



Tel: 01665 710636

www: [jcsc.co.uk](http://www.jcsc.co.uk)

Email: enquiries@jcsc.co.uk



BE KIND
WORK HARD
AIM HIGH

Supporting Positive Behaviour at JCSC

"behaviour is taught not caught"

At JCSC our core values are to be kind, work hard and aim high. Although academic success is very important, we also take our responsibility to nurture the whole child and ensure they are able to be successful when they leave us. Our restorative approach is central to our to promoting positive behaviours and supporting our students to learn from the poor choices they have made. At JCSC, relationships are key to our core values and everything we do.



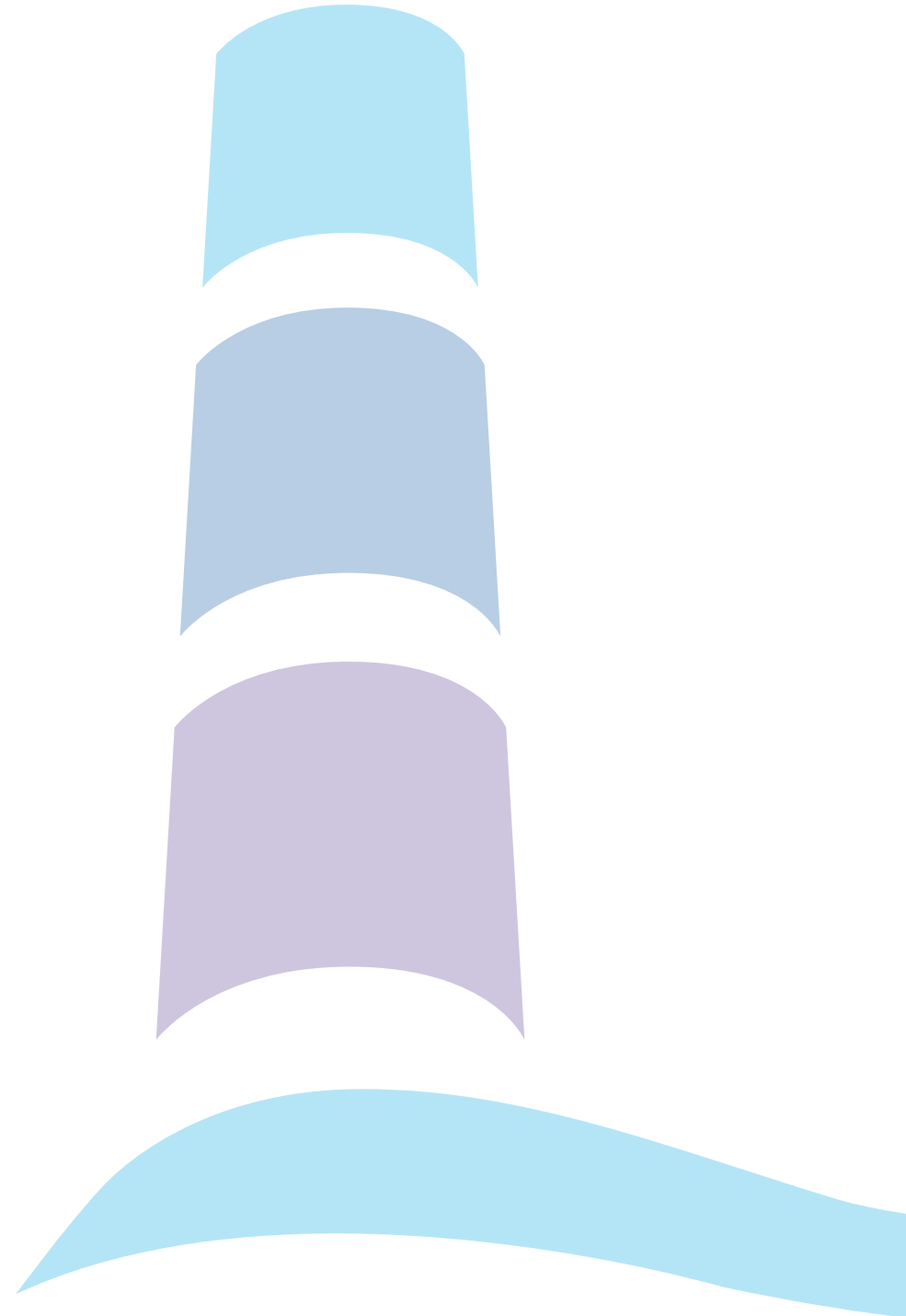
1. Be proud of who you are and where you come from; accept and be tolerant of other people and their differences.
2. Be respectful when speaking to others.
3. Value our school environment.



1. Engage fully in learning.
2. Have a cooperative attitude.
3. Try your best and don't give up.



1. Expect the best of yourself.
2. Have high aspirations and look to the future.
3. Be organised: look smart, think smart.



Recognition and reward is essential to our support our approach to promoting positive behaviours. We have a recognition board in every classroom. This displays the names of students who have demonstrated our school values during the lesson. Although we seek to promote the importance of intrinsic recognition, we recognise that our students also need extrinsic rewards. We therefore use the following approach:

- Verbal praise
- Postcard home
- Weekly prize raffle
- Weekly rewards in assembly
- Termly celebration assembly.


At all times our staff team describe the positive behaviours students have demonstrated because behaviour is taught not caught.

We are an evidence informed school!

Our approach to promoting positive behaviours is informed by current educational research. We have selected best practice from a range of educational thinkers whilst considering what will work within our school community.


- When the Adults Change: Paul Dix
- Running the Room- Tom Bennett
- Behaviour management- Bill Rogers
- Walkthrus (1-3)


As humans, we do not always make the right decisions. At JCSC we recognise that and consider every interaction with a student to be a learning opportunity. Our expectations not only give clear guidelines for behaviour but provide students reasons why these behaviours are important. This is vital in supporting our students to develop into well rounded adults who are able to make informed decisions.





JCSC Expectations


BE KIND
WORK HARD
AIM HIGH


- 


Arrive at school ready to learn. Bring the correct equipment, full school uniform including your tie and blazer. Be Proud of yourself, school and community.
- 


Arrive at lessons on time. This means you will not miss or disrupt any essential learning.
- 


Sit in your allocated seat. This will help you focus.
- 

Get out your equipment, nothing else. This reduces distractions.
- 

Do not eat in the classroom and only drink water. This keeps your brain hydrated.
(No eating or drinking in the lab - it's very dangerous)
- 

Listen to, and follow instructions first time. This maximises learning time.
- 

Walk in the corridors, don't run, respect personal boundaries you could hurt or upset someone.
- 

Phones must be switched off and out of sight. This will help you concentrate on learning.
- 

Consider the way you speak to others. Your tone and words could hurt or offend others.

To support our students to reduce their cognitive load and manage the classroom environment, each lesson will start in the same way. This calm and predictable start will maximise learning time and allow students to quickly regulate following transition times.

- ✓ **Fresh day, fresh start. Greet students at the door with a positive greeting.**
- ✓ **Students enter the classroom.**
- ✓ **Homework and equipment is placed on the desk – nothing else on the desks.**
- ✓ **Students sit at their desks in their allocated seats (follow the teacher's seating plan).**
- ✓ **Books are given out. Students start their retrieval tasks.**
- ✓ **When books are given out, students listen to and answer the register in silence and respectfully.**

Level 1: Reminder

- Explain the behaviour that is causing concern.
- Link to school values.
- Give take up time.

Level 1: Caution

Clear verbal reminder given verbally. Again, link this to school values.

Level 2: Last chance:

Discussion (possibly outside of the classroom- on call may be used to support this). Offer student the positive choice to re-engage in lessons.

Level 3: Repair:

A call back is issued. This is recorded on Bromcom. This will allow an opportunity to repay the time lost and repair relationship.

Level 4 : Time out:

On call to be contacted and the student to continue their learning elsewhere. This could be reflection or IU depending upon the circumstances.

Level 5:

ELTdetention, isolation room or suspension.

At JCSC, we follow a relational approach to supporting students to make positive behavioural choices. The aim is always to repair the relationship between students and others so that learning can continue.

Most behavioural incidents can be dealt with inside the classroom by the class teacher without further disruption to teaching and learning.

For some, more serious incidents, we adopted a tiered approach to supporting students to make positive behaviour choices. At each stage of the behaviour ladder, students will be made aware of the behavioural choices they have made, how that contradicts our school values and the consequences of the choices they are making. Students are continually given the opportunity to revise the choices they are making.

Level 1: Reminder

- Explain the behaviour that is causing concern.
- Link to school values.
- Give take up time.



- Refusal to sit in allocated seat
- Refusal to remove coat
- Talking over the teacher
- Not starting work
- Making noises

Level 1: Caution

Clear verbal reminder given verbally. Again, link this to school values.



- Refusal to sit in allocated seat
- Refusal to remove coat
- Continuing to talk over the teacher
- Not starting work after reminder
- Making noises
- Lateness (call back to make up time also)
- Uniform

Level 2: Last chance:

Discussion (possibly outside of the classroom- on call may be used to support this). Offer student the positive choice to re-engage in lessons.



- Refusal to sit in allocated seat
- Refusal to remove coat
- Continuing to talk over the teacher / not listening
- Not starting work after reminder
- Making noises
- Inappropriate language
- Lack of homework

Level 3: Repair:

A call back is issued. This is recorded on Bromcom. This will allow an opportunity to repay the time lost and repair relationship.



- Refusal to sit in seat
- Refusal to remove coat
- Continuing to talk over the teacher / not listening
- Not starting work after reminder
- Inappropriate Language
- After repeated reminder, lack of homework

Level 4: Time out:

On call to be contacted and the student to continue their learning elsewhere. This could be reflection or IU depending upon the circumstances.



- Vaping/ smoking/ drugs
- Truancy
- Running around school
- Verbal or physical aggression towards any member of the school community
- Persistent refusal to follow instructions

Level 5:

ELTdetention, isolation room or suspension.



We understand that mobile phones are very much a way of life for our students. They do, however, cause a disruption to teaching and learning, and often pose a safeguarding risk.

School operates a "Phones out? Phone gone!" policy. This is in line with current DFE guidance. Student phones must be switched off and out of sight as it will be confiscated. If a student refuses to hand over their mobile phone, the school behaviour system will be applied. As smart watches are used for similar purpose, they are no longer permitted in school.

- ✓ **Arrive at school ready to learn. Bring the correct equipment, full school uniform including your tie and blazer. Be Proud of yourself, school and community.**
- ✓ **Arrive at lessons on time. This means you will not miss or disrupt any essential learning.**
- ✓ **Sit in your allocated seat. This will help you focus.**
- ✓ **Get out your equipment, nothing else. This reduces distractions.**
- ✓ **Do not eat in the classroom and only drink water. This keeps your brain hydrated. (No eating or drinking in the lab - it's very dangerous)**
- ✓ **Listen to, and follow instructions first time. This maximises learning time.**
- ✓ **Walk in the corridors, don't run, respect personal boundaries you could hurt or upset someone.**
- ✓ **Phones must be switched off and out of sight. This will help you concentrate on learning.**
- ✓ **Consider the way you speak to others. Your tone and words could hurt or offend others.**



At JCSC, we recognise the best place for pupils to learn is in their classrooms. If a student needs to leave a classroom for any reason, they will be issued with a “corridor pass” by their teacher.

Students in the corridor during learning times will be asked for their pass. If a student is caught in the corridor without a pass or without a valid reason, they will be given an immediate detention – 1 hour after school. This is recorded by the member of staff who sees the pupil.

If a student does not attend this, a suspension will be issued.



The form tutor is an essential role at JCSC. It is important that our form tutor team develop positive relationships with their tutees as well as promote our school values and enforce high expectations.

Tutors will check equipment and uniform daily. If students attend school incorrectly dressed, this will be recorded on Bromcom and social time will be removed. (Students will spend lunchtime at the lunch table).

Hoodies and coats are not permitted in the school building. Tutors will remind students of this expectation.