



Committed to Excellence

Behaviour Policy

2023-24

(September 2023)

Introduction	3
Home-School Partnership	4
Recognition	5
Rules	8
Consequences	8
Equipment list (Ready to learn)	9
Classroom routines	10
Detention System	10
Uniform Key Points	11
Appendix	13

Introduction

Our first aim is to acknowledge when students are 'doing the right thing' as often as possible and as a result our expectations regarding behaviour are clear. Students at John Colet need to be ready to learn, respectful and responsible and kind. School is a place of learning; any behaviour that prevents learning will be taken very seriously.

Praise and encouragement are vital in promoting good behaviour. The Recognition System is just one way that we can celebrate achievement, success, positive attitude and effort. In all aspects of school life we want to encourage students to strive to excel.

Our Consequences System is based on a clear and fair set of rules that will be applied by all staff consistently across the school. The system gives students the opportunity to behave.

Home-School Partnership

1. The Student:

- As a member of John Colet School I will:
- Follow the school rules; Ready; Respectful; Responsible.
- Respect the right of others to work.
- Arrive at school every day on time.
- Come to school regularly.
- Present myself in school uniform (as described in the official school uniform list) and understand that when I am in uniform I am representing the school.
- Be punctual and correctly equipped for lessons.
- Be polite at all times.
- Tell the truth and follow instructions from all staff.
- Aim high and work hard to achieve my target grades.
- Complete homework on time and meet deadlines.
- Be tolerant and respectful to others and their property.
- Be an ambassador for the school at all times both in and out of school.
- Strive for the highest standards in all areas of school life.

2. The Parents/carers:

I/We shall try to:

- See that my child goes to school regularly, on time, and is properly attired and equipped.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour as set out in the Behaviour Policy and School Rules.
- Support my child with homework.
- Attend parents' meetings and discussions about my child's progress/well-being.
- Avoid family holidays during school term times.
- Get to know about my child's life at the school.
- Keep a careful eye on the amount (if any) of paid employment done by my child.
- Monitor appropriate use of social media.

3. The School

We will:

- Contact parents if there is a problem with attendance, punctuality or equipment.
- Let parents know about any concerns or problems that affect their child's work or behaviour.
- Provide a rigorous and balanced curriculum.
- Plan teaching so that the needs of each child are met.
- Set, mark and monitor homework and provide facilities for children to do this work in school.
- Send home regular progress reports.
- Arrange parents' meetings during which progress will be discussed.
- Keep parents informed about school activities through regular letters home, newsletters and [The John Colet School Website](#).

Recognition

Our first aim is to reward students for 'doing the right thing' as **often as possible** and as a result our expectations regarding behaviour are clear. Students need to be ready to learn, respectful, responsible and kind. John Colet School is a place of learning; any behaviour that prevents learning will be taken very seriously.

Praise and encouragement are vital in promoting good behaviour. The Recognition System is just one way that we can celebrate the achievement and success of our students in all aspects of school life as we encourage them to strive to excel. **Our aim is a 7 to 1 ratio (recognition:sanction)**

The table below details how students' effort, progress and achievement will be recognised.

Recognition Code	Behaviour	Time	Who	Reward	Value
R1 Character	Demonstrating JCS values; Ready, Respectful, Responsible and Kindness	All the time	All staff	R1C logged on system. Automatic Message sent home and to student.	1 point
R1 Academic.	Demonstrating JCS learning values; Resourceful, Resilient, Readers	All the time	All Staff	R1A	1 point
R2 Character	Significant contribution to the school community /community, demonstrating our values Ready Respectful Responsible and Kindness	All the time	All Staff	R2C logged on system. Automatic. message sent home and to student.	3 points
R2 Academic	Sustained excellent effort or progress in a subject area demonstrating our learning values Resourceful, Resilient, Readers	All the time	All Staff	R2A logged on system. Automatic. message sent home and to student.	3 points
R3 Character HOY/HOH	End of Learning Cycle for exceptional effort/ attitude to learning Or to reward excellent contribution within a Year Group/ House	End of LC Or All of the time	HOY/HOH	R3C HOY logged on system. Automatic. message sent home and to student.	10 points

R3 Academic STL	End of Learning Cycle for exceptional effort/ progress/achievement. Or to reward excellent contribution within a department	End of LC Or All of the time	STL	R3A STL for exceptional effort/ progress/achievement	10 points
R4 Character	Exceptional service to the school community/ community demonstrating our values Ready Respectful Responsible and kindness	All the time	Headteacher	R4CHeadteachers Commendation	10 points
R4 Academic	Exceptional learning demonstrating our learning values Resourceful, Resilient, Readers	All of the time	Headteacher	R4CHeadteachers Commendation	10 Points
R5 Academic	Outstanding effort or progress over a year in a single subject area demonstrating our learning values Resourceful, Resilient, Readers	End of Year	STL	R5A Subject Certificate	30 points
R5 Character	Outstanding service to the school community/ community over a year contribution to community demonstrating our values Ready Respectful Responsible and kindness	End of Year	HOY HOH	R5C Character Certificate	30 points

Cumulative points recognition

	KS3	KS4	KS5
--	------------	------------	------------

Bronze	90	90	25
Silver	140	140	55
Gold	170	170	75
Platinum	210	210	95

Celebration of Success

- R1 and R2 code award notifications sent to parents/carers and students.
- Cumulative achievement points threshold for Bronze Silver Gold and Platinum certificates.
- Postcards can be used by departments but make sure an R1 or R2 is logged as well.
- Weekly tutors celebrate individual reward point totals in form time.
- Half Termly Head of House celebrates House points totals in assembly.
- Recognition points will be added up and students will be invited in to receive award badges.
- House points will be awarded to competition winners.
- House points displayed on the School Website.
- HOY to celebrate Year group achievements regularly in assembly
- Award badges will be collected at the end of each academic year. Platinum badges can be retained.

School's Annual Prize-giving Event

- Achievement and effort for the whole year will be recognised at the school's annual prize-giving event, to which parents will be invited.

NB: Departments order postcards from

<http://www.schoolstickers.com/en-gb/products/postcards>

Departments can offer their own bespoke awards but these must be as well as not instead of the whole school system.

Attendance Awards

100% attendance: Students will be recognised at the end of each term and emails will be sent home and R4 (10 points awarded). In the Summer term, certificates for 100% attendance for the whole year, will be recognised at prizegiving. Students with improved attendance will also be recognised by the attendance officer.

Rules

<p>N.B. The consequences for inappropriate behaviour shown by students are intended as guidance for staff and students which will aid consistency when dealing with behavioural issues in school. The list of offences is not exhaustive and circumstances/context will be taken into account when deciding consequences. The school makes the final decision on sanctions.</p> <p>Consequence Ladder</p>	
<p>Type of behaviour during lessons (form time) Poor behaviour should be resolved/dealt with by the member of staff witnessing the behaviour. Serious Misdemeanours outside of lessons should be referred to Form Tutor or HOY.</p>	<p>Consequence code (All consequences must be recorded on Sims:right click register)</p>
<p>Ready: Not fully equiped,Uniform infringement*, Late to lesson up to 5 minutes; Late to registration/assembly; C1 Late to school (attendance officer) Respectful:Lack of effort, Not engaging appropriately in class, Chewing gum, Talking over a teacher or out of turn, Inappropriate language in class, Eating in lesson, Dropping litter in lesson. Responsible: Inappropriate use of mobile phone*, Inappropriate items in class, Disrupting the lesson/ learning of others, Inappropriate behaviour around school; Failure to engage with online learning; HW deadline missed**, HW incomplete poor standard**; Forgotten Chromebook/Chromebook not charged; Misuse of Chromebook.</p>	<p>C1 Verbal warning C1 Failure to engage with online learning C1 Phone confiscated* *sign uniform card, confiscate non-regulation uniform items eg jewellery/fashion belts. Uniform infringements that can be immediately rectified (eg. no tie, trainers without matron permission tutors send to SSO office am registration. (<i>Plimsolls issued, tie issued, varnish removed</i>) **sign HW card</p>
<p>C2A Repetition of C1 behaviour.</p>	<p>C2A Message goes home: *Staff can request students to attend break and lunchtime to discuss work/attitude to learning or issue inconvenience work. (<i>if student fails to attend, a consequence may be issued</i>)</p>
<p>3 signatures on uniform card (tutor to check and replace full cards immediately); Not meeting bicycle passport expectations;Failure to produce uniform card/HW card//bicycle passport (all staff). Failure to attend medical room (trainers); not meeting expectations of report; Breaktime/ lunchtime anti-social behaviour, littering etc, Being in the wrong toilet.</p>	<p>C2B 30m lunchtime detention</p>
<p>Continued C2 behaviour (apart from HW issues), late to lesson 5m+; Failure to attend lunchtime detentionC2B; ; Lack of respect to or about a member of staff; Lack of respect to a member/members of the school community(D disability R racism L sexual orientation and gender); Misbehaviour in toilets; Going out of bounds, Abuse of school ICT systems/Social Media (loss of internet privileges); Deliberate dishonesty; Damage to property; Being in the vicinity of smokers; Not following staff instructions; Removed from a lesson, Late to school x2 (Attendance officer); Sixth Form persistent lateness; Not meeting bicycle passport expectations;</p> <p>C3HW Persistent failure to meet HW expectations -5 signatures on HW card (tutor to check and replace full cards and to log the consequence for each full card);</p>	<p>C3 45m After School Detention School Hall. Monday, Wednesday, Friday.</p> <p>C3HW 45m After School Detention School Hall. Monday, Wednesday, Friday.</p>
<p>Continued C3 behaviour, Failure to attend a C3 detention, Injuring another student, Truancy/Going off site (unauthorised),Persistent lateness to school, inappropriate use of School ICT/ network, Misbehaviour during a C3 detention</p>	<p>C3+ One Hour 15 minutes After School Detention SLT. School Hall. Friday.</p>
<p>Continued C3+, Failure to attend a C3+ detention, Two + C3s in one day, Deliberate defiance, Physical aggression, Bullying; Smoking onsite or in school uniform; Possession of smoking/vaping equipment, Theft; Graffiti, Vandalism, Behaviour that seriously disrupts the school day. Intimidating behaviour. Refusal to cooperate/ attend exit room; Inappropriate use of social media or online</p>	<p>C4 A Period of time in Internal exclusion. Isolation runs from 8.30 am to 3.30pm. Continued C3+ log continued incidents of lack of respect Race, Sexual Orientation and</p>

technology, Misbehaviour in a C3+detention, offensive behaviour (inc language); relating to race; sexual orientation/gender identity; disability.	Gender identity/ disability with the appropriate drop down code
Persistent C4 behaviour. Persistent bullying; Refusal to cooperate /disruptive behaviour whilst in the isolation room; Serious theft, Persistent refusal to follow school rules or the instructions of staff after previous levels of sanction have been applied.;Aggressive or offensive behaviour towards staff inc Swearing at a member of staff, Physical assault; Bringing the school into disrepute; Possession of drugs; solvents alcohol in school ,Dealing/supplying smoking/vaping or alcohol related substances to the school community, Conduct liable to seriously endanger the student, other students or staff, persistent refusal to attend detention, Serious misuse of technology inc.indecent images. Racist abuse; Abuse against sexual orientation and gender identity; Abuse relating to disability; Sexual misconduct	<p>C5 Suspension PP physical assault against pupil PA physical assault against adult VP Verbal abuse / threatening behaviour against a pupil; VA Verbal abuse / threatening behaviour against an adult; OW Use or threat of use of an offensive weapon or prohibited item; BU Bullying; RA Racist abuse LG Abuse against sexual orientation and gender identity; DA Abuse relating to disability; SM Sexual misconduct DA Drug and alcohol related; DM Damage TH Theft; DB Persistent disruptive behaviour; MT Inappropriate use of social media or online technology.</p> <p>C5- Internal suspension</p>
Persistent C5 behaviour, Possession of offensive weapon, One off acts of dealing supplying drugs to the school community, Serious theft or vandalism, Serious physical assault, Arson (including a deliberate act involving fire in the school, criminal offences and/or any persistent behaviour that repeatedly disrupts the school day or means that allowing the student to remain in school would seriously harm the education or welfare of students or others in the school	C6 Permanent Exclusion

*The behaviour policy applies to the school premises, the school day, while travelling to and from school, journeys in school time or any school related activity, work experience, day and residential trips and when the school is deemed to be in loco parentis.

NB Child on Child abuse is defined as physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. Sexual violence and sexual harassment. Sexting (also known as youth produced sexual imagery). MUST be reported to the DSL Safeguarding team via my concern by the SSO/HOY investigating the incident.

Ready, Respectful, Responsible. These rules will be displayed in every classroom and used by all staff in conversations with students about values and behaviour.

NB. Consequence notifications are sent via student and parent/carer email. There is a 24 hour delay so data entry can be manually checked. Recognition messages are sent via student and parent/carer email, real time.

Equipment list (Ready to learn)

PENCIL CASE to house the equipment below

2 x blue or black pens

1 x red pen

Pencil

Rubber

Sharpener

Ruler

Reading book

A highlighter

Chromebook (For Year 7-9 students)

For Maths and Science:

Protractor

Scientific Calculator

Pair of compasses

Extras (these are useful, but not essential):

Coloured pencils/ pens

Remember: some days you will need items for certain lessons e.g. PE kit, Food Tech equipment.

Classroom routines

Relationships are key: Meeting and Greeting - staff should meet and greet students on entry to the classroom (peripatetic teachers to greet asap). Uniform should be addressed before students enter the classroom.

Activity ready - Students remove outdoor clothing, place bag(s) under table and place book(s) and equipment on table (ready to learn). A task (eg: retrieval) should be available for students to do upon entry.

Taking the register - this should be done in the first 15 minutes. Students respond with "yes miss/sir". They must address the teacher by title and/or name. Record any student late for the lesson using the right click from register ('C1 Late to lesson). If more than 5 minutes late, this should be recorded as a C3.

Learning Inquiry Question (LIQ) - should be displayed on the board for students to copy. These should aim to the top end of your mark scheme such as: LI:Q How significant was the Night of the Long Knives?

LIQ: To what extent had Appeasement made World War II more likely?

Presentation of work - Learning Inquiry Question and date always written and underlined. Diagrams, tables etc drawn in pencil. All sheets secured in books before the end of the lesson - students can do the "shake test" to check they are secure.

Questioning - a range of open and closed questions should be used to assess, challenge and stretch students throughout the lesson. Staff should not accept "don't know" as an answer. Classroom based staff should use the [CPD training](#) on questioning to ensure that students are being active learners.

Plenaries - a reflection task should take place to assess if the LIQ has been met

End of lesson - Students pack away when directed by the teacher and KS3/4 students stand silently behind chairs. KS3/4 students are dismissed by the teacher in groups (eg pairs, rows, blocks).

Detention System

Code	Where/Who	When	How long
C2b	(BS2) HOY	Lunchtime detention	30 m
C3	Rota led weekly by departments. 2 teachers minimum. SLT will run on Friday.	Monday, Wednesday, Friday. 2.50pm to 3.50pm	45m
C3+	SLT	Friday 2.50pm-3.50pm	1h 15m
Internal Isolation	Inclusion unit	1 to 5 days	From 8.30am to 3.30pm

Uniform Key Points

(please check the full [Uniform Policy](#) on the John Colet Website for more detail)

Uniform

- Regulation maroon John Colet blazer to be worn at all times
- Regulation clip-on school tie
- Plain white school shirt with stiff v-shaped collar which is tucked in (either long or short sleeved)
- Optional plain black v-neck jumper (worn with not instead of the blazer)
- Pleated black skirt (see Appendix 1 uniform policy)
- Plain black trousers (see Appendix 1 uniform policy) from the approved list of trousers
- Plain black socks (below the knee), or black or flesh coloured tights
- Plain black shoes (see Appendix 1 uniform policy) with a low heel which are suitable for wearing during the day and to and from school. No canvas, trainers, boots or sandals
- Plain outdoor coat, no large logos
- The Sikh turban and Jewish skull cap are permitted ● Muslim students who wish to wear hijabs may do so provided that the fabric is plain, lightweight and blends in with the school uniform colours

All Students

- “Plain” is defined as being without embellishment i.e studs, additional zips, braiding, patterned, logos etc
- Unnatural hair colouring is not permitted; the interpretation of “unnatural” is as follows: A colour that is not found within the natural colour spectrum, i.e. a bright, extreme or vivid colour. A combination of colours that is easily visible or stark in contrast. If hair extensions are worn, they must be in a colour that naturally blends with the hair.
- One small, single stud in each ear is permitted; the stud must be worn in the lower part of the earlobe and should be removed for PE; students wearing studs in their ears other than in their lobes will be expected to remove them.
- Jewellery (except a watch) is not permitted; however, if there are religious or family reasons for wearing an item of jewellery then permission must be sought from the Head of Year. Jewellery is the responsibility of the owner and is worn at the owner’s own risk. Other visible body piercings are not permitted and the student will be expected to remove them.
- Natural, subtle and basic make-up may be worn to cover skin complaints. Clear nail varnish may be worn but fingernails must be short and nail extensions of any kind are not permitted. False eyelashes are not permitted.
- No visible body art.
- Garments which cover the face or whole body are not permitted.
- Baseball caps, hats or hoods up are not permitted.
- Top garments such as hoodies and fleeces are not permitted.
- Belts if worn must be plain, black, leather or leather-look, buckles must be simple and plain. No branding or logos are allowed.
- Students may not remove their blazer in a lesson without the permission of the member of staff.

Application of the uniform policy It is the responsibility of parents/carers to ensure that their child comes to school in the correct uniform and they are expected to buy a uniform that complies with the school’s policy. Form tutors are responsible for monitoring uniforms; all staff are responsible for ensuring that students are correctly dressed in class and elsewhere on the school site. Students not wearing the correct uniform or deliberately wearing the uniform incorrectly (for example rolling up blazer sleeves, or skirts) will be liable to sanctions

in line with the school's behaviour policy. Students in uniform that cannot be rectified may not be able to attend lessons. In the event of repeated uniform infringements parents will be contacted and the student will risk being sent home. In the case of jewellery and other accessories, the student will be asked to remove the item, which will be confiscated. A parent/carer will then need to come into school to collect the item in line with school policy. The Headteacher is the final arbiter in all matters of uniform and dress.

Nb. The uniform card must be carried at all times. Failure to show the card when asked by staff will lead to a lunchtime detention. 3 signatures leads to a lunchtime detention. Persistent offenders may receive escalated sanctions.

Trainers

Only Matron will give permission for students to wear trainers. This will only be given on receipt of a letter from **GP, hospital or consultant**. Matron will sign and date the top of your uniform card.

Students with letters from parents for minor issues should go to Matron. She will triage the issue. She will sign and date the top of your uniform card. You **will be** required to attend the medical room at break and lunchtime for 'minor injuries without medical permission'.

All other students in trainers will not be allowed to go to lessons. This includes broken shoes.
NB: Students who cannot rectify uniforms to comply with the rules may not be allowed to attend lessons until the uniform is correct.

Appendix

This policy is based on advice from the Department for Education (DfE) on: [Behaviour and discipline in schools](#); [Searching; screening and confiscation at school](#); [SEND code of practice](#); [Use of reasonable force in schools](#); [supporting pupils with medical conditions](#); [The Equality Act 2010](#)

Possession of prohibited items Includes; any implement or device that can be used with intent to inflict damage or harm Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to threaten or cause personal injury to, or damage to the property of, any person (including the student) Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or families can check with the year team before any such item has school permission to be allowed onto the school site.

Discrimination is treating someone differently because of who they are or because they possess certain characteristics. The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be reasonably adjusted to cater to the needs of a student.

FAQ: Why is there not more detail in the R slips going home. If teachers wrote free text explaining why each point had been awarded comments this would be time consuming. The opportunity cost would be less 'real time information going home.