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# BEHAVIOUR, REWARDS AND SANCTIONS POLICY

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The following policy is in accordance with *Behaviour and Discipline in Schools (January 2016)*.

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## STATEMENT OF INTENT

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The School has a moral duty to all pupils, parents and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

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## THE AIMS OF THE POLICY

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The aims of this policy are:

1. To promote positive behaviour for learning.
  2. To define the role of teachers in establishing and maintaining excellent standards of behaviour in the School.
  3. To state what is expected of pupils.
  4. To state what is expected from parents.
  5. To provide guidance on available rewards and sanctions.
  6. To prevent bullying.
  7. To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.
  8. To ensure the wellbeing of all pupils is catered for.
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## POSITIVE BEHAVIOUR FOR LEARNING

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It is the aim of the School to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy and stimulating environment. The School expects a high standard of good behaviour and value is placed on the qualities of self-discipline, independence, initiative and mutual respect. Our aim is to have firm but fair discipline in a caring and friendly atmosphere. Pupils are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behaviour are important.

Rationale for a positive learning environment:

1. Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
  2. By making the expectations of good behaviour explicit the School can create a positive atmosphere that supports effective learning.
  3. Pupils are encouraged to understand the advantages of good behaviour through positive reinforcement, strong role modelling and affirmation, using rewards and sanctions when necessary.
  4. Staff and pupils must share responsibility for ensuring that health and safety obligations are not jeopardised by inappropriate behaviour.
  5. There may be times when pupils at the School experience emotional, behavioural and social difficulties. In this eventuality the School, where possible, will remedy or at least positively manage such difficulties.
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## ROLE OF TEACHERS IN ESTABLISHING AND MAINTAINING EXCELLENT STANDARDS OF BEHAVIOUR IN THE SCHOOL

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Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all School activities.

1. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate. Work should be sensitively differentiated.
2. In the classroom teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
3. The School Rules outlining classroom behaviour expectations are found in the Parents Handbook and a copy is made available to pupils via the VLE and revisited at the beginning of each new academic year. Boys are made to sign the School's [Code of Conduct](#) on joining the School.
4. Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and suitable rewards. These may include Merits, an email home to parents, Commendations for excellent work and effort, end of term certificates of achievement and suitably inscribed postcards sent home for numbers of Merits having been won.
5. Teachers and support staff must encourage good behaviour by all pupils when at school or off-site (on school excursions or residential trips for example). Staff are expected to intervene when these expectations are not met by pupils.
6. Teachers and support staff are expected to demonstrate to pupils courteous, considerate, polite and pleasant behaviour at all times. Staff must never use any form of abusive or humiliating remarks and are expected to be good role-models.
7. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour. They should encourage the pupil to maintain dignity and be able to make a fresh start.
8. Staff should use physical restraint only in lawful circumstances, for example to prevent pupils from hurting themselves or others – see [Power to Use of Reasonable Force](#) below. Any incident of the use of physical restraint should be reported to either Deputy Head and logged.
9. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking advantage of relevant professional development opportunities.
10. Teachers will take into account the individual circumstances of pupils with SEND (Special Educational Needs and Disability) as highlighted in the Pupil Profile and in iSAMS (Grey, Yellow and Red Star).
11. Teachers will monitor behaviour and raise their concerns to Form Tutors and the Learning Support department as per the SEND policy.

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## BEHAVIOUR EXPECTED FROM PUPILS

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Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining school behaviour management policy through representation to the School Council. The following principles underpin this behaviour policy and are part of the School Rules.

1. Pupils are required to observe the following basic rules in the classroom:
  - Arrive on time with all the equipment needed for the lesson
  - Listen in silence when the teacher is giving instructions
  - Follow instructions promptly and accurately
  - Raise a hand to gain attention and only speak when invited
  - Stay in the allocated seat or workspace unless given permission to move
  - Treat others with respect and consideration at all times
2. Pupils are required to dress in accordance with the School's [Dress Code](#) for pupils.
3. Pupils must obey all health and safety regulations in classrooms and around the School including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
4. Pupils should never make racist, sexist, homophobic or other abusive or humiliating remarks.
5. Pupils must never resort to physical violence.
6. Pupils must avoid behaviour that disturbs or distracts others.

7. In circumstances when a pupil has failed to meet the above expectations of the School, there are clear sanctions in place to tackle the unacceptable behaviour. See [Sanctions](#) section below.

Please consult the Safeguarding and Child Protection Policy for specific guidance on dealing with more vulnerable pupils of pupils who are displaying behavioural patterns that appear to be out of character. If you have concerns about a child, please report it to the boy's tutor and, if of significant concern, the DSL.

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## PARTNERSHIP WITH PARENTS

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Parents are encouraged to work with the School to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. The School has clear expectations when it comes to behaviour which are outlined in the [School Rules and Regulations](#). Parents have access to this document and they are urged to familiarise themselves with our expectations. We believe that a close partnership with parents encourages good behaviour of pupils.
2. Parents are entitled to an explanation of actions taken by the School which will always strive to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour. The School will endeavour to communicate to parents as soon as is possible regarding the actions that the School has taken. Any parental concerns and complaints should be made with a reference to the School's Complaints Procedure.
3. Detentions after school hours can be set as long as parents are informed 24 hours in advance, in writing via the use of a detention slip or phone call and email. Any detention slip should be counter-signed by the parent and returned to the school; no response to an email will be considered consent following the phone call. It is expected that parents give permission for detentions to take place and they are expected to co-operate with the School to ensure that pupils can return home safely at a later time.

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## GUIDANCE ON REWARDS AND SANCTIONS

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### REWARDS

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It is the School policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Outstanding pieces of work for the individual pupil.
3. Effort in class and/or for homework.
4. Outstanding effort for achievement in extracurricular activities.
5. Service to the School or local community.

Rewards will usually consist of the awarding of one or two Merits, which are recorded on iSAMS. Pupils are acknowledged when they accumulate a certain number of merits i.e. 50, 100, and 150. They are rewarded with a badge and voucher in Years 7 to 11. In all cases a message is sent home to parents highlighting their child's achievement. It is important that staff do not issue huge numbers of merits at one time as this devalues the merit system.

If a pupil produces work of outstanding quality that is well above their normal standard, either in terms of effort or achievement they will be awarded a School Commendation.

Good behaviour and outstanding achievement are also recognised regularly and formally in school assemblies. We reward pupils who achieve the top number of merits and other achievements in assemblies.

Boys are also rewarded for their community related efforts, when they contribute to the School's charity efforts or through their own endeavours. These rewards are usually made in publicising their good works through the School Website, School and Year Group Assemblies and School publications. At the end of the Year the most significant prize awarded by the School at Speech Day is the Duncan Whichelo prize, which is given to the boy who contributes most to the School and wider community.

At our annual prize giving we celebrate and reward achievement for the academic year. Subject prizes are awarded at all stages. There are also a range of awards celebrating success and progress in extra-curricular activities.

As pupils progress through the School they are given increasing rights and responsibilities as they grow and mature. The School's rationale behind this is that we are empowering the pupils to start thinking like adults and take on a greater number of responsibilities.

### SCHOOL COLOURS

Boys are rewarded termly for the extra-curricular pursuits through the awarding of colours, which are presented in the final assembly by the Head and give the boy the privilege of wearing a School Colours tie as part of their uniform.

Notable achievements both by teams and by individuals are posted on the School website, Twitter feed and reported on in the termly newsletter.

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## SANCTIONS

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The John Lyon School recognises the need for a positive learning environment where it is hoped that all pupils will be fully involved in their learning. We have high expectations of our pupils' behaviour with the emphasis on self-discipline and personal responsibility of each pupil. Occasionally, when a pupil has failed to meet the expectations of the member of staff, the School has clear sanctions in place to tackle the unacceptable behaviour.

Staff should consider whether the behaviour in question gives cause to suspect the child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the [Safeguarding Policy](#).

It is important that sanctions are used consistently and teachers and other staff make it very clear to the recipient why a sanction is being applied. At the heart of our discipline must be a real respect for the pupil. In ensuring good discipline, we recognise the importance of listening to pupils' views. We believe that communication with parents regarding any sanctions issued is fundamental in securing their support for our procedures and encourages good behaviour from pupils.

The teacher may feel they need to use one of the following sanctions as a way to highlight inappropriate behaviour/organisational skills etc. as a method to modify behaviour for the future.

### DEMERITS

For minor offences, if a rebuke is insufficient sanction, a demerit will be issued which is recorded on iSAMS. Tutors monitor the number of demerits a pupil has on a weekly basis. This allows tutors to ascertain if there are any concerns regarding the pupil's behaviour or achievement and they can put further support structures in place if necessary. It is also the responsibility of parents to check their child's demerits regularly. Three demerits received in a week will result in a detention being issued.

### PREFECT SANCTIONS

Prefects are allowed to issue sanctions during break or lunchtime because of poor behaviour. The sanctions will be acts of community service supervised by the prefects but overseen by the Head of Sixth Form who will liaise with Heads of Year as appropriate.

### TEACHER DETENTIONS

Teachers are allowed to detain a child during break or lunchtime because of poor behaviour and/or effort.

### SCHOOL DETENTIONS

Detentions take place twice weekly, a Community Detention on a Tuesday from 4.10pm to 5.00pm and a School Detention on a Friday from 4.10pm to 5.15pm. Twenty-four hours' notice in writing must be given to parents and pupils be this through an acknowledged email or a detention slip. The HoY may also issue an outright detention; please see the [Behavioural Ladder](#) for details. It should be noted that a Friday Detention should be seen as a more serious sanction as part of the ladder of sanctions.

Pupils may have to complete school based community service as part of a detention or as an additional sanction – such as picking up litter, tidying classrooms, removing graffiti etc.

### WITHDRAWAL OF PRIVILEGES

The School may withdraw a privilege as a sanction for poor behaviour/work – for instance not being able to participate in non-uniform days or school trips.

### MONITORING REPORT CARDS

If pupils have been consistently working/behaving in a less than satisfactory way they should expect to be placed on report whereby they are required to carry a report card for a specified duration. This has to be signed by the relevant teacher after every lesson with a grade for the standard of behaviour achieved. The card should be reviewed by the Form Tutor at the end of every day and feedback given to parents at the end of each week.

Report cards come on a scale of Green to Amber to Red, building in seriousness. The progressions can be seen on the [Behavioural Ladder](#). Boys who do well on report will be taken down a level for the subsequent period of monitoring. If on Green he will be removed, if on Amber taken down to a Green and if on Red taken down to an Amber.

### STAFF MENTORS

If there are serious concerns regarding a pupil's academic achievement or behaviour, the use of a member of staff as a Mentor may be appropriate. The Mentor will meet with the pupil once or twice a week to discuss progress, targets, current pressures, and successes as appropriate. The Mentor should keep a record of the meetings held.

### INTERNAL EXCLUSION

Should a pupil's behaviour result in a number of detentions being awarded with no sign of improvement or adjustment in their behaviour the School will proceed to Internal Exclusion whereby a boy is removed from normal lessons for a fixed period of time. This sanction is also used for serious one-off actions where the School believes an External Exclusion is inappropriate.

Internal Exclusion will see a boy placed in isolation, academic work arranged by the Head of Year and, where appropriate, specific supervision put in place.

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## EXTERNAL EXCLUSIONS

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### FIXED TERM EXCLUSION

These will usually be used when all other avenues have been tried for persistent poor behaviour, or for very serious one-off offences. This will involve a pupil being removed from School for a fixed number of days, during which time the pupil's parents will be contacted by the Head of Year or Deputy Head. Boys will be allowed back to School following agreement by both the boy and his parents that the pupil will endeavour to improve their behaviour and to obey School Rules. Work will be set for the pupil

during any period of exclusion, which will be sent to the pupil directly by the Head of Year. On their return, the pupil will be given all possible support to help him thrive within the School community.

Fixed Term Exclusions could be expected as a result of some or all of the following offences:

- a) harm with intent, for example, violence or threatening behaviour towards staff or other pupils.
- b) racism, homophobia or other discriminatory behaviour.
- c) persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others.
- d) serious verbal abuse directed at staff.
- e) possession of inappropriate substances, for example drugs or alcohol.
- f) theft.
- g) being under the influence of inappropriate substances, for example drugs or alcohol, at School or a School event.
- h) sustained misuse of the Internet.
- i) abuse by one or more pupils against another.
- j) a pupil making a malicious accusation against a staff member.

### PERMANENT EXCLUSION

Permanent Exclusion may be applied if the above behaviours described are persistent and all other reasonable steps have been taken to address the pupil's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying or intent to supply drugs, and for persistent or significant incidences of defying criminal law. Permanent exclusions may also be used in the cases of abuse by one or more pupils against another, or a pupil making malicious accusations against a member of staff.

A register is kept which contains the details of all serious sanctions.

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### DISCIPLINE OUTSIDE THE SCHOOL GATES

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The law states that teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. Examples of such occasions may be while taking part in any school organised activity, travelling to and from school or wearing school uniform.

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### CONFISCATION OF INAPPROPRIATE ITEMS

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At John Lyon, staff have the power to search without consent for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, e-cigarettes and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- mobile phones and electronic devices
  - if it is suspected that they contain pornographic images or indecent images of a child
  - if it is suspected that they contain evidence of online bullying
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons/knives, child pornography and illegal drugs will always be handed over to the police.

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## POWER TO USE REASONABLE FORCE

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Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

*Behaviour and Discipline in Schools (January 2016)*

In the event of physical restraint it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention an incident form should be completed.

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## SUPPORT STRATEGIES

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Pupils experiencing difficulty with organisation, academic work or other aspects of school life may be referred to Learning Support and/or might be placed on report. The nature of the report will depend on the individual pupil's circumstances. For example, if a pupil is experiencing difficulty sustaining an acceptable level of commitment in academic work, he may be placed on a subject report. This is likely to involve him handing a report sheet to his subject teacher at the beginning of the lesson and collecting it at the end, once his teacher has had the opportunity to assess and comment on his level of effort and participation. Sixth Form pupils whose progress is giving cause for concern will have their progress monitored through the Sixth Form List.

The School Counsellor is able to support students who may present with any personal difficulties including behavioural problems.

On occasion, the School may require a student to have at least one meeting with the counsellor who will aim to support the student in developing strategies for change.

Full details of the School's counselling provision are available on the school website in the Pastoral section.

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## DETAINING A STUDENT

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For low level misdemeanours it is expected that teachers will use their judgement in determining when a boy might reasonably be detained. All teachers have a responsibility to maintain and uphold high standards of classroom management and individuals who do not behave accordingly should expect to lose part of their break time. Initial warnings are not formally recorded, but continued misbehaviour will be recorded on iSAMS and result in a departmental sanction, which may include an after school work session, being issued. In such cases parents will be informed by the teacher or Head of Department.

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## CORPORAL PUNISHMENT

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The John Lyon School does not accept that physical violence has any place in society and, in accordance with that belief and in order to comply with the law, corporal punishment is not used as a sanction.

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## EQUALITY

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The School acknowledges its duties under the Equality Act 2010. There are pupils at The John Lyon School who have Special Educational Needs (SEND), EHC Plans and others with physical disabilities. There will, therefore, be pupils whose circumstances present them with particular challenges. Appropriate concessions should be made for these challenges when coming to decisions about the most suitable way to deal with instances of inappropriate behaviour.

**Review of Behaviour, Rewards and Sanctions Policy**

Policy revised

July 2017

Policy written by:

JOP



## THE JOHN LYON SCHOOL: BEHAVIOURAL LADDER

**Note that any contact home with a boy's parents about a behavioural or academic problem should be recorded as a note on iSAMS. If it is an email, the text and date of the email should be pasted into a note.**

Sanction Level	Examples of behaviour	Staff with responsibility for action	Staff to support sanctioning teacher	Examples of suitable or expected sanction	Examples of positive support from staff	Possible follow up action
W – Informal verbal warning	<ul style="list-style-type: none"> <li>Speaking in class without permission</li> <li>First instance of lateness</li> <li>Forgotten materials for lessons</li> <li>First instance of uniform transgression</li> <li>Low level silly behaviour around School</li> </ul>	<p>Subject teacher</p> <p>Subject teacher</p> <p>Subject teacher</p> <p>Form Tutor/All staff</p> <p>Form Tutor/All staff</p>	Should not be necessary	Non-confrontational verbal reprimand and a warning that repetition could lead to an escalation or formal sanction.	<p>The pupil should be given a positive target or expectation for their future behaviour – not just being told off, but being informed of the expectations of staff</p> <p>Where a pattern of behaviour emerges, it may be appropriate for the teacher to raise possible concerns with Form Tutor who would work with Learning Support</p>	Nothing formal should be needed
I – Formal sanction	<ul style="list-style-type: none"> <li>Repeated low level disruption of class or activity after an informal warning has been issued. <i>Repeated means that the behaviour persists over a short time frame such as consecutive lessons or within a week or so</i></li> <li>Repeated failure to complete or hand in homework/ class work</li> <li>Persistent lateness to School (2 am lates)</li> <li>Continued uniform transgressions</li> </ul>	<p>Subject teacher</p> <p>Subject teacher</p> <p>Form Tutor</p>	<p>HoD</p> <p>HoD then HoY</p> <p>HoY</p>	<ul style="list-style-type: none"> <li>Demerit issued on iSAMS</li> <li>Member of staff to speak to the pupil away from rest of class</li> <li>Warning of a detention after school or at lunch</li> <li>Departmental detention</li> <li>Contact parents via iSAMS email to alert to lateness</li> <li>Demerit issued on iSAMS</li> </ul>	<p>Placed on subject report card (HoD to monitor) or green report to support behaviour (Tutor to monitor)</p> <p>Conversation with pupil to find out if there is an academic reason for misbehaviour</p> <p>Teacher to discuss strategy with HoD</p>	<p>Teacher could have a private meeting with pupil, maybe setting personalised targets to improve behaviour</p> <p>Tutor to have follow up meeting</p> <p>Pupil sets own targets for report card if used</p>

	<p><i>(shirt out, tie incorrectly worn, top button not done up, incorrect shoes, non-uniform items worn during School day)</i></p> <ul style="list-style-type: none"> <li>• Low level defiance towards staff member</li> <li>• Poor behaviour around School <i>Littering, anti-social behaviour, poor behaviour in lunch queue etc.</i></li> <li>• Chewing gum</li> <li>• Fail on subject report</li> <li>• <b>Any persistent repetition of Informal Verbal Warning</b></li> </ul>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>HoD Form Tutor</p>	<p>Form Tutor (HoY)</p> <p>Form Tutor (HoY) Form Tutor (HoY)</p> <p>Form Tutor (HoY) HoY HoY</p>	<ul style="list-style-type: none"> <li>• Demerit issued on iSAMS</li> <li>• Demerit issued on iSAMS</li> <li>• Lunchtime community detention</li> <li>• Departmental detention</li> <li>• Parents contacted and recorded as a Note on iSAMS</li> </ul>	<p>Teacher/HoD to discuss subject report card with HoY</p> <p>Uniform infringements may result in a regular uniform check with tutor/HoY</p> <p>Where a pattern of behaviour emerges, the teacher may liaise with the Form Tutor and Learning Support when appropriate in order to review diagnosed SEND or to help identify possible barriers to learning</p>	
2 – Teacher Sanction	<ul style="list-style-type: none"> <li>• <b>Any persistent repetition of Level I offence</b> <i>Continued failure to complete work, misbehaviour in lessons or around School</i></li> <li>• Persistent misbehaviour in lessons</li> <li>• Repeated failure to complete or submit homework</li> <li>• Plagiarism</li> <li>• Misuse of device or use of phone without permission</li> </ul>	<p>Form Tutor</p> <p>Subject teacher</p> <p>Subject teacher</p> <p>Subject teacher All staff/Form Tutor</p>	<p>HoY</p> <p>HoD</p> <p>HoD</p> <p>HoD Form Tutor (HoY)</p>	<ul style="list-style-type: none"> <li>• Green report (Tutor to monitor) or subject report (HoD to monitor) depending on nature of issue</li> <li>• Departmental detention</li> <li>• Departmental detention</li> <li>• Departmental detention</li> <li>• Device to be confiscated. Ensure the pupil has turned the device off. Device to be kept by HoY (who may take to DH for storage). Device can be collected by parent after 4pm; by boy after 4pm on the following Friday</li> </ul>	<p>It should be seen that Green report or subject report are supportive. Pupil can add own targets. Targets should be positive and achievable</p> <p>Teachers encouraged to return positive reports where possible</p> <p>Potential parental meeting/contact</p>	<p>Meeting with HoD/tutor/HoY to discuss possible sanctions should behaviour continue</p> <p>iSAMS Note created</p>

<p>3 – Community Detention</p>	<ul style="list-style-type: none"> <li>• <b>Any persistent repetition of Level 2 offence</b> <i>Persistent uniform issues, misbehaviour in lessons, failure to submit complete work, missing a departmental detention</i></li> <li>• Three behavioural demerits awarded through iSAMS in a week</li> <li>• Failure on Green report</li> <li>• Unsafe behaviour or playground misbehaviour, such as fighting</li> <li>• Use of verbal aggression towards another pupil</li> <li>• One off serious incident of lesson disruption</li> <li>• Truancing a lesson</li> <li>• Persistent lateness to School <i>5 times in any half term</i></li> </ul>	<p>Form Tutor</p> <p>Form Tutor</p> <p>Form Tutor All staff</p> <p>All staff</p> <p>Subject teacher</p> <p>Form Tutor</p> <p>Form Tutor</p>	<p>HoY</p> <p>HoY</p> <p>HoY Form Tutor (HoY)</p> <p>Form Tutor (HoY) HoD (HoY)</p> <p>HoY</p> <p>HoY</p>	<ul style="list-style-type: none"> <li>• Community detention <i>These should match the offence – community tasks such as litter picking for behavioural issues; written tasks for work- or classroom-based offences.</i></li> <li>• Community detention</li> <li>• Community detention</li> <li>• Community detention; Amber report</li> <li>• Community detention</li> <li>• Community detention</li> <li>• Community detention, extra registration with FT/HoY</li> <li>• Community Detention; Early registration for a week</li> </ul>	<p>Amber report (HoY to monitor)</p> <p>Teachers encouraged to return positive reports where possible</p> <p>Potential parental meeting/contact</p>	<p>In order to allow for a step up in sanctions, <b>after second Community detention, a letter should be sent home by HoY</b> – this should be supportive of behaviour changes, but outline next steps should the issue persist. (Letter to be approved by DH)</p>
<p>4 – Friday Detention</p>	<ul style="list-style-type: none"> <li>• <b>Any persistent repetition of Level 3 offence</b> <i>This will have been preceded by a letter from the HoY</i></li> <li>• Being out of bounds</li> <li>• Bullying</li> <li>• Defiance towards a member of staff</li> <li>• Serious incidents of misbehaviour such as fighting</li> <li>• Fail on Amber report*</li> <li>• Significant misuse of social media brought to the attention of the School*</li> </ul>	<p>HoY</p> <p>Form Tutor Form Tutor Form Tutor</p> <p>Form Tutor</p> <p>HoY</p>	<p>DH</p> <p>HoY HoY HoY</p> <p>HoY</p> <p>DH</p>	<ul style="list-style-type: none"> <li>• Friday detention (for persistent offenders, Red report).</li> <li>• Friday detention</li> <li>• Friday detention</li> <li>• Friday detention</li> <li>• Friday detention</li> <li>• Friday detention</li> </ul>	<p>Red report (monitored by HoY, signed off by DH)</p> <p>Involvement of DoS if academic plan is required</p>	<p><b>After second Friday detention or failure on Amber report, a letter will be sent by HoY</b> outlining next steps of escalation should behaviour persist. (Letter to be approved by DH).</p>

<p>5 – Saturday Detention*</p>	<ul style="list-style-type: none"> <li>• <b>Any persistent repetition of Level 4 offence</b> <i>This will have been preceded by a letter from the HoY</i></li> <li>• Serious misuse of social media brought to the attention of the School <i>This is likely to involve bullying, racist comments or bringing the School into disrepute</i></li> <li>• Second incident of bullying or significant first bullying offence</li> <li>• Physical assault or aggression</li> <li>• Wilful damage or removal of property or damage to the School environment</li> <li>• Smoking</li> <li>• Cheating in exams or coursework</li> </ul>	<p>All staff should be vigilant in these cases and report any incidents to the HoY, or to the HoD should it be a departmental matter. HoD then to liaise with HoY</p>	<p>DH</p>	<ul style="list-style-type: none"> <li>• Saturday detention, which will be served 9.30 to 12.30, with pupils reporting to Reception. Tasks set for the detention will vary depending on the offence and be set by HoY/DH.</li> </ul>	<p>Tutor or HoY to contact parents to discuss strategy</p> <p>Involvement of DoS if academic plan is required</p> <p>Smoking or bullying should be followed up with a behavioural lesson to improve behaviour</p>	<p><b>Saturday detentions will be accompanied by a letter from a DH</b> with a warning about future behaviour and likely sanctions</p>
<p>6 Internal Exclusion*</p>	<ul style="list-style-type: none"> <li>• <b>Any persistent repetition of Level 5 offence</b> <i>This will have been preceded by a letter from a Deputy Head</i></li> <li>• Bringing the School into disrepute</li> <li>• Behaviour putting the safety of the pupil, other pupils or staff at risk</li> <li>• Serious acts of bullying, likely to include racism or homophobia</li> <li>• Alcohol related incidents</li> <li>• Serious incidents of violence or aggression towards a pupil or member of staff</li> </ul>	<p>HoY</p>	<p>Deputy Head</p>	<p>Internal Exclusion</p>	<p>Potential meeting with the School Counsellor</p> <p>Where appropriate, all staff to be made aware to monitor behaviour</p> <p>PC Rothery or equivalent support officer may be called in to meet with the pupil and parents where relevant</p>	<p><b>Internal Exclusions will be accompanied by a letter from a Deputy Head</b> with a warning about future behaviour and likely sanctions</p>
<p>7 – Fixed Term Exclusion*</p>	<ul style="list-style-type: none"> <li>• <b>Any persistent repetition of Level 6 offence</b> <i>This will have been preceded by a</i></li> </ul>	<p>Deputy Head</p>	<p>The Head</p>	<p>Fixed Term Exclusion</p>	<p>Meeting with Form Tutor and HoY on return to set expectations</p>	<p><b>A letter from a Deputy Head</b> would explain the consequences of</p>

	<p><i>letter from a Deputy Head</i></p> <ul style="list-style-type: none"> <li>Offences which would lead to this level are outlined in the Behaviour, Rewards and Sanctions Policy</li> </ul>				<p>Where appropriate, all staff to be made aware to monitor behaviour</p> <p>PC Rothery meeting.</p>	<p>further misdemeanours. <b>In some cases, the Head may write to or meet with parents to outline the next stages</b></p>
8 – Permanent Exclusion	<ul style="list-style-type: none"> <li><b>Any persistent repetition of Level 7 offence</b> <i>This will have been preceded by a letter from the Head or a Deputy Head</i></li> <li>Patterns of behaviour or offences which would lead to this level are outlined in the Behaviour, Rewards and Sanctions Policy</li> </ul>	The Head	Governors	Permanent Exclusion		

Failure to attend a detention without prior permission from a parent will result in the sanction being served being moved up a level or the sanction being doubled (i.e. missing a Community detention would result in a Friday detention or two Community detentions).

Sixth Form matters may be dealt with by the Head of Sixth Form, before being escalated to the Deputy Head.

Anything above marked with an asterisk (\*) will also likely result in a meeting with a Deputy Head.

## CODE OF CONDUCT

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The John Lyon School Code of Conduct is based on the values of the School:

### AROUND SCHOOL

#### I will

- Treat and respect others as I would like to be treated
- Not insult or provoke others or enter into verbal or physical conflict
- Take pride in my appearance
- Look after the School's property and buildings
- Respect boundaries, both of the School and of activities
- Not chew gum
- Not drop litter
- Be courteous towards others and have awareness of others when moving around School

### IN CLASS

#### I will

- Allow the teacher to teach
- Allow other pupils to learn
- Listen to the teacher while instructions are being given
- Listen to other members of the class with respect
- Print out work held on electronic devices and bring to class as instructed
- Not use terms of abuse, disrespect or rude language
- Not insult or deliberately provoke others

### I AM EXPECTED TO

- Come to School and to each class on time and notify my teacher in advance of any reason why I need to arrive late or leave early
- Be dressed according to the School Uniform policy
- Enter classrooms in a respectful manner, and quickly get ready to start work
- Be organised and have the correct materials for each lesson
- Collect all books for lessons before break at the beginning of the day, all books for lessons between break and lunch during break and all books for afternoon lessons at the end of lunch
- Complete all homework fully and on time
- Catch up on any work missed due to absence in advance of the next lesson
- Check emails and Firefly regularly and at least twice a day during term time.

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I agree to abide by this code of conduct.

Signed: \_\_\_\_\_  
Print

Print Name: \_\_\_\_\_  
Name: \_\_\_\_\_

