequences with support • Providing immediate intervention when behavioural issues occur, investigating incidents, facilitating restorative conversations, and working collaboratively with classroom teachers to implement effective strategies • Identifying underlying causes of behaviour concerns, building trusting relationships with students to uncover root causes and implementing targeted interventions including working with external agencies • Developing individualised behaviour plans while maintaining crucial links between school and families, ensuring consistent approaches between home and school
Designated Safeguarding Lead (Mr Harry Shaw)	The Designated Safeguarding Lead is responsible for: • Ensuring the behaviour policy incorporates safeguarding principles, recognising behavioural issues as potential indicators of abuse or neglect • Determining when behaviour incidents require escalation from behaviour management to safeguarding procedures and external agency referrals • Training staff to identify links between challenging behaviour and underlying welfare concerns requiring safeguarding responses • Collaborating with the pastoral team on support strategies for vulnerable pupils whose behaviour reflects adverse experiences • Maintaining records of behaviour incidents with safeguarding dimensions, ensuring appropriate information-sharing whilst protecting data
Special Educational Needs Co-ordinator (SENCO)	The Special Educational Needs Co-ordinator responsible for: • Highlighting risks and issues associated with the policy (particularly in relation to students with Special Educational Needs) and contributing to the annual review • Being highly visible and routinely engaging with students, families on setting and maintaining standards as outlined in this policy • Leading Inclusion Meetings where discussions with Heads of Years will take place about individual children • Monitoring behaviour patterns across the school and ensure these concerns are discussed with relevant teams to ensure support is put in place for groups and individual students
Head of Department (HOD)	Heads of Departments are responsible for: • Leading on the implementation of this policy by ensuring all members of their department are applying it consistently • Regularly monitoring student success and behaviour incidents (e.g. detentions and referrals) and taking swift action by putting appropriate interventions in place to support staff to develop and sustain high standards and to ensure students improve their behaviour • Working collaboratively with HOYs and senior staff where serious incidents take place and ensuring staff within their department feel supported, including leading on meetings where serious incidents predominately reside in a single department

Teachers and staff	Teachers and staff are responsible for: • Creating calm, safe and purposeful learning environments for students • Communicating the school's high expectations to students, including the rules, routines and consequences for both positive and negative behaviour • Teaching students the behaviour expected of them and modelling high standards and professional conduct • Implementing the whole school and student specific behaviour strategies effectively (especially for vulnerable and SEND students) so that high standards are maintained and swift interventions take place when they are not being met • Working closely with students, families and professionals to address behaviour concerns
Parents and carers	Parents and carers are responsible for • Reading this policy and the home/school agreement with their child so there is a clear understanding within the family • Celebrating successes, reinforcing the school's behaviour expectations at home and addressing concerns promptly, so there is consistency and alignment between the school and home • Maintaining open lines of communication with teachers and school staff, including attending meetings when asked to do so and agreeing actions where there are concerns so there is a collaborative approach between school and home • Supporting learning by actively engaging in their child's education by showing an interest in their learning, encouraging them and providing a positive study environment
Students	Students are responsible for: • Upholding the school's culture by demonstrating its PRIDE values in everything they do, including attending school every day, wearing the correct uniform at all times and being an ambassador for the school • Familiarising themselves with the school's high expectations, rules, routines and consequences for both positive and negative behaviour and following them consistently • Contributing positively to the creation of a calm, safe and purposeful learning environment by actively participating in their learning, following instructions the first time of being asked and playing their part in ensuring learning takes place free from disruption • Respecting staff, peers, school property and the wider community, managing their emotions and impulses to the best of their ability, accepting and completing sanctions when asked to do so and handling conflict constructively or seek help when needed

4. Praise, Recognition and Rewards

We encourage all students to embody our Pride values in everything they do, as we firmly believe that these values bring out the best in everyone. All staff actively support students in demonstrating these values and take notice when students stand out. Whether it is praising their efforts, recognising their

contributions, or rewarding their achievements, staff seek to celebrate students' commitment to our shared values.

We do this because we believe praise, recognition and rewards are an important part in teaching students how to behave and encourage them to always do the right thing – even when they come across challenges. We also believe that praise, recognition and rewards can, for example:

- Increase intrinsic motivation
- Help students develop resilience, enabling them to bounce back from academic setbacks
- Motivate students to persist in the face of challenges
- Encourage students to seek out new challenges and set higher goals
- Improve classroom behaviour, which benefits the individual but also the whole class

We believe that when students stand out in demonstrating our Pride values, the sincerity of the response by staff is far more important than its material value, which is why we place an emphasis on taking every opportunity to publicly praise students for the things they do well. There are, however, several measures in addition to praise that we have to recognise and reward students:

- Attendance certificates and prizes
- Awarding Merits
- Celebration of achievements in the classroom and assemblies
- Certificates of recognition
- Enrichment opportunities, trips and out of school experiences
- Extended school privileges
- Positive phone calls and letters home
- Subject awards

Reward trips and visits
Students who consistently meet the highest expectations set by the school will be invited to attend additional trips and visits.

The John Roan School Merits
Merits are awarded to students for positive actions, attitudes or achievements that demonstrate the school's values. Up to five merits can be awarded for the following:

1 Merit	• Awarded for demonstrating a school value
3 Merits	• Awarded for demonstrating excellence in our school values
5 Merits	• Awarded for going above and beyond in demonstrating our school values

Students with the highest number of merits can be rewarded in the following ways:
- Students who receive the highest number of merits are awarded with a certificate at the end of each half term
- Golden tickets are awarded to students with the highest number of Above and Beyond merits, which are entered into a raffle
- Up to thirty students per year group are invited to an after school celebration. These students will be a combination of those who have collected the most points as well as those nominated by their Head of Year for improved behaviour

Parents can monitor the awarding of merits through their Arbor app.

6. Punctuality

At The John Roan School, all students are expected to take Pride in being punctual to school and lessons. Our key message is that every second of learning contributes to positive outcomes. All students are expected to be on the school site by 8:25am, as indicated by the school bell. Any student arriving after 8:25 am will be recorded as late and receive an appropriate detention.

Late arrival to school	• Students who arrive between 8:25am and 8:45am will receive a 30 minute detention after school • Students who arrive after 8:45am will receive a 60 minute after school detention
Late arrival to lesson	• Students who arrive late to roll call (and therefore late to lesson) will receive a 30 minute detention • Students who arrive to lesson after roll call will receive a 60 minute detention
Persistent punctuality issues	• Students who persistently arrive late to school or lesson will receive an escalated sanction up to and including a School-Based Reflection • The parent or carer of a student who persistently arrives late to school or lesson will be invited to a punctuality support meeting

For more information, refer to the Attendance Policy.

7. Learning Equipment

We expect all students to bring the appropriate learning equipment to school every day as we know it means they are prepared for each lesson, it allows them to actively engage in class activities without disruptions and it helps students develop their independence skills as they learn to organise their materials, take responsibility for their learning and manage their resources effectively. In addition, when students have the right equipment, it enables our teachers to transition efficiently through each learning activity.

The John Roan School Equipment Essentials	
• Pencil case • Pens – Black x2 • Pens – Green x 2 • Pencils – x2 • Pencil sharpener • Eraser • A ruler • A protractor • A glue stick • A scientific calculator	• Reading book • School bag • PE kit (when required)

Further information regarding learning equipment
- Equipment checks will take place every day in roll call
- Students without the correct equipment will be asked to replace the missing items

- Parents/carers should contact their child's tutor in advance if there is a reason their child cannot bring the correct equipment to school and ask for an application to the Hardship Uniform Grant if appropriate
- Students who do not have the correct equipment will be issued with a 30-minute detention

Hardship Grant
- The school is fortunate to be supported by The John Roan Foundation who have decided to put aside a small grant fund each year to support families struggling to meet the cost of school uniform
- On the whole, a grant of up to £100 may be applied for on two occasions: as the child is entering Year 7 and as they are entering Year 9
- In some exceptional cases, an additional grant for an item of uniform has been awarded at other times. The application form is available on the website and grant applications are generally reviewed in June of each year

Spare uniform
- The school, with the help of the JRSA, maintains a stock of previously owned school uniform which is sold each month in the school
- There is also a small stock of emergency uniform that can be borrowed from the school in emergencies. This stock includes shoes, ties and some trousers and skirts

8. Mobile Phones / Electronic Devices

Whilst we acknowledge the value of technology in modern life, the school maintains that mobile phones and electronic devices can significantly impede our commitment to Disruption Free Learning. These devices present several challenges within the school environment, including:

- Disruption to teaching and learning
- Risk of loss or theft
- Potential for cyberbullying
- Student conflicts
- Inappropriate use of social media

Therefore, we have established the following:

Device Possession and Storage	1. Students may bring mobile phones and electronic devices (including headphones) to school.
	2. Prior to entering through the school gates, all devices must be:
	  • Completely switched off (not on silent or vibrate mode)
	  • Stored securely at the bottom of the school bag
	  • Kept out of sight throughout the entire school day
	3. This policy applies without exception:
	  • Throughout the entire school premises
	  • During all school hours, including break and lunch times
	  • Until students have left the school grounds

Consequences for failing to follow the policy	4. Any device that is used, seen, or heard will be:
	  • Immediately confiscated by staff
	  • Handed to reception
	5. Following confiscation:

	• Parents/carers will receive notification via text message • Devices must be collected in person by parents/carers • Devices will not be returned directly to students 6. Non-compliance with confiscation: • Will result in immediate placement in Student Based Reflection • Continued defiance will trigger escalated sanctions according to our behaviour policy • Persistent breaches may result in students losing the privilege to bring devices to school and or parents/carers may be required to meet with senior staff

Please note:

- Whilst students may bring mobile phones and electronic devices to school, they do so at their own risk. The school accepts no liability for damage or loss
- The school cannot investigate lost/stolen devices beyond basic inquiries
- For urgent matters, parents/carers should contact the school office directly (they are advised not to call their child's mobile phone during the school day)
- School trips and off-site activities may have different device rules, communicated separately
- Students requiring devices for documented medical conditions must have written approval from an appropriate senior member of staff

Sixth Form Mobile Phones Policy

As role models for the whole school, Sixth Form students are expected to adhere to these restrictions. However, as a Sixth Form privilege, silent use of music is permitted in the independent study areas and full use in the study room during break and lunchtimes only. Turn to the study and break out areas section of this guidebook for information on where you are able to study and listen to music.

Students may listen to music through headphones during study periods but should not have mobile phones visible. Students have a 10-minute grace period at the beginning of each study period, but after this should ensure that phones are out of site in a study period. Any phones visible during a study period after the initial grace period will be confiscated, taken to the reception at Westcombe Park and a parent/carer must come to collect the phone. The phone will not be returned to the student. Air pods / headphones should never be worn in corridors and will be confiscated too. It is never acceptable to have a phone visible in lessons.

9. Disruption Free Learning

At The John Roan School, we believe in Disruption Free Learning. This starts from the fundamental principle that all teachers have the right to teach and all students have the right to learn free from the disruption that can prevent learning. This includes talking unnecessarily, calling out without permission, being slow to start work, failing to fully engage in the learning, not completing work to a good standard or failing to follow instructions. This means we expect our learning environments to be calm, safe and purposeful, where students are recognised for the good work they do and sanctioned for any disruption they cause to their learning and the learning of others.

To ensure Disruption Free Learning happens, we operate a warning system that seeks to remind students of their behaviour but may result in a student being removed from a lesson for persistent disruptive behaviour if their conduct does not improve. Set out below is the process.

Warning	Pupil behaviour	Action to be taken
First warning	• During a lesson, the student disrupts their learning or the learning of others (e.g. talking unnecessarily)	• The teacher informs the student that they have been issued with a first warning and the reason why • This is written on the behaviour board
Second warning	• The student disrupts their learning or the learning of others for a second time (e.g. not completing work to a good standard or failing to follow instructions)	• The teacher informs the student that they have been issued with a second warning and the reason why • This is written on the behaviour board • The teacher carries out an action such as moving the student to a different seat to help the student improve their behaviour
Removal	• The student disrupts their learning or the learning of others for a third time (e.g. or calling out without permission)	• The teacher informs the student that they have disrupted the learning for a third time so they must now collect their belongings and make their way to the Reflection Room • The teacher will remind the Student that they will meet with them at the end of the school day • The teacher will send an email to the Reflection Room with the student's name and a brief reason for the removal • The member of staff on duty in the Reflection Room will record the referral

Further information regarding Disruption Free Learning and referral system:
- **Reasonable adjustments:** The SEN and Pastoral teams will provide staff with extra information so that reasonable adjustments can be made for students with Special Educational Needs and/or Disabilities (SEND) and medical needs
- **Immediate referral to the Reflection Room:** Students will be immediately referred to the Reflection Room for questioning why a warning has been given, fighting/physical assault, abusive or offensive language (swearing indirect or directly), racist, homophobic language and other discriminatory language, sexualised behaviour, dangerous or violent behaviour, highly disruptive behaviour and anything that is dangerous or causes risk (this is not an exhaustive list)
- **Two day SBR:** Students will receive a two day SBR until 4:10pm if they refusing to go to the Reflection Room when instructed, fail to attend the detention at the end of the day or walk away from a member of staff (this is not an exhaustive list)
- **Time in the Reflection Room:** Students will be placed in the Reflection Room for 3 periods and sit a same day detention at the end of the school day. However, students in the Reflection Room that complete their reflection activity work to a good standard, write an apology letter to the relevant member of staff and behave to a good standard can return to lesson earlier after a satisfactory period in the Reflection Room
- **Repeated behaviour:** Students that are referred from more than one lesson in a week will spend the next and subsequent six periods plus detention in the Reflection Room. The sanction will begin from their second referral

10. Home Learning

We believe that home learning plays a crucial role in providing an excellent education. While lessons are essential, learning extends beyond the classroom. It involves building schemas, exploring ideas, and practicing skills. Therefore, the time students spend between lessons is valuable and should be used constructively. Please see the information on the website regarding home learning and the points below regarding the completion of home learning:

- All students are expected to complete the home learning set by their teachers to at least the standard expected. Praise, recognition or a reward will be issued for home learning that stands out
- Students who fail to complete their home learning will be required to attend a 1 hour compulsory study session to complete the outstanding work (N.B. home learning that is completed but not handed in as requested will be considered incomplete)
- Students who fail to attend the compulsory study session will be issued with a two hour Senior Leadership Team Detention
- The parents and carers of students who persistently fail to complete home learning will be invited to a meeting with a relevant member of staff and further interventions will be put in place to ensure home learning is completed

11. Serious Incidents

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

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

When a serious incident occurs, the actions following will take place:
- The Pastoral Team will, unless there is a reason not to, collect and isolate the students involved
- The students will complete an Incident Account Form to explain the circumstances

- An investigation will take place promptly, which will include the collection of statements from victims, alleged perpetrators and witnesses
- The member of staff investigating the incident will arrive at a conclusion and propose sanctions and any other interventions as required
- Depending on the incident, the Principal or a senior leader will approve the proposal
- The relevant parents or carers will be informed
- The incident and associated documentation will be recorded and stored in the appropriate way

N.B. In the event of a serious incident, it may be necessary to contact the police or another external agency (e.g. children's social care).

12. Bullying and discrimination

At The John Roan School, we value and celebrate diversity. We expect our whole school community to demonstrate respect towards each other and, together, make our school a safe and welcoming place for everyone. Our school is a place where bullying and discrimination in all their forms are considered unacceptable and will never be tolerated. We have a duty to tackle bullying (e.g. verbal, physical, social, cyber and prejudicial) and discrimination (e.g. direct, indirect, harassment and victimisation based on characteristics) in all its forms.

Our explicit teaching of behaviour is intended to teach students what is expected of them and, therefore, eradicate bullying and discrimination. We are a 'telling school', which means when bullying or discrimination occurs it is reported to a member of staff who then responds in the appropriate way. We want all students, whether they are the victim, witness or someone who knows about an incident, to feel confident in the knowledge that the matter will be dealt with effectively. We take all claims of discrimination and bullying extremely seriously and seek to resolve issues promptly, fairly and with a view to teaching positive behaviours for the future.

It is essential that this section on bullying and discrimination is read in conjunction with the anti-bullying and equalities policies. These policies can be found on the school's website here. Our anti-bullying policy includes a specific section on cyberbullying which, with the increasing use and reliance on technology, is a serious form of bullying that can take place online through digital devices, social media, gaming platforms, text messages and apps. Unlike traditional bullying, cyberbullying can follow pupils anywhere and at any time, potentially causing significant emotional harm. As set out in our anti-bulling policy, cyberbullying is taken as seriously as face-to-face bullying. All instances will be thoroughly investigated, recorded and addressed. Therefore, we encourage pupils to:
- Report incidents and block people who are bullying them online
- Keep evidence of bullying, including screenshots and a record of incidents
- Tell a trusted member of staff about any cyberbullying they experience
- Seek support from adults rather than facing bullying alone
- Take breaks from digital devices when experiencing online harassment

We work with pupils to understand that their online activity creates a digital footprint that can impact their future opportunities and reputation. Through our curriculum and pastoral support, we help students develop digital resilience and responsible online behaviours.

Partnership between school and families for online safety and prevent cyberbullying

We believe that the best way to support students to be safe online and prevent cyberbullying is through a strong partnership between school and families, with both playing an active role. Therefore, alongside the work of the school, we expect parents and carers to support our efforts by taking full and active responsibility for keeping their child safe online and whilst using electronic devices. This partnership includes:

- **Having open conversations** – regularly discussing online activities with their child, including potential risks, in a supportive environment where they feel comfortable sharing concerns
- **Establishing clear boundaries** – setting rules around screen time and appropriate content, creating family agreements about internet and device usage and using parental controls and privacy settings
- **Actively monitoring online activity** – keeping devices in common areas of the home where possible, knowing which platforms, apps and games their child is using, understanding age restrictions, and being alert to secretive behaviour around devices
- **Modelling positive digital conduct** – demonstrating healthy digital habits themselves, showing respect in their own online communications and balancing screen time with offline activities
- **Staying informed** – as is reasonable, keeping up-to-date with new apps and platforms, attending parent information sessions about online safety and utilising reliable resources such as Internet Matters, NSPCC or UK Safer Internet Centre

By the school and families working together, we can create a safer online environment for all our students.

Details of our school's approach to preventing and addressing bullying and discrimination are set out in our anti-bullying and equalities policies here.

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

There is a zero-tolerance approach to sexual violence and sexual harassment at The John Roan School. This means we are very clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. These behaviours will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".

All staff are aware of the importance of challenging and reporting all inappropriate language and behaviour and students are provided with appropriate advice and guidance via our PSHE and PRIDE curriculum to ensure they understand appropriate and inappropriate language and behaviour.

Where there is a report of child-on-child sexual violence or sexual harassment offline or online, staff are expected to follow the safeguarding policy, which is informed by the guidance from the Department for Education, including 'Keeping children safe in education, (2024)'. Where required, the Designated Safeguarding Lead will refer an incident to, and work with, external agencies to offer additional support. It is essential that all victims are reassured they will be taken seriously, supported and kept safe, regardless of how long it has taken them to come forward.

It is essential that this section is read in conjunction with the safeguarding policy. This policy can be found on the school's website here:

14. Detentions

We have high expectations of all students and wish to inspire them all to value and respect their education. When students fail to meet our expectations, they may be issued with a detention. The purpose of detentions is to:

- **Reinforce Rules:** Reinforce the school's rules and expectations for student conduct
- **Promote reflection:** Encourage students to reflect on their behaviour and how it affects others
- **Teach responsibility:** Instil a sense of responsibility and accountability for one's actions
- **Prevent Recurrence:** Deter students from repeating the unacceptable behaviour

The length of a detention will vary as set out below:

Length of detention	Examples of behaviour warranting a detention
30 minutes after school detention	- Uniform infringements - Missing equipment - Chewing gum and/or eating sweets - Talking during line-up
60 minute after school detention	- Extreme lateness to school (after 8:45am) or lesson - Being referred from a lesson (sent to the Reflection Room) - Failure to attend a 20 minute or 30 minute detention - Incorrect/no PE kit
120 minute after school detention	- Failure to attend a 60 minute detention - Accumulating multiple detentions

Further information regarding detentions
- The examples of behaviour that warrant a detention set out in the table above is not an exhaustive list
- In the case that a student receives more than one detention, they will serve a maximum of two hours of detentions on any given day until all the detentions are served, which means any outstanding detention will be scheduled for the next available day
- As set out in the Department for Education guidance 'Behaviour in Schools' (2024), parental consent or prior notice is not required for detentions. However, if a student is issued with a detention that is not due to a referral to the Reflection Room, the detention will be set for the next day and we will endeavour to contact the parent/carer to inform them in advance
- The date of a detention will only be changed where evidence of an appointments is provided (this does not include appointment to attend extra-curricular activities, tutoring etc.)

15. School Based Reflection

Following a serious incident, the Principal or a member of the Senior Leadership Team (SLT) may determine that a detention is not an appropriate sanction. In such cases, the school may refer the student to School-Based Reflection (SBR) for one or more days.

The SBR will be completed in the Reflection Room. When a student is placed in SBR, the parent/carer will be informed of the reasons behind this decision. The parent/carer will be invited to attend a meeting with the appropriate Head of Year (HOY) or SLT member. During the meeting, the incident will be discussed and a post-reflection reintegration plan will be developed. This plan aims to provide appropriate support to improve the student's behaviour.

While in SBR, the student will have the opportunity to reflect on their behaviour. They will be expected to complete assigned work based on the curriculum via the continuity of learning plan. The student will have access to a laptop and online resources to complete their tasks. Social isolation from peers will be maintained during breaks and the school day will run from 8:30 am to 4:00pm. Students will have scheduled breaks and receive a cold lunch in the Reflection Room.

In cases of persistent poor behaviour, the school may decide that the student should complete their SBR off-site, at another local school. This off-site placement will last a maximum of 5 days.

If a student refuses to complete their SBR, or fails to meet the expectations in the Reflection Room, they may face a more serious sanction. Examples include referral off-site to complete the SBR or a suspension from school. If a student is suspended, they must complete their SBR before returning to regular lessons.

16. Suspensions and Exclusions

The Principal may, in response to a serious breach of the school's behaviour policy, take the decision to suspend a student from school. A suspension involves a pupil being temporarily removed from school. In the event of a student being suspended, the following will take place:
- The student's parent/carer will be informed (usually by telephone) by a senior leader, a member of the pastoral team or a member of the inclusion team
- If the suspension is longer than five days, the parent/carer will be provided with information regarding the off-site provision the student should attend from day six
- A formal suspension letter from the Principal will be sent to the parent/carer (a copy of this letter will be placed on the student's file)
- Work will be set for the student to complete for up to five days of a suspension
- The student and parent/carer will be required to attend a return from suspension meeting prior to the student returning to school

The Principal may, in response to a serious breach or persistent breaches of the school's behaviour policy, take the decision to permanently exclude a student. A permanent exclusion involves a pupil being permanently removed from school. In the case of a permanent exclusion, in addition to there being a serious breach or persistent breaches of the school's behaviour policy, the Principal must determine that allowing the student to remain in school would seriously harm the education or welfare of that student or others in the school. In the event of a student being permanently excluded, the following will take place:
- The student's parent/carer will be informed
- A formal letter from the Principal will be sent to the parent/carer
- Work will be set for the student to complete for the first five days of the permanent exclusion
- The local authority will be informed of the permanent exclusion
- A meeting of the Governors' Disciplinary Panel will be convened to consider the exclusion

The John Roan School adheres to 'Suspension and Permanent Exclusion: Guidance for maintained schools, academies, and pupil referral units in England – August 2024'. Therefore, this behaviour policy should be read in conjunction with this national guidance, as it applies to all suspensions and permanent exclusions (including the right to appeal).

17. Red Lines

There are certain behaviours that warrant the formal sanction of a suspension from school. These are:
- Extreme verbal abuse or swearing at a member of staff
- Refusal to attend and/or complete the Reflection Room or School Based Reflection (SBR) when asked to do so
- Failing to meet the expectations in the Reflection Room
- Racist, homophobic and other forms of discrimination

N.B Students suspended for refusing to attend or successfully complete the Reflection Room or School Based Reflection will complete at least one day in the Reflection Room on their first day back from suspension before return to normal lessons

There are certain behaviours that may put a students at risk of permanently exclusion. They are:
- Possession of any weapon
- Possession of or intent to supply drugs
- Persistent bullying
- Persistent disruptive behaviour
- Physical assault towards a student or member of staff (Including orchestrating/inciting violent behaviour resulting in physical harm)
- Sexual assault/harassment

This is not exhaustive list, but instead seeks to illustrate the type and nature of behaviour that may put a student at risk of being permanently excluded from school.

18. Alternative Provision

For some students who may be at risk of permanent exclusion or an individual with specific needs, a placement at an Alternative Provision may be considered. Where possible, this will be done with the support of parents, but under the DfE Alternative Provision Guidance 2013, the John Roan School may direct a student off-site without parental agreement, where it is in the best interests of the student.

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

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

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

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

19. Physical Intervention, Reasonable Force and Searching and Confiscations

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

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

Further information regarding reasonable force:
- Parental consent is not required to use reasonable force on a student
- Staff must make reasonable adjustments for disabled children and children with special educational needs (SEN)

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

Banned items list:
- Weapons, including knives or other sharp/bladed items or any object that could be used with the intention of harming another person
- Alcohol and drugs (including psychoactive substances, Nitrous Oxide and synthetic cathinone)
- Abusive, inappropriate, offensive, pornographic and indecent videos, voice notes, messages and images (electronic or physical materials)
- Water guns and imitation firearms
- Pen lights, torches and other such items
- Cigarettes, e-cigarettes (vapes) and/or smoking materials
- Fireworks, stink bombs, water bombs, fire crackers and bangers
- Lighters and matches
- Items that may cause harm and everyday items that can be used to cause harm or disrupt the good order of the school day
- Abusive, inappropriate, offensive, pornographic and indecent videos, voice notes, messages and images (electronic or physical materials)
- Bandanas, durags, snoods and other such items of clothing
- Hooded and sweatshirts
- Jewellery (except watches/one pair of ear rings/one nose stud)
- Nail varnish
- Chewing gum

Further information regarding banned items:
- This is not an exhaustive list
- Bringing a banned item into school (such as a weapon or illegal drugs), is a serious breach of the behaviour policy, so could result in a serious sanction up to and including a permanent exclusion from school

- If a student is unsure about whether an item is or is not a banned item, they should not bring the item into school and instead speak to a member of staff first

Any prohibited items found in a student's possession will be confiscated. These items will not be returned to the student. We will also confiscate any item which is harmful or detrimental to school discipline.

Where an item is confiscated as the result of a search and it is an electronic device (e.g. a mobile phone or tablet), the member of staff who confiscated the item may inspect the data on it, if there is a good reason to do so. For this purpose, the member of staff has a good reason to do so if they reasonably suspect that the device contains files or data that relates to an offence, has or could be used to cause harm, disrupt teaching or break the school rules. The school is entitled to retain the device if it contains material which has been or could be used as set out above.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Safeguarding Policy. The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the school policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then sanction the pupil in accordance with this policy, where appropriate.

School staff can confiscate any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

This section must be read in conjunction with the following:

- Department for Education guidance: 'Use of reasonable force: advice for headteachers, staff and governing bodies
- Department for Education guidance: Searching, screening and confiscation in schools

20. Power to Discipline beyond the School Gate

The Principal has the power to sanction students for behaviour that takes place outside of school. This may be poor behaviour that is witnessed by staff or reported to the school. It could include poor behaviour:
- On a school trip or activity organised by the school
- On the way to or from school
- When wearing school uniform
- When identifiable as a member of the school

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

- Have repercussions for the orderly running of the school
- Pose a threat to another student or member of the public
- Adversely affect the reputation of the school

Where a criminal act may have occurred, the school will work with the police to find an appropriate resolution.

21. Malicious Allegations

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

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

22. Report Card

When a Tutor, Head of Year, or Head of Department has a concern about a student's behaviour, a Report Card can be used for additional monitoring and tracking. This card highlights positive behaviour improvements or identifies key areas of concern. The monitoring period lasts a minimum of two weeks, during which the parent/carer is informed that their child is being monitored. The parents/carer is expected to review and sign the report each day. At the end of the monitoring period (or sooner if necessary), the relevant member of staff will contact the parent/carer and student to discuss the school's concerns. If the report reveals further issues, the student may be referred to the School Inclusion Panel for the next level of intervention.

23. Monitoring Student Behaviour across the School and Repeat Offenders

There are staff designated to monitor the behaviour of students. Heads of Year (HOYs) focus on the behaviour of students in their year group, while Heads of Department (HODs) carry out a similar exercise within their departments. The SEND Team closely monitors the behaviour of all students with Special Educational Needs and Disabilities (SEND) or an Education, Health, and Care Plan. Effective communication between school structures is vital to ensure successful behaviour management.

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

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

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

24. Reasonable Adjustments and Student Support

As a school that takes pride in being an inclusive learning environment, we take our duties under the Equality Act 2010 and other related legislation seriously. Therefore, when applying this policy we will make reasonable adjustments and put strategies in place to recognise and support students who need additional support. The purpose of this is to support the needs of individual students (such as vulnerable students, students with language needs and students with SEND). There are, for example, procedures in place to ensure patterns in students' behaviour is monitored, concerns are raised to relevant staff (such as Tutors, Heads of Years, Pastoral Managers and the SENCO) and interventions and reasonable adjustments are made. In some cases, interventions may include a referral to an external agency. During this process, we will involve parents/carers and keep them informed.