



# Behaviour for Learning Policy

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# BEHAVIOUR POLICY

## Reference Documents

- 1 Behaviour and Discipline In Schools DfE 2016 relating to Education and Inspections Act 2006, School Standards and Framework Act 1998, Education Act 2011.
- 2 Exclusion from Maintained Schools, Academies and Student Referral Units in England DfE 2017
- 3 Use of Reasonable Force, DfE 2013
- 4 ATLP Behaviour Policy 2021. <https://atlp.org.uk/files/2021/12/ATLP-Behaviour-Policy-2021-FINAL.pdf>

## ROLES AND RESPONSIBILITIES

- **The Governing Body** has established, in consultation with the Headteacher, staff, students, and parents/carers the policy and will keep it under review ensuring that it is communicated to students and parents/carers. The Governing Body, Headteacher and staff will ensure that the concerns and particular needs and views of students are listened to and appropriately addressed.
- **The Headteacher, Leadership Team, pastoral staff and teaching staff** will lead the school and be responsible for the implementation and day-to-day management of the policy and procedures. It is the aim of the Leadership Team and school staff to promote, recognise and encourage positive behaviour and regular attendance. The positive ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression or prejudice will be actively discouraged at all levels. (see Anti Bullying Policy).
- **All school staff including teachers, support staff and volunteers** will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Students should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the Headteacher and the Leadership Team, for creating a high-quality learning environment promoting good behaviour and implementing the agreed policy and procedures.
- **Students** are expected to take responsibility for their own actions and develop effective behaviour for learning, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They will be made fully aware of the school policy, standard operating procedures and expectations.
- **Students** should be actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment.
- **Parents/carers** will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school to promote and contribute to the further development of the Behaviour Policy through consultation when appropriate. Parents will sign a Home School Agreement at the commencement of their child's placement to show their commitment to this.

## **EFFECTIVE BEHAVIOUR FOR LEARNING**

### **Behaviour Expectations**

These expectations should be adhered to by all students, staff and leaders. Staff should use these as a guideline to set basic expectations inside the classroom and around the school site to help promote positive behaviour.

#### **1. At all times (including on the way to and from school)**

##### **Students will:**

- Follow staff instructions immediately.
- Refer to staff by their title, 'Sir' or 'Miss'.
- Speak calmly and quietly.
- Be polite and respectful to all.

##### **Staff will:**

- Speak calmly and quietly.
- Be polite and respectful to all.
- Listen to what students have to say when appropriate.
- Immediately address any behaviour concerns.

##### **Leaders will:**

- Support and model behaviours and routines to all staff and students to demonstrate the above expectations.
- Ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy.

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. Section 89(5) of Education and Inspection Act gives head teachers a specific statutory power to regulate student's behaviour in these circumstances to such extent as is reasonable. This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public forum, such as on public transport.

#### **2. On the corridor**

##### **Students will:**

- arrive to their lesson in a timely manner.
- be walking to the left of the stairwell in single file and must follow the one-way system (where applicable).
- be walking purposefully and peacefully.
- respond to greetings from members of staff (good morning, hello Miss/Sir).
- arrive at their classroom and enter respectfully, wearing their uniform correctly.

##### **Staff will:**

- Be at the threshold of their classroom doors
- Direct student to follow the one-way system/keep to the left
- Direct students to be calm and quiet on corridors
- Greet students on their entrance to the classroom
- Correct uniform infringements asking to see the correction before the student moves on,

**Leaders will:**

- be positioned so that they are able to look down the corridor and/or up the stairs.
- greet students by “Have a great lesson, learn something new” / “How has your day been?”
- ensure uniform standards are maintained by using non-verbal signals.
- use a direction to the student to stand to the side if the non-verbal signal is not followed by the student. For example, if their uniform is not rectified correctly, the leader will direct the student to stand away to the side with a hand gesture and ask them to, ‘show me’ the change. Non-verbal actions – point to tie/midriff, cover face with hand, tap head.
- monitor their allocated area until it is clear and calm.

**3. In the classroom**

**Students will:**

- Students to arrive at their classroom and enter respectfully.
- Students to go straight to their seat, coats on the back of chairs and bags on the floor under the tables.
- Students to immediately start on the ‘Do It Now’ activity in silence.
- Focus on learning, making sure they do not distract themselves or others.
- Speak calmly and politely at all times.
- Leave the classroom by standing in silence and leaving when asked.

**Staff will:**

- Oversee the entrance and exits of their room.
- Hold the student accountable for punctuality to lessons.
- Take responsibility for knowing where students sit.
- Take responsibility for using behaviour systems within their subject area.
- Take responsibility for ensuring a calm and purposeful learning environment.
- Monitor students to ensuring learning is maximised.

**Leaders will:**

- support staff and model the appropriate classroom protocols to demonstrate the above expectations
- ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy

**4. At break and lunch time:**

**Students will:**

- speak calmly and politely to everyone.
- be mindful of their own and safety of others.
- line up, in single file, for food.
- only eat/drink in the designated areas.
- clear away their rubbish after eating.
- enter the school building in a calm and purposeful manner when the whistle is blown, break – 11:22, lunch – 13:07.
- behave appropriately during lunch time and they will conduct themselves without boisterous behaviour.
- use the outside seating areas if they have brought their own lunch.
- adhere to the no-touching rule to ensure the safety of themselves and other.

**Staff will:**

- ensure they arrive on time to duty and be within their designated area.
- ensure that they notify their absence from duties to their SLT link.
- take responsibility for a safe and calm environment.

- ensure students line up in single file for food.
- ensure students eat food in designated areas.
- ensure students clear up their rubbish after eating.
- ensure students are challenged if they do not adhere to the no-touching rule.

**Leaders will:**

- support staff and model the correct procedures to demonstrate the above expectations
- ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy
- arrange cover for absent colleagues
- issue a lightening quick correction if a student is not meeting expectations.

**5. Uniform:**

All students in Years 7 to 11 are expected to wear school uniform. Parents / Carers are requested to check that articles of clothing are regularly cleaned so that students are smart and prepared for learning and the work environment. Please make sure that each garment is clearly labelled with your child's name.

<b>BLAZER</b>	School blazer with the school badge
<b>SKIRT</b>	Plain black knee length skirt or black knee length shalwar kameez – no more than 4 inches above or below the knee.
<b>TROUSERS</b>	Black cotton/polyester school trousers – no tight material (e.g. Lycra) or jeans/skinny jeans/tight trousers.
<b>SHIRT</b>	White with a collar and top button to be worn with the school tie.
<b>TIE</b>	John Willmott School tie – clip on.
<b>JUMPER</b>	School V-neck jumper with school badge may be worn as an additional layer under the blazer (optional).
<b>TIGHTS/SOCKS</b>	Plain black only.
<b>SHOES</b>	100% Plain black only. These should be a style suitable for school wear, with a sensible heel and should fit properly – no logos or coloured stripes. Laces must be black.
<b>SCHOOL BAG + PENCIL CASE</b>	Suitable size for carrying books, planner and pencil case. Small pouches are not allowed.
<b>COAT</b>	Students should only wear a proper outdoor coat on top of their uniform. Tracksuit tops, hoodies, sweatshirts, denim jackets and other fashion items are not allowed to be worn in school as a coat.
<b>MAKE UP</b>	Students are permitted to wear natural looking make up in school but no nail varnish or acrylic nails.
<b>JEWELLERY</b>	The only jewellery permitted is one small stud earring per ear and one finger ring. These must be removed for PE.
<b>HAIR</b>	No brightly coloured hair dyes. No patterns cut into hair or large accessories. Headscarves must be black only. (Please contact the Head of Year if uncertain about hair styles)
<b>APPEARANCE</b>	All students are expected to be smartly dressed and to take care of and pride in their appearance. Staff will give instructions to any student whose appearance, dress or presentation is unsatisfactory.

Parents / Carers are asked to refer to the above list whenever they replace items of clothing. John Willmott School blazer, jumper and tie can be purchased at Clive Marks or The Uniform Hub (see contact details below). All other items of uniform can be bought in local shops and chain stores.

### **Games and Physical Education Kit**

The kit for activities within the Department should be as follows:

School polo shirt  
School shorts/skort  
School knee length socks  
School mid layer top  
Black base layer  
Trainers with non-marking sole (not high ankle)  
Shin pads  
Football boots  
Gum shield (recommended)

The school PE kit can be purchased at Clive Marks

### **Staff will**

- Wear business appropriate dress at all times, in accordance with Health and Safety, dress code is part of our staff code of conduct (See Staff Code of Conduct for further information).

### **Leaders will**

- Support staff and model the uniform expectations at all times.
- Ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy.

### **Mobile devices**

Mobile devices are not permitted to be in view or switched on in lessons or around school, unless the teacher has given explicit instructions. Any device, including headphones, viewed or used during lessons will be confiscated. A central log of incidents is kept so that persistent problems can be communicated to parents or carers. This is in accordance with DfE Guidance 2011 on the confiscation of student property. Further actions may include asking the parents/carers to restrict the mobile device being brought to school. For further information please read the school Mobile Devices Policy.

Earphones are not permitted on school site, students will be asked to remove them immediately. Repeat offences will result in confiscation.

### **Misuse of mobile devices**

Students must not use mobile devices to access, use or distribute any material, or to participate in any activity, which is regarded as distasteful, offensive, indecent or harmful to other students. The following list gives examples of the sort of material or activities that will be regarded as unacceptable. It is not exhaustive.

- bullying or harassment
- personal insults, attacks or abuse
- racist or sexist activity
- indecent images; taking, sending and receiving especially of other students

In the event of a serious misuse of a mobile device, the school will seek to inform you of the circumstances and will also contact the police, pending their investigations. Mobile devices will in this instance only be returned to a parent/carer or will be handed over to the police at their request.

### Harmful Sexual Behaviour (HSB)

John Willmott School takes a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.

- The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and it will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as ‘banter’, ‘just having a laugh’, part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children (for the purpose of this policy, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school).
- John Willmott School will avoid not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as this can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- In the event of an incident of HSB, John Willmott School will investigate, taking the advice of external agencies where appropriate, comprehensively record and sanction with exclusion/suspension as per the behaviour policy.
- If a report is shown to be deliberately invented or malicious, John Willmott School will consider whether any disciplinary action is appropriate against the individual who made it.

### Discriminatory Language/Behaviour

John Willmott School will not tolerate discriminatory behaviour/language of any sort. The school maintains a zero-tolerance policy relating to this issue.

- Any incident involving the use of language/behaviour which is considered to be discriminatory towards any person with a protected characteristic will be investigated and sanctioned in accordance with the behaviour policy.
- This policy addresses discriminatory language and behaviour which occurs both on and off the school site, as well as face to face and/or online.

### SANCTIONS

John Willmott School is an orderly school in which students normally act with care and consideration. We use our reward system to promote and encourage good behaviour; however, sanctions are necessary for students who have not responded to encouragement.

The following table outlines the range of sanctions we use at John Willmott School. The third column shows possible examples of when these sanctions would be used. It is not an exhaustive list and care is taken to consider that sanctions are proportionate and reasonable.

#### Warnings and detentions

There will be an expectation that teachers will redirect behaviour in the first instance and describe what behaviour is required in the classroom. This may be to an individual/group of students. Possible language could include, <i>“I must not have been clear; I need you to complete the DIN in silence”</i> .	
<b>Warning 1</b> Verbal Warning	Verbal warning, reminder of school rules and consequence.

	<i>An example of the language used by the teacher could be, "X, I need to you to be silent during this activity, that is a warning 1".</i>
<b>Warning 2</b> Verbal warning/seat change	Verbal warning, reminder of school rules and consequence. Where possible, the teacher may move the student to another seat to reset the behaviours displayed. The class teacher may log the behaviour on Go4Schools. <i>An example of the language used by the teacher could be, "X, I have asked you not to talk, but you have continued, that is a Warning 2".</i>
<b>Warning 3</b> Lunchtime detention (20 minutes)	Verbal warning, student informed that they will receive a lunch detention which will be sat on the following day. The class teacher will log the behaviour on Go4Schools. <i>An example of the language used by the teacher could be, "X, you continue to talk and have not responded to my requests, that is a Warning 3".</i>
<b>Warning 4</b> After school detention (30 minutes)	Student will be removed from the lesson and placed into the department referral classroom/isolation. Student will be issued with a 30-minute afterschool detention the following day. The class teacher will log the behaviour on Go4Schools. <i>An example of the language used by the teacher could be, ""X, unfortunately, you have continued to talk so you will have a W4 and I'm going to call on-call".</i>
<b>Senior Leadership detentions</b> Friday 45 mins – 90 mins	A student would receive a Senior Leadership detention if they receive multiple afterschool detentions in one week or if a member of the Senior Leadership Team deem it a necessary sanction for an incident of poor behaviour.

If a student receives an afterschool detention, a text message will be sent to the priority one contact(s) that we hold in our electronic management system. This will be sent before 15:30 on the day of the behaviour event stating that an after school detention has been issued and informing you of the date when your child will have to stay until 15:40. This process will be replicated for Senior Leadership detentions, stating the date and length of the detention.

Please see below the escalation procedures should students fail to attend their sanction:

- failure to attend lunch detention escalates to afterschool detention.
- failure to attend afterschool detention escalates to time in isolation.
- failure to attend isolation could result in a suspension.

If a sanction has been given this will be recorded on the Go4Schools system, where Behaviour Points are subtracted from the students' Achievement Points. These points will be reported to parents via the school reporting system. We expect to work with parents to ensure that students have a successful and worthwhile education; therefore, sanctions are given when negative behaviour occurs and when the member of staff feels that it is appropriate. We will use our professional judgement to ensure that the behaviour policy is implemented appropriately and within context.

Please note that detentions are a school's disciplinary right, and as a result permission is not needed to detain a student, however the school will endeavour to notify parents/carers via text message the day before an After School Detention is due.

### Punctuality to lessons

John Willmott School know the importance of being punctual to lessons. Students who are late to lessons miss out on valuable learning time and disrupt the learning of the other students in the classroom. Therefore, those students who arrive late to lessons will receive an afterschool detention the following day.

### Behaviour reports and Governor Panel Meetings

<p><b>Behaviour reports</b></p>	<p>These operate as a staged intervention as follows:            Stage 1 – class teacher monitoring using rewards and sanctions.            Stage 2 – Subject report            Stage 3 – Tutor report            Stage 4 – Year Leader report            Stage 5 – Senior Leadership report- contract            Stage 6 – Behaviour Panel report - behaviour contract.            If a student is placed on any report there will be a conversation with parents/carers.</p>	<p>Reports are used to monitor and focus students on their behaviour; either in particular curriculum areas or across the whole school. They can be issued by different members of staff depending on the need.</p>
<p><b>Governor Panel Meetings</b></p>	<p>A behaviour referral sheet will be completed by the Year Leader and parents/carers will be invited to a meeting with the Headteacher, Year Leader and a representative Governor. At the meeting there will be a review of the student's behaviour and a behaviour contract will be signed by all present outlining targets for improvement. The result of this panel could be respite at another school, alternative provision or a managed move</p>	<p>Behaviour Panel will be called following a range of sanctions and interventions by the school and as a result of persistent poor behaviour by the student.</p>

## Exclusions/Suspensions

The Headteacher decides whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

This sanction would be for either a single serious incident such as violent behaviour, damage to property, harmful sexual behaviour, discriminatory language/behaviour or where a student has repeatedly failed to follow the required standards of behaviour.

### Suspension

- Students may spend some time in the Isolation Room. This could be prior to the fixed term exclusion/suspension during the initial investigation into the incident or behaviour, or as part of their integration plan. This may also be referred to as internal exclusion.
- Parents/carers are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days the school will arrange suitable alternative education from the 6th day.
- Parents/carers are expected to attend a reintegration meeting following a fixed term exclusion, at this meeting a student's behaviour will be reviewed and a reintegration programme drawn up including the student being placed on Behaviour Report, either to their Year Leader or a member of the Senior Leadership Team.
- Where a student has been excluded for 5 days or more (either for one fixed term exclusion or a series of different fixed term exclusions) the student, along with their parent/carer, may be asked to attend a meeting with the Governors Disciplinary Committee.

### Permanent Exclusion

A decision to exclude a student permanently is a serious one. It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

A decision to exclude permanent can arise:

- a) In response to serious breaches of the schools' behaviour policy.
- b) If allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first or one off offence. The Secretary of State for Education has made it clear that he would not normally expect the Governors' Disciplinary Committee, or an Independent Appeal Panel, to re-instate the student.

Parents have the right to challenge a permanent school exclusion decision via the Governing Body in the first instance. Parents be invited to a review meeting with the school's governors if your child has been permanently excluded. This will happen within 15 school days. If the governors don't overturn the exclusion, parents can ask for an independent review by their local council

## **Preventing Bullying**

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. At John Willmott School we have a separate policy which deals with the procedures we follow in instances where bullying has been reported. However, as a school we are dedicated to the prevention of bullying by fostering an ethos of respect for others, an understanding of the value of education and a clear understanding of how our actions affect others.

This is delivered through our tutor programme, assemblies, and across the curriculum in subjects like drama, citizenship, history and English. Outside agencies are also used, such as the police, to deliver messages to the students to help protect them from situations outside school where they may be vulnerable to bullying; this includes; use of social media and other electronic communication, the dangers of carrying weapons and the dangers of criminal exploitation.

The Headteacher decides whether to suspend/permanently exclude a student from school, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

## **Student Restraint**

The Education Act 2006 provides clear guidance on restraint. Further advice is available to schools in the DFE guidance "Use of reasonable force" July 2013. Staff are authorised to use physical force to control or restrain students if a student's misbehaviour is so serious that:

- there is a danger of physical injury to the student themselves or someone else.
- there is a danger of damage to property.
- the student is prejudicing the maintenance of good and discipline within the school.
- a criminal offence is being committed.

In circumstances when restraint has been necessary it is likely that this would be seen as an offence where a student would be punished by internal exclusion, fixed term exclusion or permanent exclusion. We expect our students to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school.

## **The power to screen, search and confiscate items**

The Education Act 2002 provides clear guidance on screening and confiscation.

## **Screening**

### **What the law allows:**

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.
- We work alongside our local police forces and participate in programmes, which aim to raise the dangers of carrying weapons both inside school and outside. This process involves screening of classes and students using a metal detector and searching bags to ensure students are safe and there are no prohibited items.

**Also note:**

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

**Searching**

School staff can search a student for any item if the student agrees.

Staff authorised by the Headteacher also have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- 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, to cause personal injury to, or damage to the property of, any person (including the student)
- headteachers and authorised staff can also search for any item banned by the school, such as electronic cigarettes, laser pens/lights, lighters, matches.

School staff also have the power to search students if they believe they are in possession of a banned item.

Banned items are:

- fizzy drinks
- brain lickers
- other unsuitable confectionary
- permanent marker pens
- mobile device that has been used for the purpose of cyber bullying/sexting/disrupting the behaviour of students both inside or outside school

Searches will take place wherever possible by two members of staff, with at least one being the same sex as the student, and member of staff acting as a witness. The search should be conducted quietly and discreetly, and if possible, away from other students. Any item found during the search will be confiscated by the staff members.

**Confiscating**

School staff can seize any prohibited or banned item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

It is our intention that seized items will not be returned to the students, and in some instances may be referred to the police. However, there may be instances where items could be returned to parents/carers and

in these circumstances, we will contact parents, for their support and to arrange an appropriate time for them to collect any items that can be returned.

## **Transition Support**

The transition between year groups, key stages and school settings can be disruptive to some students - setting out a plan which ensures a smooth transition will help to make this a positive experience for all.

This will include

- Meeting with previous school
- HoY meeting with students and parents
- Testing of student's ability
- Student will have a buddy of support
- Regular contact with parents

## **Allegation against staff**

When a student makes an accusation about a member of staff and the accusation is shown to have been deliberately invented or malicious, the head teacher/ executive head teacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused. The LADO must be consulted when there are concerns that a person in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Where such an allegation is made, appropriate support will be provided to the members of staff affected (See Safeguarding Policy for further information)

## Appendix A

Rewards at John Willmott School with appropriate 'Score'. All are assigned using G4S

House Point, HP +1	Awarded for any aspect of positive behaviour displayed. Can be assigned to groups of students at a time
FGF +5	A call home and appropriate postcard awarded weekly to a student who has gone above and beyond in any capacity. This includes work, effort, kind manners or sticking to good routines
Praise Postcard +5	Subject Specific card to be sent home in the post for an excellent piece of work or effort in class
LORIC Certificate +5	Certificate given to a student, a consequence of demonstrating leadership, organisation, resilience, initiative or communication skills
Termly Nomination for Success Assembly +1	Success Assemblies take place each term. Each teacher nominates a student for attainment and progress for every class. The appropriate Head of Faculty decides the overall winner. A nomination gets a positive point
Progress/Attainment Award +10	Being awarded a certificate and badge in a success assembly for progress in a class
Form Tutor Award, FTA +5	For each Success Assembly, each form tutor will nominate a student who has stood out during the term during form time
Head of Year Award +5	For each Success Assembly, the Head of Year will nominate a student who has showed exemplary behaviour and contributions during the term. A certificate and badge will be awarded
Community Award +5	JWS prides itself on the place it holds in the community. If a student shows exemplary standing in the community, either consistently or through a single act, a Community Award will be given. Examples include participation in uniformed organisations, charity work, a single action that supports the community in any way
Sporting Award +5	JWS has a fine heritage of sporting excellence and prides itself on the work of the PE department, encouraging team or individual performance. In addition to taking part in JWS clubs and teams, many students excel in sports in external clubs. This award recognises this
Head Teacher Award +40	For the final Success Assembly of the year, the Head Teacher will award a certificate and badge to a student in every year group. Such an award will be a recognition of achievements throughout the year, not only in the classroom, but for showing contributions to the wider life of John Willmott School

Students will receive an appropriate certificate when these milestones are reached. Form tutors and heads of year are encouraged to take an active role in achieving these by communicating to students how 'close' they are to the next certificate.

Bronze Certificate	50 points	Certificate given by Form Tutor
Silver Certificate	100 points	Certificate given by Head of Year
Gold Certificate	150 points	Certificate given by Leadership Team Link for the year
Platinum Certificate	200 points	Certificate given by Head Teacher in an assembly

## Isolation Procedures and Protocols

Isolation		
<p>From On Call</p> <p>MoS establishes period of time and reason. Fills in Yellow Sheet</p>	<p>Pending Investigation</p> <p>MoS fills in yellow sheet, instructs student to write statement. MoS is responsible for next stage which may require period of time in 86</p>	<p>Internal Exclusion</p> <p>HoY or LT issue a FTE for a specific incident</p>

### Upon arrival

- Students are asked to place all of their belongings in the locker and it is locked and the key kept with Manager or member of staff (MoS). Return to lockers is not permitted other than at lunchtime to get out packed lunch and if they are leaving.
- They have to explicitly show their phone placed in the locker.
- Expectations are outlined. There is no communication with others either within ISU or with those outside. Work is to be completed here as with any other classroom in school and uniform is to be worn correctly.
- Member of staff to fill out yellow sheet to make it explicit whether this is On Call, pending an investigation etc and/or the duration and further action needed.
- Manager or Member of staff on rota will log on G4S that the student is in the isolation room and for the reason. This will be information only and not score a negative point. The incident itself will score the negative behaviour points.
- All students follow their timetable as far as possible as the work that is set is from the subject they are currently missing. Work is to be completed to a good standard and every attempt is made to make sure work is well presented. Appropriate work is in the isolation room. Member of staff in the isolation room should use the SoL to set the appropriate work. Work should not be sent for from the class teacher. In some pre-arranged circumstances, a student may complete a set task in agreement with the class teacher.
- Scribbling, drawing, doodling and sleeping are not permitted and those who don't complete work serve additional time in the isolation room. Sometimes if a student is particularly wound up or upset, they have access to a book until they are calm enough to begin work.
- Member of staff on rota or manager should manage too frequent requests for a toilet break.
- All students have the option to order a cold lunch from the canteen though this is eaten at their desk, still in silence.

### **At the end of the day**

- Students collect their things, wipe down their tables and all leave at 3:15pm, regardless of year group. The students are given their belongings from the locker. If the student is in detention, the Member of staff on rota takes the student to the school hall. The students depart through the main body of the technology department.
- Additional behaviour incidents that have taken place within the isolation room are logged on G4S by Member of staff and Head of Year notified.
- The manager or Member of staff should return work completed, with appropriate form to the appropriate teacher. The manager should monitor appropriate resources within the room and ensure there a plenty for the next day.
- The manager or Member of staff should bring Yellow Sheets to appropriate Head of Year and discuss if there have been any additional issues in the isolation room.