

JFAN Pupil Code of Conduct

Independence, Imagination, Inquisitiveness, Insight

RESPONSIBILITIES

- Show respect and kindness to all members of the school community
- Adhere to instructions given by staff members
- Ensure that you have the appropriate equipment for your lessons
- Take pride in representing JFAN both within and outside of school
- Wear the school uniform in a neat and correct manner
- Take pride in your environment and care for school property
- Find the necessary motivation to engage in academic work during lessons and complete homework to the best of your ability

RIGHTS

- Learn in an environment free from disruption
- Be respected and treated with dignity by all members of the school community
- Be safe with a secure school environment
- Expect kindness from everyone in the school community

REWARDS

Celebrating success is an integral part of the school system. Students are encouraged to take ownership of their behaviour both individually and as a class.

Students may be rewarded for various reasons, including:

- Exceptional sustained achievement
- Academic achievements and progress
- Helpful or thoughtful behaviour
- Participating in extra-curricular activities
- Demonstration of the 4i's in the classroom at homework
- Exceptional Homework

Success is celebrated by:

- Reward points
- Leadership commendation
- Community, Subject or Co-Curricular recognition/ Award
- Subject recognition/ Reward

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CONSEQUENCES

Where pupils do not meet reasonable expectations, staff will issue consequences for that behaviour. The purpose of such consequences is to have a positive impact on future behavior. We have labelled this IMPACT time. The purpose of this time is to:

- Act as a deterrent
- Provide a response to present anti-social behaviors
- Attempt to direct future behavior
- Act as a break on the frequency of misbehavior
- Enable the community to see that misbehavior has boundaries

IMPACT time will provide an opportunity for a pupil to consider:

- What has happened?
- What is the impact on relationships with peers and staff?
- What needs to be different moving forwards?

The amount of IMPACT time must be proportionate.

In addition to IMPACT time, one or more of the following consequences may be used in response to unacceptable behavior:

- Verbal reminder of the expectations of behavior
- Expecting work to be completed at home, or at break or lunchtime
- Temporary removal of the student from the classroom, utilising a faculty time out or "buddy" timetable.
- Communication with parents through a letter or phone call
- Agreeing a behavior contract
- Monitoring ongoing behavior through use of a Pupil Passport.
- If a student is removed from a classroom by a staff member, it results in 30 minutes of IMPACT time.

If a pupil displays persistent or serious difficult/anti-social behaviors in more than one place, or dangerous behaviors, the Academy may withdraw the child from circulation to the Positive Impact Room for a period of a five-lesson cycle. In exceptional circumstances the Academy may also issue a Suspension or in the most serious of circumstances, a permanent exclusion.

JFAN EXPECTATIONS FOR LEARNING

DIFFICULT BEHAVIOURS

REMIND

1. **Connect** - consider tone of voice, eye contact, empathy with the person before addressing the unwanted Behaviour.
2. **Remind** - what are our pupil expectations? How can we support you to meet these?
3. **Wait** - give pupil time to correct behaviour.
4. **Reinforce** - remind again if required, notice the good and commend the positive .

RECORD

If the behaviour does not improve log the behaviour. Remember to reset and return to remind stage at the start of next lesson/next interaction.

Teacher IMPACT time

If the behaviour continues or is persistent. Return to remind at the start of next lesson/next interaction

Breaktime: daily

With class teachers

Faculty or Pastoral IMPACT time

If a pupil is removed from the lesson through the buddy system or teacher impact time has not led to a change in behaviour. Consider other actions.

30 minutes

After school: Mondays, Tuesdays, Wednesdays

IMPACT time

If a pupil does not attend faculty/pastoral IMPACT time.

45 minutes

Friday

Positive IMPACT room (PIR)

If a pupil does not attend Friday IMPACT time

Periods 1-5 Monday

Who logs what?	Intended IMPACT?
Member of staff 1. Difficult behaviour recorded on SIMS	Pupil to take responsibility for difficult behaviour and for there to be a change in existing behaviours being displayed.
Class teacher 2. Teacher IMPACT time recorded on SIMS.	Teacher to contact parents/ carers to reinforce expectations. Teacher, parents and pupil identify barriers to learning and agree actions to address these.
Faculty/Department/ Pastoral leads 3. Faculty or Pastoral IMPACT time recorded on SIMS.	HoY/HoD/HoF to contact parents. Consider referral into the inclusion model. Liaise with SSO/SEND/Other teachers as appropriate.
Faculty/department lead to notify Pastoral administrator 4. Friday IMPACT time recorded on SIMS.	HoY/HoD/HoF to contact parents Consider level on the inclusion model Liaise with ALT as appropriate
Heads of Year 5. Positive impact room	HoY to contact parents Inclusion model review

Structure and limits—for all

Care, support, fairness—for all

JFAN EXPECTATIONS FOR LEARNING

DANGEROUS BEHAVIOURS / PERSISTANT DIFFICULT BEHAVIOURS

POSITIVE IMPACT ROOM

A cycle of five lessons or appropriate time frame as agreed with HoY/ALT. Pupils to take responsibility for difficult behaviour.

Logged on SIMS by PIR staff/attendance officer to log on SIMS.

Pupils are reintegrated into lessons thereafter with home contact and an appropriate plan including consideration of place on the inclusion model and possible report required.

Collaborative questions

What has happened?

What is the impact on rapport with others?

What needs to be different moving forwards?

Suspension

Issued by the Principal following investigation. Incident tracker and statements to be collected and completed before discussion with ALT spotlight link and then referral to Principal.

Length of time and location of suspension will be determined on a case by case basis. There will always be a re-integration meeting, arranged by inclusion manager, who will also issue legal paperwork with parents/carers before pupil returns to normal timetabled lessons.

Collaborative options (in reintegration meeting and beyond)

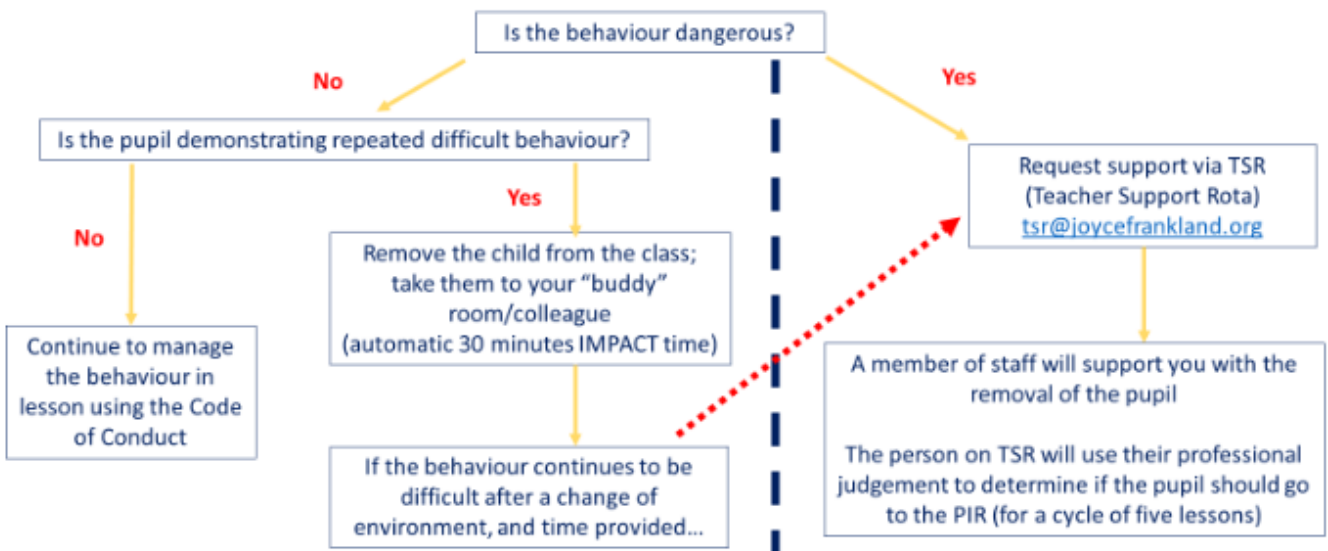
Discussion of behaviours

Support plans / IAEPs

Liaise with SEND (where applicable) and Inclusion Manager

Procedures for dealing with difficult and dangerous behaviours (removal from class)

All behaviour strategies have been exhausted



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