

Behaviour Policy and Statement of Behaviour Principles

JUS Education

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Wanding, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Definitions

Behaviour Principles

At JUS Education we aim to instil in the students a sense of right and wrong. For the social development of the students, it is essential that they learn to work in harmony with one another, have respect for one another, of or their teachers and the environment in which they work in. JUS Education recognises the importance of positive and effective behaviour management strategies in promoting students' welfare, learning and enjoyment.

All the members of staff encourage good/positive behaviour, manners and morals by setting a good example themselves. We reward good behaviour through praising students by using a reward system. Inappropriate behaviour, such as fighting, swearing, being rude, damaging school property will not be tolerated, the students will be told why their behaviour is unacceptable. Any sanctions applied, such as isolation or detention, will depend upon the severity of the incident or behaviour issue.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member 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 pupil)
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content



Possession of any prohibited items. These are:

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- Alcohol
- Illegal drugs
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- Tobacco and cigarette papers
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- Fireworks
- Pornographic images
- Any article a staff member 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 pupil)
- Bringing the School's reputation into disrepute

Spitting and coughing–

The school will impose a sanction to any learner that is seen to be deliberately spitting at and or coughing onto his/her/gender neutral peers or any member of staff within the school building.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobia • Transphobic • Disability- based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, September 2023.

All members of staff, students' parents/carers and partners in the JUS Education community should feel comfortable about attending/visiting the sites. Instances of bullying, including

for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability are not acceptable.

The JUS Education community should be vigilant and incidents of this nature should always be recorded, dealt with promptly and followed through.

All members of The JUS Education community should feel they can approach staff and report these types of behaviours. Every incident will be dealt with sensitively and recorded. The appropriate agencies will be contacted, including the police if necessary.

5. Roles and responsibilities

5.1 The Board of Trustees

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy in conjunction with the Board of Trustees.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular STUDENTS
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the STUDENT code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the head of school or appropriate member of staff from the SLT promptly

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

Our behaviour curriculum is centred around the **teaching** of routines and habits - these are used to reinforce the behaviours expected of all students.

This school will deliver this element of our young people' education through a range of programs, such as Induction, Assemblies; SMSC; a range of activities, workshops, educational visits and classroom-based learning.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1. Mobile Phones

Pupils must hand their phones in on arrival to school which they will remain in the office for the duration of the day and are returned when the school day has ended.

6.2 Student code of conduct

Code of Conduct:

Students are expected to:

1. **Behave in an orderly and self-controlled way.**
2. **To use appropriate language and behaviour at all times**
3. **To be polite and respect others**
4. **To be ready to work and be at your assigned place/classroom at the correct time**
5. **Keep their belongings to themselves and respect the belongings of others.**
6. **Make sure:**
 - **they do not use any electrical devices during lessons (e.g. Mobile Phones / iPod / etc) hand into the school office any mobile phones/iPods etc. when they come into school in the morning or at any other time during the school day. They will be returned at the end of the day or when the student permanently leaves the school building during the day.**

7. Follow instructions and basic rules/regulations always whether the student is on the school site or attending any off-site provision, including school trips and journeys. (Ref: 7.2).
8. Complete all homework and assignments on time and submit it in on time. (Refer to Appendix 5)

7. Rewards and sanctions

7.1 List of rewards and sanctions

At JUS Education every student is capable of receiving reward stars in the following categories:

- Behaviour
- Attendance
- Punctuality
- Attainment
- Improvement

Rewards will be provided through Learning and Behaviour Scores.

Each student will be given a L&B Score every term by each teacher. It will be out of 20 and made up of five smaller scores out of 4. Using the guidance provided, teachers will give a 'best fit' score to each student approach since their last L&B Score. The importance of the scores is that students can and should influence them by the choices they make, week by week, in and between lessons. Students are encouraged and expected to make choices that will result in strong L&B Scores. They are not test results or exam grades, but a reflection of how students are approaching their study and behaving at school. Maintaining these scores will lead to stronger grades too.

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Gift cards based on L&B Scores

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract with reviews at appropriate times
- Putting a student on a report card

Ref: appendix 4 for sample letters to parents/carers about their child's behaviour.

We may use the isolation room in response to serious or persistent breaches of this policy. Students may be sent to the isolation room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are also sent to the isolation room.

The isolation room is managed by the emotional well-being and behaviour management team leader.

7.2 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.3 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.4 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head of school will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.5 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.6 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations against a member of staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, lunch or after school.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a support worker and will be removed for a maximum of the duration of that lesson.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head of school.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as in class support worker, one to one tuition on site or offsite.

- Meetings with key workers
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the head of school only as a last resort.

Please refer to our exclusions policy for more information.

8.4 Exclusion Process

As a last resort the school will consider the appropriateness of excluding a learner. However, all other options will have been considered before this ultimate sanction is considered. Our consideration will include, for example:

- Discussions with Parents
- Discussions with Authorities
- Discussions with Learners and their teacher
- Discussion with the referring agent

(this list is not exhaustive)

Exclusion Process

Due to unreasonable behaviour, the student's timetable will be suspended for a designated period of time and work will be set for the student to complete at home. The completed work should be brought back to the school on the specified date. During this time further investigation of the misdemeanour will take place.

Before the student can come back to the school, there will be a meeting held with the appropriate inclusion manager from the referring home school or provision, as well as the learner's parent/carer. Only when a second code of conduct agreement has been signed by the student may the student return to school.

If unacceptable behaviour continues to persist, the learner will be given a final written warning and shown the code of conduct agreement that was signed by them. As a final result, the learner may be permanently excluded with a written exclusion letter and incident report given to the inclusion manager of the referring home school or provision.

9. Behaviour management

9.1 Classroom management

Group contingency plan:

Managing behaviour in the classroom. Each classroom has been set up with a group contingency plan. Each class in September will establish and agree a set of rules to follow through the academic year - (how they will treat each other?, how they will treat staff (adults) and how they will treat the school building and resources?) As a group, once they have written out the rules they will follow, each student will sign the contract, and this will be displayed in the classroom as a visual reminder. From this they will earn friendship chains - if they show they are following the rules and making efforts to abide by the contract they will be given friendship chains. Once they have completed the allocated friendship chain they will receive a group treat e.g. going to a theme park, bowling etc. On the other hand if they do not abide by the rules they will lose friendship chains. The whole class has to work together to earn the friendship chains for them to receive the group treat contingency prize.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- Entered in the schools restraint log

Touching and Holding

Touch between staff and students can provide encouragement or reassurance. It can signify warmth or friendliness.

These guidelines do not prohibit this form of contact. Staff will use their own judgement to avoid sensitive situations and will encourage students to develop an awareness of appropriate adult/student contact.

Physical Containment

In some circumstances where students have no intention of listening to an adult authority, it may reduce the risk of further incidents, if the student can be kept in one place with an adult. Under no circumstances would a student be left locked in a room alone.

To ensure that consistent practice is in place and maintained this policy will be evaluated and reviewed on a regular basis.

9.3 Confiscation

Any prohibited items (Ref Appendix 6) found in a students' possession will be confiscated. These items will not be returned to the students. If warranted the school will contact the police.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Wandering and screening students is conducted in line with the DfE's latest guidance on search, screening and confiscation. (Ref Appendix 6).

9.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers and referring home schools/other providers to create the plan and review it on a regular basis.

9.5 Behaviour Management Strategies

- JUS Education team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.
- Behaviour management in the school will be structured around the following principles:
- Staff and students will work together to establish a clear set of 'ground rules' governing all behaviour in JUS Education. These will be periodically reviewed so that new students have a say in how the rules of JUS Education operate.
- JUS Education 'ground rules' will apply equally to all students and staff.

- Positive Behaviour will be reinforced with praise and encouragement, phone calls home and a postcard acknowledging the positive Behaviour.
- Negative Behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct students' energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues. Sanctions will be applied accordingly.
- When dealing with negative Behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to students by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will avoid shouting at work.
- Staff will facilitate regular and open discussions with students about their Behaviour.
 - This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns with parents/carers, referring home schools at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Students who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out
- Staff will encourage and facilitate mediation between students to try to resolve conflicts by discussion and negotiation. Restorative Justice will be used to try resolve any serious issues between students and staff
- Lessons will be varied, well planned and structured, so that students are not easily bored or distracted and can achieve their full potential.
- In cases where there are incidents where a student needs to be physically restrained, members of staff who have undergone the Team – Teach Training Course may use the appropriate techniques to restrain the student to contain the situation.

9.6 Dealing with negative behaviour

- When confronted with negative behaviour, staff will be clear to distinguish between 'Disengaged', 'disruptive' and 'unacceptable' behaviour.
- 'Disengaged' behaviour may indicate that a student is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a student in lesson.
- 'Disruptive' Behaviour describes a student whose Behaviour prevents other students from learning during lessons. Staff will collectively discuss incidents and agree on the best way to deal with them.
- 'Unacceptable' Behaviour refers to non-negotiable actions and may include discriminatory remarks, physical behaviours or destruction of equipment. Staff will be clear that consequences will follow from such Behaviour, including in the first instance, temporarily removing a student from lesson and taking him/her to isolation to complete work.
- When an incidence of negative behaviour occurs, staff will listen to the student or students concerned and hear their reasons for their actions. Staff will then explain to the student or

students what was negative about their Behaviour and that such actions have consequences for both themselves and for other people.

- Staff will make every attempt to ensure that students understand what is being said to them. Students will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the activity.
- Staff will not use corporal punishment against students. Only in extreme incidents where staff believe a student is at significant risk of injuring themselves or others will physical interventions be used.
- If a staff member commits any act of violence or abuse towards a student at JUS Education, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.

9.7 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy.

10 Responding to misbehaviour from pupils with SEND.

10.1 Recognising the impact of SEND on behaviour.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

10.2 Adapting sanctions for pupils with SEND.

When considering a behavioral sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction.
- The pupil was unable to act differently at the time as a result of their SEND.
- The pupil was likely to behave aggressively due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behavior.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Detention and interventions which they use this time for reflection and discussion around their behaviours,
- Daily contact with parents/carers.
- Daily journals.

12. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

12. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management staff are provided with training on managing behaviour, including the correct use of restraint.

Staff are provided with Team Teach restraint training.

Behaviour management and Restraint Training will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

This behaviour policy will be reviewed annually by the head of school and board of trustees. At each review, the policy will be approved by the head of school.

14. Links with other policies

This behaviour policy is linked to the following policies/school contracts:

- Safeguarding policy
- Anti-bullying policy
- Student Code of Conduct

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students, staff, parents/carers and any referring school or other agency
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life
- Where deliberate damage has been caused to the building or its furniture, fixtures and fittings an estimate of the cost will be ascertained. Following this the appropriate cost to repair/replace will be sent to the relevant authority for payment within 14 days. In other circumstances an invoice will be sent by recorded delivery to the parent/carer for payment within 14 days.
- Any student causing damage to JUS Education property will be considered to be causing criminal damage and may be reported to the Police. Police involvement will also be considered if a student assaults a member of staff or another student or if it is felt necessary to wand a student for e.g. illegal drugs, stolen property etc.
- Any deliberate damage to property, furniture, fixture and fittings will be treated as criminal damage. This could result in the student(s) being charged with Criminal Damage. Any student involved could also be asked to meet with JUS Education's Management Team and explain their actions. The consequences of this could be that their education at JUS Education is terminated.
- Any written correspondence will be forwarded to a referring school or agency as appropriate.
- The board of trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: behaviour log

Student's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about Student behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent/carer,

I am sorry to report that, despite meeting and creating a behaviour contract, _____,
has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the head of school, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

(Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.)

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that _____, has been given a detention on this date
_____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 5: School Rules & Regulations

Smoking

The London Borough Merton is a no smoking authority. Students are not allowed to smoke anywhere on the school Site. This includes vapes. Students are also not allowed to smoke whilst participating in off-site visits. Any students caught will have their smoking equipment confiscated and be given a warning. If they are caught for a second time, equipment will be confiscated and they will receive a two-day fixed term exclusion from the school.

Valuables

JUS Education does not encourage valuables to be brought into the school. JUS Education will not accept any responsibility for theft or damage of any valuables brought to the school. Students should not expect valuables, coats, bags etc. to be left in the reception office.

Uniforms

All students who attend JUS Education are expected to wear the JUS Education school uniform.

The JUS Education uniform is as follows:

- Black jumper with the JUS Education logo.
- Plain black full-length trousers/knee length skirt/plain black jogging bottoms
- A white polo shirt with the JUS Education logo.
- Black shoes or black trainers
- **During P.E** students are permitted to wear only sportswear (no jeans).

NOT Acceptable:

- Shorts of any type, shorts worn with tight or leggings, jumpsuits, miniskirts and very low-waist trousers, cut-off jeans and calf length trousers.
- Low cut tops and all types of vest tops.
- Wearing of any non-religious headwear/hats/caps/scarves/hoods in the building.
- Footwear; No sling- backs or flip- flops.
- No type of hooded tops.

Students who do not come to school in their uniform will be sent home to get changed and receive an unauthorised absence. Uniforms can be purchased at the school office.

Jewellery

Jewellery should be kept to a minimum. Earrings should be studs or small hoops. Large earrings are not acceptable, as they pose a health and safety risk. Should a student persist in wearing unsuitable/unsafe jewellery it will be confiscated and placed into the safe for collection by a family member/carer.

Mobile Phones, Smart watches, Airpods, iPod, iPad MP3 Player, etc.

JUS Education will not accept any responsibility for theft or damage of/to the above equipment.

Mobile Phones, Smart watches, Airpods, iPod, iPad MP3 Player, etc. are not to be used during school hours. All devices should be given into reception at the beginning of the day. Devices will be returned back at the end of the school day. Should the student choose not to comply with this request it will be confiscated and placed in the school safe to be returned on the next school day.

Parents/Carers will be notified. Should a student refuse to comply with the above then appropriate sanctions will be taken according to JUS Education's Learning/ behaviour policy.

Should there be persistent abuse of our mobile phone and electrical equipment policy, the students' property will be confiscated for one week and handed to the appropriate parent/carer.

In some circumstances, it may be reasonable for a member of staff to ask a student to reveal a text message for the purpose of establishing whether cyber bullying has occurred.

Appendix 6: Reference Wanding, Screening and Confiscation

DFE Wanding, screening and confiscation Advice for headteachers, school staff and governing bodies (September 2022)

Wands will only be carried out by a member of staff who has been authorised to do so by the head of school, or by the head of school themselves.

Subject to the exception below, the authorised member of staff carrying out the wand will be of the same sex as the student, and there will be another member of staff present as a witness to the wand.

An authorised member of staff of a different sex to the student can carry out a wand without another member of staff as a witness if:

- The authorised member of staff carrying out the wand reasonably believes there is risk that serious harm will be caused to a person if the wand is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the wand to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the wand to be carried out in the presence of another member of staff

When an authorised member of staff conducts a wand without a witness, they should immediately report this to another member of staff, and make sure a written record of the wand is kept.

If the authorised member of staff considers a wand to be necessary, but is not required urgently, they will seek the advice of the head of school, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A wand can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a wand can be made, or if the pupil has agreed.

An appropriate location for the wand will be found. Where possible, this will be away from other students. The wand will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a wand the authorised member of staff will:

- Assess whether there is an urgent need for a wand
- Assess whether not doing the wand would put other pupils or staff at risk
- Consider whether the wand would pose a safeguarding risk to the student
- Explain to the student why they are being wanded
- Explain to the student what a wand entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the wand will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a wand, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the head of school / designated safeguarding lead (or deputy) to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to wand the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the wand will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to wand for any prohibited items identified by the school but not to wand for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the wand.

An authorised member of staff may wand a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Wanding students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be wanded for any item if the student agrees to the wand. If the student does not agree to the wand, staff can still carry out a wand for prohibited items identified by the school and items identified in the school rules.

An authorised member of staff can wand a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the wand is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the wand can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the wand should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed by the school
- If they believe that a wand has revealed a safeguarding risk

All wands for prohibited items by the school, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any wand for a prohibited item identified by the school. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything



What action the school has taken, including any sanctions that have been applied to their child

Support after a wand

Irrespective of whether any items are found as the result of any wand, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the wand, the wand itself, or the outcome of the wand).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip search

The authorised member of staff's power to wand outlined above does not enable them to conduct a strip wand (removing more than the outer clothing) and strip wands on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip wand on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip wand through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip wand lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip wand takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip wand the student, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip wand has taken place. The school will keep records of strip wands that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip wand that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the wand, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:



Act to safeguard the rights, entitlements and welfare of the student

- Not be a police officer or otherwise associated with the police
- Not be the head of school
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the wand will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip wand

After any strip wand, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip wand and the events surrounding it.

As with other search, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the wand, the wand itself, or the outcome of the wand).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip wanded more than once and/or groups of students who may be more likely to be subject to strip search will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Be vigilant to bias

The school will make sure that everyone is vigilant about possible biases affecting decisions to carry out or escalate search. The Safeguarding Review into the Child Q case found that "racism (whether deliberate or not) was likely to have been an influencing factor in the decision to undertake a strip-wand".

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
 - Cause personal injury or damage to property

Use of force

Staff can use reasonable force when conducting a wand for prohibited items (see the section above for a list).

The force is usually used either to **control** or **restrain**, but no more force is used than necessary.

Confiscating items under certain circumstances

You can confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

There are ways you should handle specific prohibited items (see below).

Weapons or items which are evidence of an offence

Pass these on to the police as soon as possible.
Alcohol, tobacco and cigarette papers, fireworks
Either retain or dispose of these, but don't return them to the pupil.
Controlled substances

In most cases, deliver these to the police as soon as possible.
However, you can dispose of them if you think there's a good reason to do so. Take into account the relevant circumstances and use your professional judgement to determine whether you can safely dispose of the item yourself.
If you're not sure of the legal status of a substance but you have reason to believe it may be a controlled drug, treat it as such.

Stolen items

If the items are valuable or illegal, deliver these to the police as soon as possible.
If they're low value, you may return them to the owner if you think there's a good reason to do so, or retain or dispose of them if returning them is not practicable.
Pornographic images
Dispose of the images, unless you have reasonable grounds to suspect that their possession constitutes a specific offence (i.e. it is extreme or child pornography).
If you do, deliver them to the police as soon as reasonably practicable.

You can wand and confiscate electronic devices

If during a wand you find an electronic device, you may examine its data or files – and delete files – if you have a good reason to do so and:

- The device is prohibited by school rules, or
- You reasonably suspect it has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury or damage to property

A 'good reason' to examine devices or erase data or files is if you reasonably suspect that data or files on the device in question have been, or could be, used to:

- Cause harm
- Disrupt teaching
- Break the school rules

Evidence related to an offence

If you have reason to believe that the device contains evidence in relation to an offence, you must give the device to the police as soon as reasonably practicable.

If you want the device and find data or files related to the offence, don't delete these before handing the device over.

Reporting search to parents

You don't need to inform parents before a wand takes place, and you don't need their consent to wand their child.

You should inform them if any of the following are found:

- Alcohol
- Illegal drugs
- Potentially harmful substances

Internal records

It is good practice to keep a record of any wand.

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 a student.

Also note:

- If student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation require 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 wand without consent.

Appendix 7: Student Code of Conduct

CODE OF CONDUCT

Whilst attending JUS Education, students are expected to follow the school code of conduct listed below:

1. To use appropriate language and behaviour at all times.
2. To be polite and respect each other and all adults in the school.
3. Each morning all students will be subjected to a routine wand to ensure we maintain safety for all stakeholders. JUS Education hold the right to complete search throughout the school day for the safety of everyone; either with consent of the student or without consent of the student if the school has "reasonable grounds" for concern in relation to prohibited items.
4. To be ready to work and be at your assigned place/classroom at the correct time.
5. To keep your belongings to yourself and respect the belongings of others.
6. To make sure any electrical devices are handed in at the beginning of the day at reception (e.g. Mobile Phones / iPod / Smart watches). All devices will then be handed back to you at the end of the day. The school reserves the right to confiscate electrical devices if the device is prohibited by school rules, or it is suspected that the device has been or is likely to be used to commit an offence, cause personal injury or damage to the property.
7. To follow instructions and basic rules/regulations.
8. To complete all homework on time and ensure this is handed in by the deadline.
9. Parents are to provide their children with stationary such as: pens, pencils, a glue stick, a rubber, a ruler and a pencil sharpener.
10. To understand that if any damage is caused to the school premises by yourselves; you are responsible of covering any potential costs incurred.
11. All students will not be allowed out at lunch or break and should remain on the premises during lunch and break. Failure to do so, will result in a after school detention and/or suspension of timetable. Students must ensure their lunch order is placed at break time or you are to bring in a packed lunch.
12. No fizzy drinks or energy drinks on the school site.
13. No smoking or vaping.
14. No prohibited items such as vapes / smoking equipment are to be brought onto the school site. If students are found with these items on their person during the school day; they will be confiscated and disposed of.
15. Uniform is mandatory and if students do not wear the correct uniform, they will be sent home to change and this will be an unauthorised absence, or you will be given uniform onsite to wear.
16. During P.E, all students must only wear sportswear (no jeans). Failure to comply with this rule will result in the student not being allowed to take part in P.E and be placed in isolation.
17. Students who arrive more than 15 minutes late to school will have a after school detention.
18. If students' punctuality or attendance falls below 90% this will be escalated to the relevant EWO (education welfare officer) for the borough you live in.

If students are unable follow the school Code of Conduct then appropriate action will be taken at the discretion of the Head of School.

I/We have read, understood and agree to all of the above.

Student Name Signature Date

Parent Name Signature Date