



Behaviour Policy

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St James School Behaviour Policy

St James School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters excellent relationships between all members of the school community.

St James has in place a range of sanctions and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the students, and any other special circumstances that affect the student.

Other relevant school policies include:

- TWMAT Computer/Mobile Device Use & Online Policy - Pupils
- St James School Equality Policy
- St James School Anti-Bullying Statement of Intent
- St James School Uniform Policy
- TWMAT Exclusion Policy

This policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students.

The commitment of staff, students and parents is vital in order to develop a positive whole school ethos. The expectations of staff, students and parents are outlined below.

Student expectations

- Students will work to the best of their ability in all lessons
- Students will complete all independent study set and hand it in before or on the deadline
- Students will engage in extra-curricular activities whenever possible
- Students will attend school on time every day ready for tutor time at 08:35 wearing full uniform and with the correct equipment
- Students will behave in a way that will make themselves and others proud
- Students will ask for help whenever they need it, support others whenever they can and be kind and respectful to others within the school and local community

Staff expectations

- All staff will have high expectations and aspirations for every student
- All staff will do whatever they can to provide support for every young person so they enjoy and succeed in school
- All staff will reward the hard work and commitment of students
- All staff will support and provide inspiring and productive lessons
- All staff will provide effective feedback including formally marked work
- All staff will ensure a calm and productive start to every school day via tutor time
- All staff will set independent study and ensure this is recorded on www.classcharts.com
- We will provide opportunities for students to give feedback and work collectively to improve the school including via student councils

- We will aim to communicate effectively with all stakeholders and provide useful information via direct communications and the school website

Parent expectations

- Parents will support their children to meet all of their commitments to the school, ensuring they leave home with all the necessary equipment and in full correct uniform
- Parents will support their children to complete all independent study fully and on time
- Parents will acknowledge that the school provides extra-curricular activities and will support their children to engage in these activities
- Parents will support all school policies, including the mobile phone policy and the school sanction system (i.e. same day detentions) when necessary
- Parents will appreciate the importance of regularly communicating with school and will use their best endeavours to do so, including providing feedback on things that are going well and things that need to improve
- Parents will appreciate the importance of attending events at school relevant to their child/children and will use their best endeavours to attend events, including parent evenings and awards evenings

Rewards and celebrating success:

The school regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below. The list is not exhaustive and may be reviewed and amended during a school year.

Rewards

Students are rewarded merits for a number of positive choices. This may be for organisation – for example, independent study handed in on time, having the correct equipment all week or being on time all week. Or merits may be awarded for positive behaviour – for example, being kind and helpful, working well as a group, excellent classwork or contributing positively to a lesson.

Merits - students will be able to collect merits and spend these in the ClassCharts Reward Store. The store will host a range of perks and treats, from being able to reserve a table at lunchtime, buy new stationary or have a non-uniform day, to footballs, headphones and prom tickets (for Year 11 students.) Parents are also able to keep up to date with their child's merits and rewards with their own ClassCharts log-in. For more information, please see Appendix C.

Letters, postcards and phone calls are used to contact parents/carers to celebrate success.

Student of the Month department awards are given to one student in each year group every month. These students will have their names displayed on a noticeboard within the department area and will receive a certificate.

Reward events will run throughout the year at Christmas, Easter and Summer time. Details about the events and any criteria that students need to meet to be invited will be shared with students prior to the event.

Award evenings will occur throughout the year to celebrate student successes with parents/carers and families. These will run as four separate evenings: year 7 & 8, year 9 & 10, year 11 and Year 12.

Sanctions:

It is essential we always maintain the highest standards. At times behaviour will need to be challenged. This should be done in a depersonalised way.

Cooling off – a student may be given a chance to cool off immediately outside a classroom at a teacher's discretion. However, this should be for only a few minutes and the door should be left open. Some students are issued with a Time Out pass to support them in managing their behaviour. Passes indicate a person or a safe place for them to go where they will be supervised.

Green tier - this tier supports the majority of students with good behaviour, allowing for one-off incidents to be resolved and a fresh start the next day. This tier also supports students by readily identifying areas of need so that appropriate strategies can be put in place to ensure success and full engagement in learning.

Organisation points are issued when students are not ready to learn, for example coming without equipment. Incidences of this will be followed up with Head of Year and Pastoral Team support to ensure that students can access learning. Repeat incidences could see detentions or a student placed on report.

Behaviour points are issued when students are not engaged in learning or lessons, for example disrupting a lesson, rudeness or defiance. No warning will be given before a Behaviour Point is issued as expectations are clear and consistent across the whole school. Two or more behaviour points in a day will lead to a 30 minute same day after school detention, four or more would lead to a one hour same day detention after school.

The Behaviour Room: students who have already received a behaviour point but who have not responded and shown themselves ready to learn, or students who have demonstrated one-off more serious behaviours, will be asked to leave the lesson to attend the behaviour room. Being sent to the behaviour room will result in a same day one hour detention after school. This will also result in a telephone call home. The matter will then be resolved by the teacher and the student during the detention or in AM registration the next day.

Red tier - students who repeat issues of poor and/or inappropriate behaviour while on green tier, or who carry out one-off, serious incidents of poor behaviour, such as truanting, will escalate to the red tier. This will result in 24 hours in IE (internal exclusion) until 4pm on the first day, a parental meeting with the school, and support from a member of the Senior Leadership Team for two weeks whilst the student is on red report.

If there are no repeat behaviour incidents during this time students will return to green tier; repeated incidents of poor behaviour may result in IE at another school or FTE (fixed term exclusion). The Behaviour System is clearly explained on a poster that is displayed in all classrooms - please see Appendix A.

Detention - detentions are used when a student has received a number of behaviour points or been sent to the Behaviour Room. Staff may also issue detentions for poor break and lunchtime behaviour or for failure to complete independent study.

Schools are able to issue detentions outside school hours without parental consent. However, we will always try to inform parents so that arrangements can be made for the child to get home safely.

Internal Exclusion - we are committed to inclusion of all and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, or attend detentions, gets repeatedly sent to the Behaviour Room, or is involved in an incident too serious for a detention, the school will internally exclude the student for 24 hours. This means they are supervised in a room, given work to do, and given the chance to reflect on their behaviour. When this happens students also lose their free time at break and lunchtime and will remain in school until 4pm on the day this is issued.

Internal Exclusion at another school – in certain instances of very poor behaviour but where the school wishes to avoid fixed term exclusion, or this penalty seems inappropriate, the school may place the student in internal exclusion at another school in Exeter (with parental consent). This allows the student to continue to learn. If a student refuses to attend internal exclusion at another school then FTE is likely to be used.

Fixed Term Exclusion – we will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to merit permanent exclusion nor minor enough for detention or internal exclusion to be appropriate. Fixed term exclusion is likely to be the minimum sanction for a malicious allegation against a member of staff. Repeated malicious allegations are likely to result in Permanent Exclusion.

Permanent Exclusion – A decision to exclude a student permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

The school follows the Ted Wragg Multi Academy Trust Exclusion Policy, which in turn refers to the latest DfE statutory guidance (see below) regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against.

Statutory Guidance: Exclusion from maintained schools, academies and student referral units in England. <https://www.gov.uk/government/publications/school-exclusion>

Support

We aim to support all our students to ensure that every child succeeds during their time at St James. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- MyPlans, Individual Support Plans (ISP) and/or Pastoral Support Plans (PSP)
- Referral to the school mentor

- Support from the Inclusion Team which consists of the SENDCo (Special Educational Needs and Disabilities Coordinator), Deputy SENDCo, Teaching Assistants, Pastoral Mentors, Transition Mentor and Disadvantaged Students Mentor.
- Accessing the Wellbeing Room. If the school believes that a student's behaviour is as a result of an emotional struggle/mental health issues/welfare concerns, then they will arrange for the student to go to the Wellbeing Room at agreed times/when using their Time Out card so that they can access mentoring/outside agency support as appropriate.
- Small group work or 1:1 support in self-esteem, emotional literacy or anger management
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as the school's Educational Psychologist, Early Help, PCSO, YIT, etc.
- Additional support around transition points
- Anger Management programme
- Managed Moves – in line with locally agreed protocols and overseen by the Local Authority's Inclusion Officer, students may be offered a move to another school in order to have a 'fresh start' and break a pattern of poor behaviour. Managed Moves only take place with parental approval and the student is dual registered throughout the transitional period. St James also accepts students on Managed Moves from other schools.

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

Restorative Justice (RJ)

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

RJ has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the

other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

RJ also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are always held in a neutral place with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

Restorative Justice will take place between a teacher and a student if the student has been sent out of the lesson to go to the Behaviour Room. This will happen at the end of the school day or at the start of the next school day so that the process has happened before the next lesson. It is really important that the next lesson takes place with RJ having happened so there is a fresh start.

Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' January 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

The school will confiscate any electronic items being used inappropriately on the premises such as MP3 players etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where students repeatedly flout rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been worn again in school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking materials will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing cigarettes on to the school premises. Students will also receive sanctions for smoking near the school, on their way to and from school and on school site.

In certain instances items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

If any of the items listed below are bought onto the school premises the school will automatically confiscate them. The school has the power to search students with or without consent. There will be serious sanctions for students found with these items, including permanent exclusion.

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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 to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens
- aerosols
- electronic cigarettes and vaporiser pens
- fizzy drinks
- pictures of staff or students without appropriate consent
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by Heads of Year, safeguarding staff or SLT.

Mobile phones

Mobile phones are not allowed to be used during the school day. Students may have their phone on them, however, it must not be seen or heard or it will be confiscated. We would therefore suggest that students either leave it at home, or keep it in their bag (turned off/or silent) from the moment they enter the school building. The only exception to this is in lessons when teachers have the discretion to allow students to use their mobile phones to aid learning if they wish. This must be directed by the teacher. If students wish to contact home then they must go to Reception to phone on their mobile from there, or use the Reception phone. For further information on the use of mobile phones please see Appendix B.

Searching students - key points:

1. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
2. We will always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse then they will be referred immediately to a member of SLT and taken to the Behaviour Room.
3. We will ask students to empty their own pockets fully and will look through their bag and any coat/blazer pockets.
4. Anything found which is inappropriate, regardless of whether it was what was being searched for, will be confiscated and passed to safeguarding staff or a member of SLT.
5. Parents will be informed of anything found which is inappropriate.
6. All searches will be logged on CPOMS.

Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Some points to note in this guidance:

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Wilful and Accidental Damage

Our approach is one that:

(a) If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.

(b) If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge within the range of 20-60% of the total repair/replacement cost. The maximum charge will not exceed £150. Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or internal exclusion. Details of the incident will be placed on internal files.

(c) If the damage is the result of a wilful act the school will consider whether there were any mitigating circumstances. Students causing wilful damage (graffiti, vandalism, etc.) will face a charge in the range of 60-100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage will always be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued

to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

Regulating student conduct and misbehaviour outside the school premises

What the law allows is laid out in the latest DFE Guidance 'Behaviour and discipline in schools. Advice for Headteachers and school staff' January 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

St James School may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

Or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

The school is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses
- good behaviour on the way to and from school and in the local community
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school
- protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school

staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases permanent exclusion. In issuing sanctions the following will be taken into account:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- whether students were directly identifiable as being members of the school
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff)
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

Behaviour of parents/carers

St James is passionately committed to building strong and positive relationships between the school and parents and carers. We are very proud of our Parents4StJames group and grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of St James staff will do everything they can to support all students, parents and carers, communicating professionally at all times.

The school has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The school deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A governing body sub-committee will be convened (consisting of 3 governors) to review the Headteacher's decision, and parents will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

Allegations against staff

The school follows the Ted Wragg Trust Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

St James should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication on social media such as Facebook.

All allegations against staff will be investigated in line with the TWMAT Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned, and other factors for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may also include fixed term or permanent exclusion from the school.



The new St James behaviour system

Engagement & Expectations

All students are expected to be fully engaged in their learning throughout all their lessons, trying their best, being respectful to others and behaving in a considerate and appropriate manner. Meet this expectation and you will be rewarded with merits to spend in the Rewards Store. If you don't then...

The Green Tier

Not ready to learn? = Organisational Point (OP)

- One incident = one OP (no warning given)
- Persistent incidences: break and lunch detention with HoY and/or HoY detention and/or being placed on organisation report - at HOY discretion.

Examples of when an OP will be given:

Missing equipment; late to am registration; no PE kit; poor presentation; missing work books/exercise

Expectations in the Behaviour Room

- Students work in silence
- Work completed to a good standard
- Respectful & appropriate behaviour
- Mobile phone handed in
- RJ with member of staff during detention

Failure to do any of the above = red tier

Not engaged in learning, behaving inappropriately or being disruptive? = Behaviour Point (BP)

- One incident = one BP (no warning given)
- Two BPs in one lesson = sent to Behaviour Room and 1hr detention after school
- Two BP in one day = 30 min same day detention after school
- Four BP in one day = 1 hour same day detention after school

Examples of when a BP will be given:

Jewellery; foul language; defiance; rudeness; lack of effort/focus; uniform; plagiarism; unsafe behaviour during a practical; eating/chewing gum in lessons; graffiti; racist comments; homophobic comments; litter; late to pm registration/lessons; misogynistic language; Ind Study missed deadline/not completed; mobile phone seen/heard/used inappropriately

The Red Tier

A student will escalate to this tier for: **repeated issues on green tier**; failing to arrive at the behaviour room immediately after being sent from a lesson; **refusal to attend detentions**; repeat incidents of being sent to the behaviour room (two in any one day); **failure to attend HoY detention**; poor attitude/behaviour whilst in the behaviour room; **SLT/HoY being called in as support to any given situation**; truanting; **smoking on or off school site**; being found with smoking paraphernalia; **being found with drugs**; **repeated concerns regarding conduct during free time**; issues outside of lessons; **refusal to hand in mobile phone**.

- 24 hours in IE in the Behaviour Room, staying until 4pm.
- Meeting between home and SLT
- Red report to a member of SLT for two weeks. Failure to show report will result in further time in IE.
- SLT drop in visits to lessons

Repeated poor behaviour on red tier, or failure to do IE successfully = period of exclusion/IE at another school
Successful two weeks on red tier = return to green tier

All at discretion of Heads of Year/Mrs Webb/Mrs Grashoff.



Mobile phones are not allowed at St James

See it, hear it, take it!

- **Mobile phones are not allowed to be used during the school day.** You may have your phone on you, however, it must not be seen or heard or it will be confiscated. We would therefore suggest that you either leave it at home, or keep it in your bag (turned off/or silent) from the moment you enter the school building. As mobile phones are not allowed during the school day, this means that **headphones will not be needed** and therefore **should not** be worn.
- The only exception to this is in lessons when **teachers have the discretion** to allow students to use their mobile phones to aid learning. This must be directed by the teacher. This exception applies to the one occasion only, not every lesson with that teacher/in that subject. If phones are allowed the teacher will display a 'Mobile Phone Zone' sign which will indicate that phones are allowed to be used and what the phones are allowed to be used for.
- If a mobile phone is confiscated, students will be given a Behaviour Point and their phone will be taken to Reception. They will be able to collect their phone at the end of the school day. If a student's phone is confiscated a second time then the student and parent will need to collect the phone from the Headteacher. Subsequent confiscations will result in more permanent sanctions and the phone being confiscated for a significantly longer period of time.
- If students need to access ClassCharts or complete Independent Study then they can use the IT suites which are open at break time and lunchtime.
- Mobile phones must not be used to contact parents/carers during the school day otherwise the phone will be confiscated. If there is an emergency, students should speak to a member of staff at Reception to use the school phone, or to ask permission to use their own phone whilst at Reception.

Why no phones in school?

- To ensure that students are kept safe whilst in school
- To ensure that students are 100% focused on their learning and making excellent progress
- To stop the inappropriate use of mobile phones in school
- To reduce the amount of time students spend on social media and smartphones which has been proven to have a detrimental impact
- To promote face to face communication between students
- To reduce instances of online bullying in school

Believe and Achieve



New merit policy - spend your merits today!

Merit Reward Store!

Your merits can now earn you a variety of rewards for in or out of school.

The more merits you save, the better the reward. All you need to do spend them is to access the Reward Store on **Class Charts**. When you have the amount of merits you need, place your order and your reward will appear in your tutor tray as soon as possible.

But what can you expect to find in the Reward Store?

- Stationary
- Reserve a table at lunch time
- Footballs
- Non-uniform days
- Sports bottles
- Prom tickets (Year 11 only)
- A space on the Christmas rewards day
- Lunch from the canteen
- Organisers
- Headphones and lots more!



How can I get merits?

- Being helpful and kind
- Completing independent study on time
- Having the correct uniform/equipment/being on time all week
- Excellent progress/effort in lessons
- Excellent class work or group work in lessons
- Representing the St James Community

Any positive behaviour will earn you merits!

Believe and Achieve