

JARROW SCHOOL



Excellence in
Education

Policy Title: Behaviour for Learning Policy

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1. Rationale

Students have a right to learn, and teachers have a right to teach. Without good behaviour, neither is possible. The school has a responsibility to both manage students' behaviour and encourage students to manage their own behaviour so that learning and teaching can be effective in school, on school visits, and on their way to and from school. While it is possible to produce a list of school rules, students' good behaviour is secured in the long term through high expectations, respectful relationships, and clear boundaries that support academic success and personal development.

The management of students' behaviour in schools is a complex and challenging area for schools and school leadership. The aim is to ensure that effective learning and teaching can take place in a well-ordered environment. To this end, the school's expectations of student behaviour, the quality of teaching, the interactions between students and staff that facilitate positive behaviour for learning, and the supportive involvement of parents and outside agencies in promoting good behaviour are high.

We believe that excellent student behaviour is promoted through an engaging and challenging curriculum and excellent teaching. To this end, the principles of Behaviour for Learning are promoted in our Teaching and Learning Policy.

We aim to foster a culture of **Respect, Resilience, and Responsibility**, encouraging students to reflect on their behaviour, make positive choices, and engage fully in school life.

We also believe in a restorative approach and want to provide students with the platform and opportunity to reflect on unacceptable behaviour in a bid to improve future behaviour and engage effectively in the school's curriculum.

This policy will also apply at other times when misbehaviour could have repercussions for the orderly running of the school, poses a threat to another student or member of the public, or might bring the school into disrepute.

2. Aim

Our aim is to encourage students to adopt values, attitudes, and standards that will produce a positive learning environment and a happy and orderly school atmosphere, and to:

- Promote a culture of respect, resilience, and responsibility.
- Encourage students to self-regulate and reflect on their behaviour.
- Celebrate positive behaviour through structured recognition.
- Use preventative measures wherever possible to support all students, including those with additional needs.
- Involve parents in the management of their children's behaviour.
- Provide staff, students, and parents with common standards and guidelines for behaviour management.
- Provide staff with the necessary support in dealing with incidents of challenging behaviour.
- Identify the set procedures in managing students (in liaison with their parents) who, for whatever reason, choose to disregard the Behaviour for Learning Policy.

3. Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Preventing bullying - Guidance for schools on preventing and responding to bullying.](#)
- [Searching, screening and confiscation: advice for schools](#)
- [Keeping Children Safe In Education \(KCSIE 2026\)](#)
- [The Equality Act 2010](#)
- [The Education Act 2011: Equalities Impact Assessment](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Suspension and permanent exclusion from maintained schools](#)
- [Working together to improve school attendance](#)
- [SEND code of practice](#)
- [Mobile Phones In Schools](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

4. Definitions

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 child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - 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, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting

- Initiation/hazing type violence and rituals
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs/controlled drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks/firecrackers
 - 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 the property of, any person (including the student).

5. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) 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, gaming sites, devices or via images, audio, video or written content, including content generated or altered using AI

Jarrow School is committed to creating a safe, respectful and inclusive environment in which all pupils can learn free from fear, intimidation, harassment or discrimination. We take a proactive approach to preventing all forms of bullying, including physical, verbal, relational, cyber-bullying, prejudice-based and discriminatory bullying. The school operates a clear culture of respect and adopts a zero-tolerance approach to bullying behaviours.

To prevent bullying, the school:

- Promotes a positive school culture through clear expectations, routines and consistent adult role modelling.
- Teaches respect, tolerance, diversity, equality and appropriate relationships through the curriculum, assemblies, tutor time and personal development programmes.
- Educates pupils about online safety, cyber-bullying, responsible use of technology and how to report concerns.
- Celebrates diversity and challenges stereotypes, prejudice, discriminatory language and harmful attitudes towards individuals or groups.
- Provides regular opportunities for pupil voice to identify concerns, evaluate provision and help shape school practice.
- Maintains effective safeguarding, pastoral and behaviour systems that enable concerns to be identified and addressed at an early stage.
- Ensures staff receive training to recognise, prevent and respond appropriately to bullying, including prejudice-based and discriminatory incidents.
- Supervises identified hotspot areas and adjusts duty arrangements where necessary to improve pupil safety.
- Encourages pupils, staff and parents/carers to report concerns promptly, knowing that all reports will be taken seriously and acted upon.

- Records, monitors and analyses bullying incidents to identify patterns, trends and emerging concerns and to inform preventative action.
- Works in partnership with parents, carers and external agencies where appropriate to support pupils and prevent repeated incidents.
- Promotes national awareness campaigns and events, including Anti-Bullying Week, and celebrates diversity through school activities and wider enrichment opportunities.

Any incident of bullying, cyber-bullying, prejudice-based bullying or discriminatory behaviour will be investigated promptly, addressed appropriately and followed up to ensure that bullying has stopped, that those affected receive support, and that lessons are learned to prevent future occurrences.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy and [Safeguarding Children and Child Protection](#) policies, these are also accessible to parents on the school website.

6. Roles and responsibilities

6.1 The **governing board** is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI

6.2 The **headteacher** is responsible for:

- Reviewing this policy in conjunction with the [governing board/committee name]
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff are responsible for:

- Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Celebrate their child's successes
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

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

- Follow the two school rules:
 - Always do what is asked the first time of asking
 - and listen in silence when somebody is talking.
- Comply with all student-related policies.

- Respect the feelings, interests, and property of others.
- Be courteous and well-mannered to staff and students.
- Be kind to all other members of the school community and visitors to the school.
- Comply quickly with instructions given by staff without argument.
- Expect sanctions for non-compliance, i.e., failure to follow reasonable instructions from staff (e.g., instructions related to the application of the Behaviour for Learning policy and other relevant policies).
- Show respect for staff, other adults, and fellow students, and behave in a way that brings credit to themselves, their families, and the school.
- Switch off mobile phones and other electronic devices, including headphones and smart phones, before entering the building in the morning, and keep them in a bag until leaving the school premises.
- Keep the school clean and tidy.
- Remove coats in the building.
- Conduct themselves to a high standard on journeys to and from school.
- Move around the school in an orderly and quiet fashion. They should line up sensibly outside classrooms and enter and leave all rooms calmly, as directed by staff.
- Follow the one-way systems in operation around the school and keep to the left in corridors.
- Must be on time for school and lessons, and have their Learning Resource Pack with them at all times.
- Only use the official entrances to the school grounds.

Students must not:

- Smoke or vape on the school site, on their way to and from school, or at any time while wearing school uniform.
- Use mobile phones while in school.
- Leave the classroom without permission from the teacher.
- Photograph or record students or staff in school at any time.
- Be in possession of banned or prohibited items in school (see a fuller list in Section 4, p.5, of this policy), such as controlled drugs, non-prescription drugs like "legal highs," weapons, fireworks, alcohol, cigarettes, vapes, stolen goods, or inappropriate materials (such as pornography).
- Bring valuable possessions to school.
- Leave the school premises without a written request from a parent/guardian and/or permission from a senior member of staff (all students leaving must sign in and out at reception).
- Drop litter or damage the fabric of the school or its premises.
- Bring "energy" drinks such as Relentless or Monster (i.e., drinks high in caffeine or other similar stimulant chemicals) to school.
- Eat during lessons, unless for authorised medical reasons.
- Drink anything other than still water from a clear plastic bottle during lessons (at the teacher's discretion); any consumption in Science and ICT lessons is not normally permitted.
- Refuse to follow instructions from any staff member.
- Return to lessons until they have complied with instructions and/or relinquished items that have been confiscated in accordance with the Behaviour (e.g., mobile phones) or Uniform Policy (e.g., jewellery).
- Attempt to avoid sanctions imposed as a result of unacceptable behaviour.

- Enter or lock themselves in cubicles with other students—restrooms should only be used individually.

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

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

Pupils 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 pupils who are mid-phase arrivals.

6.6 Set Placement and Movement Between Teaching Groups

The school regularly reviews pupils' attainment, progress, engagement, curriculum needs and, where appropriate, SEND and pastoral information. Placement within teaching groups is not fixed and may be reviewed throughout the academic year.

Decisions regarding movement between teaching groups or sets will be based on a range of evidence, including assessment outcomes, classwork, teacher assessment, progress data and other relevant educational considerations.

Where it is considered to be in the best interests of the pupil's learning, progress or curriculum access, the school may move a pupil between teaching groups or sets.

Parents and carers will be informed of any significant change to teaching group placement. Whilst parental views may be considered, the final decision regarding set placement rests with the professional judgement of the school and will be made in the best interests of the pupil and the effective delivery of the curriculum.

7. Rewards

Jarrow School recognises and celebrates students who consistently demonstrate **Respect, Resilience, and Responsibility** so that they leave us with high standards of achievement both academically and personally.

We aim to help students achieve excellent exam results while also becoming well-rounded, responsible members of society, ready for the world of work and for the challenges that life can bring. To do this, we strive to impress the importance of our ethos and culture on both students and parents alike. It is essential that every student invests in these core values because we believe that this is how they will achieve success, not just in their life at Jarrow School but also beyond it.

Aims:

- Encourage students to understand, value, and demonstrate the positive behaviour traits that will make them well-rounded, grounded citizens.
- Support the development of the skills required to function in and contribute to society.
- Support social and emotional development so students can better understand themselves and work on their weaknesses.
- Instil students with a moral compass and skills for understanding and interacting with others.
- Developing Character Skills in schools

Students can achieve House Points for demonstrating our core values of Respect, Resilience and Responsibility both in and outside of the curriculum. They can also gain House Points for:

- Attendance
- Enrichment
- Achievement/Progress
- Completion of House Challenges

Individually, they will receive a reward for each milestone they reach along the route of the Jarrow March. They can also receive a reward for being the 'Weekly House Champion' and scoring the most points in their House for that week.

In addition, every half-term, the winning House in each Year Group will receive a reward which will be determined by their Head of Year.

At the end of the Academic Year, all students within the highest scoring House will receive an extra special reward, alongside lifting the prestigious Jarrow School House Trophy.

- 100 achievement points (Bronze)
- 175 achievement points (Silver)
- 250 achievement points (Gold).
- 291 achievement points (Platinum)

The points are based on the Jarrow March, also known as the Jarrow Crusade, an organised protest against the unemployment and poverty suffered in the English town of Jarrow during the 1930s. Around 200 men marched 291 miles from Jarrow to London, carrying a petition to the British government requesting the re-establishment of industry in the town following the 1934 closure of its main employer, Palmer's Shipyard. Students start their journey with us on zero points and, through demonstrating key character traits, aspire to achieve platinum status with 500 points (see appendix 7)

8. Sanctions

Teachers have statutory authority to discipline students for misbehaviour that occurs in school and, in some circumstances, outside of school (see Section 13, page 14 below). At the Headteacher's discretion, the authority to administer sanctions in line with this policy applies to all paid staff with responsibility for students, including support staff. The principles of reasonable adjustments will be considered for students with identified SEND needs. However, the school will not assume that, because a student has a SEND need, this must have affected their behaviour in a particular incident—this is a matter of professional judgment by the school.

When dealing with misbehaviour from students 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 student being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014).
- If a student has an education, health and care plan (EHCP), 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 for behaviour, and put in place support to prevent incidents from occurring.

Escalation process

The school will utilise an escalation process (see appendix 2 and 3) that supports effective and positive behaviours. Where appropriate, students will be provided with a warning, which will be clearly communicated and largely linked to low-level disruption that seeks to disrupt learning and the associated environment.

Students will be given a verbal warning before progressing to sanctions, e.g., C1 (20-minute detention), C2 (40-minute detention), and C3 (Removal and 60-minute detention). By providing a warning as part of our behaviour curriculum, we believe this guides and supports students to make effective decisions and reflect on the impact of their behaviours.

Students who refuse to be relocated to another class due to the impact of their behaviours will receive a higher-level sanction.

Where a student accumulates more than a C3 in any one school day they will be removed from their lesson and placed in the Behaviour Support Centre for the remainder of that day and complete a 60-minute detention.

Sanctions are needed to respond to inappropriate behaviour; a sanction serves as a punishment, a deterrent, and an opportunity to reflect. Reasonable penalties can include: confiscation, retention, or disposal of a student's property (see Section 10); detentions, either during the school day (during break and/or lunch times) or after school and these may include a two hour detention; internal isolation in the Behaviour Support Centre. Headteachers can also decide to exclude a student for a fixed period (suspension) or to permanently exclude them.

In line with this policy, school staff will base their judgements regarding the appropriateness of a sanction on their professional experience and discretion and in the best interests of the school and its student body.

Staff will utilise evidence to inform their decisions regarding the issuing of sanctions. Evidence might include statements from staff, statements from students (including victims, perpetrators, and other witnesses), and, where available, CCTV footage. CCTV is installed in various parts of the school for this purpose and also to help us keep students safe when on-site.

Staff will make decisions based on the balance of probability when deciding on sanctions.

Staff will also use the behaviour chart detailed in Appendix 2 to support decisions regarding sanctions for unacceptable behaviour. This chart is used to support effective decision making and consistency. However individual circumstances will be considered.

Parents will be notified via the My Child At School app and/or via text regarding the setting of a detention. Same-day detentions are issued. Whilst we want to operate this and all policies with the support of parents, under the Education Act of 2011, a school wishing to detain students outside of normal school hours as a means of sanctioning unacceptable behaviour is not obliged to give 24 hours' notice to parents, only to inform them on the day.

Sanctions that may be used and the form of communication:

Sanction	Communication
C1, C2 or C3 detention	MCAS, text or phone
Senior detention - 2 hours minimum	Phone or meeting

Behaviour Support Centre	Phone or meeting
Offsite direction – Educated in another schools Behaviour Support Centre	Phone or meeting
Suspension	Phone and meeting, plus written letter
Permanent Exclusion	Phone and meeting, plus written letter

As sanctions are recorded in MCAS, it is the parent's responsibility to ensure that they check this daily.

Detention – Up to 10 minutes

Students can be asked to wait behind for a maximum period of 10 minutes during break times, lunchtime, or at the end of the day if their behaviour in the preceding lesson is judged, in the opinion of the teacher, to be unacceptable. These periods will allow teachers time to address concerning behaviour, as well as provide students with additional opportunities to complete work not finished during lesson time. These are not considered 'formal' detentions and will be set at the teacher's discretion, with no prior notice given to parents.

Detentions (C1/C2/C3/Senior)

Teachers may set a detention if they feel it is appropriate. The teacher's decision is final, and parental consent or agreement is not required. Students must attend these sanctions, or further sanctions will be applied (e.g., BSC placement, Senior detention the following day). Detentions are held every day after school from 2:35 p.m. to 3:35 p.m., depending on the length of the detention.

Additionally, the school will not rearrange detentions unless there is a conflict with an emergency medical or hospital appointment, or a clear safeguarding concern. Parents may be asked to provide medical evidence to support the rescheduling of any detention that has been set. The easiest way for students to avoid a detention is to behave appropriately.

Teachers can also set subject-specific detentions. These are mainly used to sanction students who fail to complete homework or classwork to an acceptable standard. Teachers will inform parents if a subject detention has been issued.

Remove room

In the event that disruption to learning continues, students may be expected to move to an alternative classroom, the remove room. All students have the 'right' to learn and as such re-rooming the disruptive student to the remove room seeks to ensure access to learning for peers as well as providing the student with the chance to re-focus and continue to learn independently.

Behaviour Support Centre (BSC)

Unacceptable behaviour may result in a student being placed in the BSC. If students are unable to meet the expectations of the BSC or refuse to attend, they are likely to be suspended for a fixed term or spend time in isolation at another local school. The student will then be expected to appropriately complete their time in the BSC at Jarrow School on their return. Students completing a BSC placement will finish school at 3:35 p.m.

If staff feel it is appropriate, staff will meet with students during their time in the BSC to discuss the incident that led to the sanction, focusing on reinforcing expectations, outlining future consequences of repeated behaviour, and discussing how future behaviour can be improved. This meeting follows the rationale of restorative behaviour management.

Students will only return to lessons once they have successfully completed their time in the BSC, including behaving appropriately (in accordance with the rules of the BSC) and completing all work set to a satisfactory standard. Failure to meet these expectations will result in additional time spent in the BSC or spend time in isolation at another local school.

Incidents of child-on-child abuse will almost always be sanctioned at this level, at a minimum. Staff will refer incidents of child-on-child abuse to senior leaders, who will make the final decision regarding sanctions, taking into account multiple factors such as severity, context, and frequency. The school operates a zero-tolerance policy for all forms of sexual, homophobic, and racial abuse. For severe cases of sexual abuse or violence, the school will involve external services, such as the police, alongside in-school sanctions.

Off site direction

If students fail to meet the expectations of the BSC, they may also be required to spend time in isolation at another local secondary school. Where appropriate and lawful, the school may make use of off-site direction arrangements in accordance with statutory guidance, with parents informed and educational provision remaining under the school's responsibility.

On return to Jarrow School, the student will be met by a member of staff, to discuss the behaviour incident and the sanction; the purpose of this discussion is to reinforce expectations, re-build relationships (between the school and the student) and to provide a 'fresh-start' message in hope that the student can avoid similar poor behaviour in future.

All sanctions will be set as soon after the event as possible. In addition, if a student is absent, they will be expected to complete the sanction on the next day that they are present in school. This includes times where sanctions and 'next day' are punctuated by weekends, INSET days, bank holidays, school holidays and any other school closure.

Internal Alternative Provision (The Souter Building)

Jarrow School is committed to ensuring that all pupils are supported to succeed within mainstream education wherever possible. As part of our graduated approach to behaviour support, the school operates an Internal Alternative Provision (IAP), known as the Souter Building, for pupils whose behaviour, emotional needs or engagement with learning require a more intensive level of intervention. The provision has been established to support pupils in maintaining their connection with school, to reduce suspensions, prevent permanent exclusion wherever appropriate, and promote successful reintegration into mainstream education and the wider school community.

The Souter Building provides a structured, nurturing and highly supportive environment where pupils can reset, reflect and develop the knowledge, skills and behaviours required to be successful learners. Placements are intended to be a significant intervention and are typically used where previous support strategies have not secured sustained improvement in behaviour.

The provision delivers a bespoke programme centred on a Thrive-informed curriculum, helping pupils to develop emotional literacy, self-regulation, resilience, positive relationships and readiness to learn. In addition to academic learning, pupils receive targeted support to address underlying barriers to success, including behaviour, attendance, wellbeing and social and emotional development.

Placements normally last for 12 weeks and follow a clearly planned graduated pathway. Throughout the placement, staff work closely with pupils, parents/carers, pastoral teams, SEND staff and external agencies where appropriate to identify needs, remove barriers and develop strategies for long-term success.

The provision is underpinned by the values of the Souter Building:

Support – providing a safe and nurturing environment for every pupil.
Opportunity – creating opportunities for growth, learning and positive change.
Understanding – fostering empathy, respect and emotional awareness.
Thrive – promoting success in learning, behaviour and wellbeing.
Engage – reconnecting pupils with learning and their potential.
Resilience – developing the skills needed to overcome challenges and achieve success.

A key objective of every placement is successful reintegration into mainstream education. Reintegration is carefully planned and implemented through a graduated approach, which may include phased attendance in mainstream lessons, increased curriculum access, mentoring, pastoral support and regular review meetings. Progress is monitored throughout the placement, with success measured not only through improvements in behaviour but also through attendance, engagement, emotional wellbeing and readiness to learn.

Placement within the Souter Building does not replace the school's Behaviour for Learning expectations. Pupils remain subject to the school's standards, routines and behaviour expectations at all times. However, the provision offers enhanced support and intervention designed to help pupils develop the skills necessary to meet those expectations successfully and sustain positive outcomes upon their return to mainstream lessons.

Placement within the Souter Building is a supportive intervention and not a punitive measure. Decisions regarding placement will be proportionate, individualised and based upon an assessment of need, with the best interests of the pupil remaining central to all decision-making.

Suspension

Students may face suspension for more serious behaviour incidents or for failure to meet the expectations of the BSC. All parents must attend a reintegration meeting following a period of suspension before their child can return to lessons. Reintegration meetings will take place with the child's Head of Year, Pastoral Manager or a member of the SLT.

Permanent Exclusion

A student is highly likely to be permanently excluded if they are found to be carrying a weapon or drugs on the school site. Students are also highly likely to be permanently excluded if they physically assault or display excessive levels of violent and aggressive behaviour toward a member of staff. Finally, students who display persistent and ongoing unacceptable behaviour and disregard the school's behaviour policy may be permanently excluded if appropriate levels of improvement are not evident, despite rigorous support from the school.

All suspension and permanent exclusion decisions will be made individually, proportionately, lawfully and in accordance with current DfE guidance, taking account of safeguarding, SEND and Equality Act duties.

9. Screening, Searching and Confiscation

Screening

- Schools can require students to undergo screening with a walk-through or hand-held metal detector (arch or wand), even if there is no suspicion of a weapon and without student consent.
- Any member of staff may screen students.
- If a student refuses to be screened, the school may deny the student entry to the premises or lessons. If the student continues to refuse, their absence will be considered unauthorised, but this will not be treated as a suspension.

Principles of Searching

- Searches should take place in an appropriate location, ideally away from other students. Searches must only occur on school premises or where a staff member has lawful control, such as on a school trip.
- The staff member conducting the search must be of the same sex as the student, and a second member of staff must be present as a witness.
- In exceptional circumstances, staff may search a student of the opposite sex or without a witness if they reasonably believe that serious harm may occur if the search is not performed immediately. If this happens, the staff member must immediately report the search and ensure a record is kept.
- Staff may search a student's outer clothing, pockets, possessions, desks, or lockers. However, staff cannot require students to remove clothing other than outer garments.

Searching with the student's consent: banned items

- School staff can search students with their consent for any item banned by school rules or prohibited by law (see Section 4). Formal written consent is not required – it is enough for the teacher to request the student to empty their pockets, check their bag, or inspect outer clothing and lockers (with the student present, per the home/school agreement).
- Searches must prioritize safeguarding. For example, searches should not be conducted if they may endanger the student, and will only involve outer garments. Intimate searches must involve the police, with a school staff member remaining with the student until a responsible adult (such as a parent, relative, or social worker) is present.
- Searches will always involve at least two staff members, one of whom will be of the same sex as the student.
- Although there is no legal requirement to record a search, Jarrow School will log all searches via Bromcom. Records will include the time, date, staff involved, and the reason and outcome of the search.
- Parents will always be informed about searches involving prohibited items, as well as the reason and outcome, as soon as practicable.

Searching without the student's consent:

- The Headteacher (and authorised staff) has the statutory power to search a student or their possessions without consent if they suspect the student possesses certain prohibited items (see Section 4). When searching without consent, two staff members (including one of the same gender as the student, where possible) must be present.
- Staff can conduct searches when there is reasonable suspicion that an item has been used to commit an offence, harm a student, or damage property.
- Parents will always be informed of any search relating to **prohibited items (section 4)**.
- Where legal grounds exist, authorised staff may undertake a search in accordance with statutory guidance. The police may be involved where criminal offences are suspected.
- Searches will always be conducted with safeguarding in mind. For example, searches will not be conducted if the search would put the student at risk and searches will only ever be conducted on outer garments (e.g. bags, pencil cases, pockets). For more intimate searches, police will be involved, but a member of staff from the school will remain with the student and act as an advocate for the student (and their well-being) throughout the process, and certainly until another responsible adult (i.e. parent, other nominated close relative or social worker) can be present.

- Searches will always be conducted with at least 2 members of staff in attendance, one of which will be of the same biological gender as the student being searched.
- Whilst there is no legal requirement to make or keep a record of a search –good practice means that we, at Jarrow School, will always record searches via Bromcom. Details will include: time and date of the search, staff conducting the search, the reason for, and outcome of the search.
- The school will always look to work in partnership with parents and therefore parents will always be informed of any search for a prohibited item, the reason for the search and the outcome of the search as soon as is practicable.

Other issues pertaining to searches

- Electronic devices, including mobile phones, can be searched, and their data/files erased if there is good reason. This is typically done in collaboration with parents.
- If a staff member suspects they may find an indecent image of a child, they should avoid intentionally viewing, copying, or storing the image. If a device contains indecent images of a child, the incident must be referred to the designated safeguarding lead immediately.
- If staff discover any content that may constitute a criminal offence, the device must be handed over to the police as soon as possible.
- A student who refuses to be searched will be treated as ‘refusing to follow an instruction’ and face the appropriate sanction.
- If a student refuses to attend school because they do not wish to be searched, this will be recorded as unauthorised absence, not a suspension.

Confiscation:

- Staff conducting a search may confiscate, retain, or destroy any item found during a ‘with consent’ search if it is reasonable to do so. Any item suspected to be a weapon, controlled substance, or stolen property must be handed to the police unless there is a compelling reason not to. The Headteacher will decide when and if to return other confiscated items, in line with the [Searching, Screening and Confiscation Advice for Schools](#).
- Students found in possession of prohibited items may face suspension. A student in possession of an offensive weapon or illegal drugs is likely to face permanent exclusion.
- If a student does not relinquish banned or prohibited items (including mobile phones), they will not be allowed to return to normal lessons until the item is confiscated. Students will remain in isolation or under appropriate supervision during this period. If a student does not attend school during this time, their absence will be recorded as unauthorised.
- Confiscated vapes will be disposed of immediately, unless drug testing is required.
- The school reserves the right to return confiscated items only to parents, not students.

*Banned items at Jarrow School:

- Cigarettes/tobacco products, vapes, including e-cigarettes or other simulated cigarette/nicotine related products
- Carbonated drinks and energy drinks high in caffeine content, e.g. Monster, Relentless
- Matches/lighters
- Water pistols or any toy that resembles a weapon;
- Chemical substances other than controlled drugs, e.g., ‘legal highs’
- Laser pens.

- Any item inappropriate for a child to possess in school or that could distract learning or cause harm may also be confiscated. The Senior Leadership Team and Headteacher will make final decisions regarding such items.

Items of inappropriate uniform, e.g. jewellery, hoodies, etc, will also be confiscated.

Any item deemed inappropriate for a child to have in school, i.e. by having no purpose for a child in a school setting and/or that has potential to distract teaching and learning, or, in extreme cases, could cause harm to others, is likely to be confiscated. The final decision on this, including the setting of appropriate sanctions, lies with the Senior Leadership Team and Headteacher.

10. Use of restrictive physical intervention

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#). Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

10.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons
- Reasonable force must:
 - Always be used as a last resort
 - Be used in a way that maintains the safety and dignity of all concerned
 - **Never** be used as a form of punishment
 - **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
 - **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our [restrictive intervention policy](#) for more information.

10.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them.
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

10.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please see our [restrictive intervention policy](#) for more information.

11. Malicious allegations/accusations by students against school staff

Allegations of abuse against students by school staff are taken very seriously. We handle such allegations swiftly, fairly, and consistently, ensuring protection for the student while supporting the staff member involved. If a student is found to have made a false allegation, appropriate sanctions will likely be applied.

12. Discipline beyond the school gate

- **Off-site behaviour:** Non-criminal unacceptable behaviour reported to have occurred off-site (e.g., on the way to/from school or during school activities) will be managed according to the Behaviour for Learning policy. Senior leadership may delegate responsibility for administering sanctions to middle leaders.
- **Bullying outside school:** Verbal or online bullying outside of school will be treated similarly to incidents within school. Jarrow School will support parents with evidence, if necessary, to pursue legal action if the bullying persists after school interventions.
- **External agencies:** If necessary, external agencies such as the police or Children's Services will be involved in reported incidents.
- **Anti-social behaviour:** Anti-social behaviour off-site that impacts the school's reputation or order may result in action from the Headteacher, including suspension or permanent exclusion. This also applies to behaviour during school trips or after-school activities.

13. Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up”, or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy.

Our [safeguarding policy](#) contains further information on how we prevent and manage incidents of child-on-child abuse.

14. Mobile phones

At Jarrow School mobile phones and other electronic devices during the school day is **not permitted**. If mobile phones and other electronic devices are brought into school, these items remain solely the responsibility of the student; they must be kept in the student’s bag and switched off whilst on school site throughout the school day including break and lunchtime. More information on the [Mobile Phone Policy](#) is here.

Telephone communication between parents and students must only take place through school staff; this is so that the authority of the school is not undermined, so that learning is not interrupted and so that the safety of students is not compromised. In addition, parents are specifically requested not to send (or respond to) text messages from students during the school day.

15. Uniform

Students are expected to wear school uniform as per the [Uniform Policy](#).

16. Training

Staff receive training in behaviour management as part of the induction process and through ongoing professional development. Training is aligned with the school's improvement plan and behaviour data.

17. Monitoring arrangements

This behaviour policy is reviewed annually by the Headteacher and Governing Body. Once approved, the policy will be shared with stakeholders.

Appendix 1: Staff Roles and Responsibilities

Form Tutors

- Positively manage behaviour and help prepare students to be ready to learn
- Use restorative approaches to resolve issues
- To consistently promote and model high expectations of behaviour and classroom protocol
- Monitor students' behaviour, attendance and punctuality and identify students causing concern
- Discuss issues with students, helping them to improve the management of their behaviour
- Inform HOY of students causing concern
- Support students and HOY with intervention work
- Communicate concerns to parents
- Attend pastoral meetings and training
- Use classroom and school displays to promote positive behaviour, respect, attendance and rewards
- Check monitoring reports and liaise with their linked HOY where appropriate
- Follow the school's child protection policies and procedures

Teaching Staff

- Use restorative approaches to resolve issues
- Positively manage behaviour in each teaching group
- Use the rewards and sanctions system fairly and consistently
- Raise concerns about persistent behaviour issues or serious breaches with the Faculty/Curriculum Leader, HOY, Behaviour Manager, Form Tutor or Line Manager
- Develop classroom management skills consistent with school approach
- Ensure lessons are engaging and inclusive
- Complete relevant sections of monitoring reports
- Follow the school's child protection policies and procedures
- Create and maintain a stimulating environment that encourages students to be engaged
- Display the whole school expectation within their classroom
- Develop a positive relationship with students, which may include:
 - Greeting students at the classroom door in the morning/at the start of lessons
 - Establishing clear routines and seating plans
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Using de-escalation techniques, for example, adopting a calm and curious not furious approach to discussion
 - Dealing with students in a consistent, calm and considered way
 - Concluding the day positively and starting the next day afresh
 - Share information, strategies and support to enhance classroom manage

Faculty/Curriculum Leaders

- Use restorative approaches to resolve issues
- Support and advise subject staff in classroom management strategies
- Be visible to students in Faculty/Curriculum Leader role
- Visit classrooms
- Organise and monitor department systems for addressing behaviour
- Highlight concerns with Line Managers and Pastoral Team
- Follow the school's child protection policies and procedures

Pastoral Team

- To consistently promote and model high expectations of behaviour and classroom protocol
- To celebrate and reward good behaviour
- Identify students causing concern
- Communicate with parents and carers
- Support and advise staff of individuals and groups causing concern
- Monitor or undertake intervention with students causing concern including the use of monitoring reports
- Keep accurate records reporting concern and interventions
- Monitor and analyse behaviour data
- Visit classrooms
- HOY to lead their tutor team
- Access support from external agencies
- Access appropriate professional development opportunities
- Follow the school's child protection policies and procedures

All other staff

- Use restorative approaches to resolve issues where appropriate
- Positively manage behaviour when under your supervision
- Use the rewards and sanctions system fairly and consistently
- Raise concerns about persistent behaviour issues or serious breaches with the Faculty/Curriculum Leader, HOY, Behaviour Manager, Teacher, Form Tutor or Line Manager
- Develop behaviour management skills consistent with school approach
- Complete relevant sections of monitoring reports where appropriate
- Follow the school's child protection policies and procedures

Leadership Team

- Set high standards for behaviour management
- Advise and support colleagues
- Visit classrooms
- Lead and contribute to innovations
- Monitor staff and students through regular line management meetings
- Supervise detentions

Governors

- Advise and support with school with the behaviour policy
- Serve on disciplinary panels
- Review school policies and monitor behaviour through reports presented at Governors sub committees.
- Visit the school to observe the behaviour and rewards policy in action

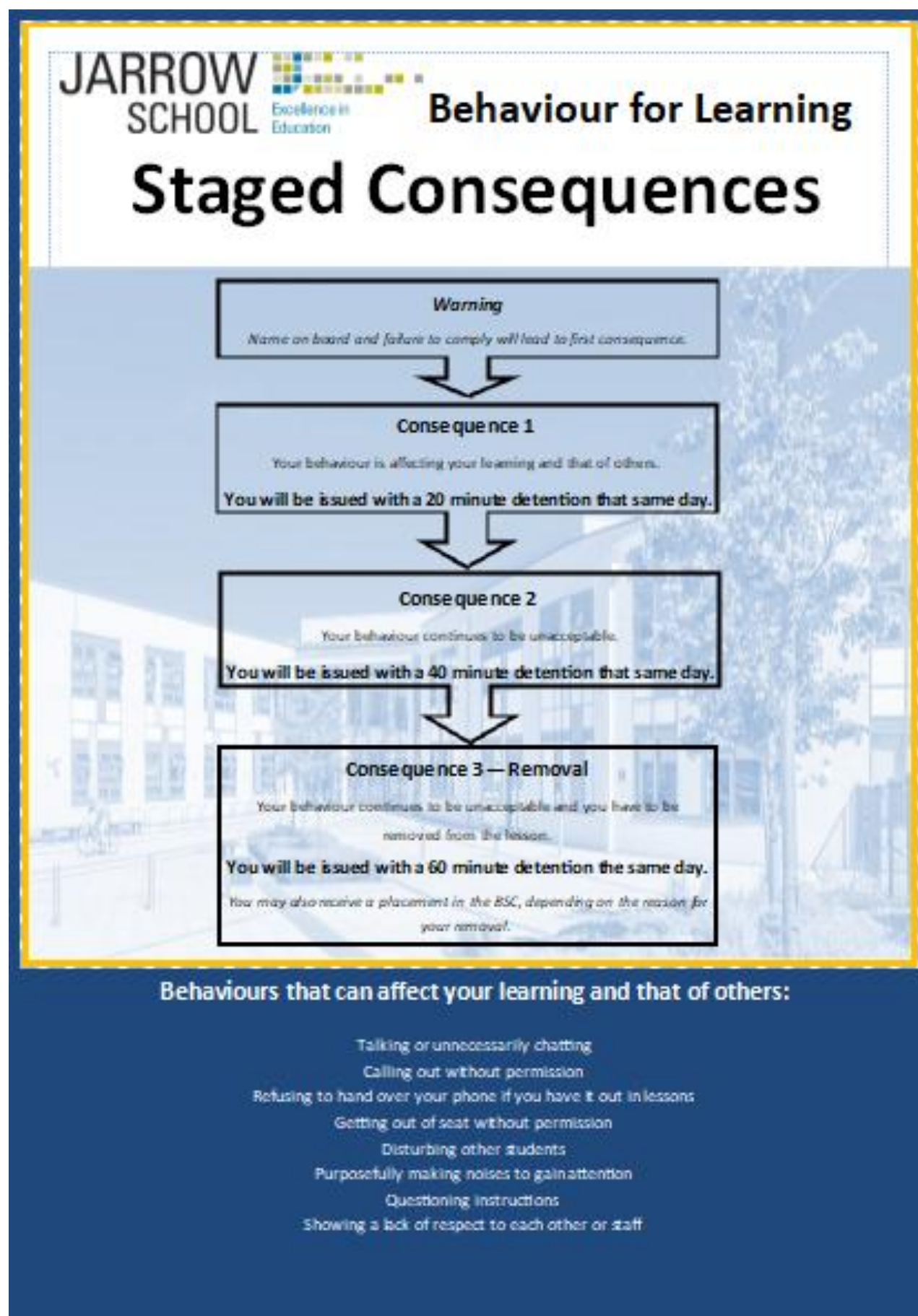
Appendix 2: Jarrow School Behaviour Policy Grid

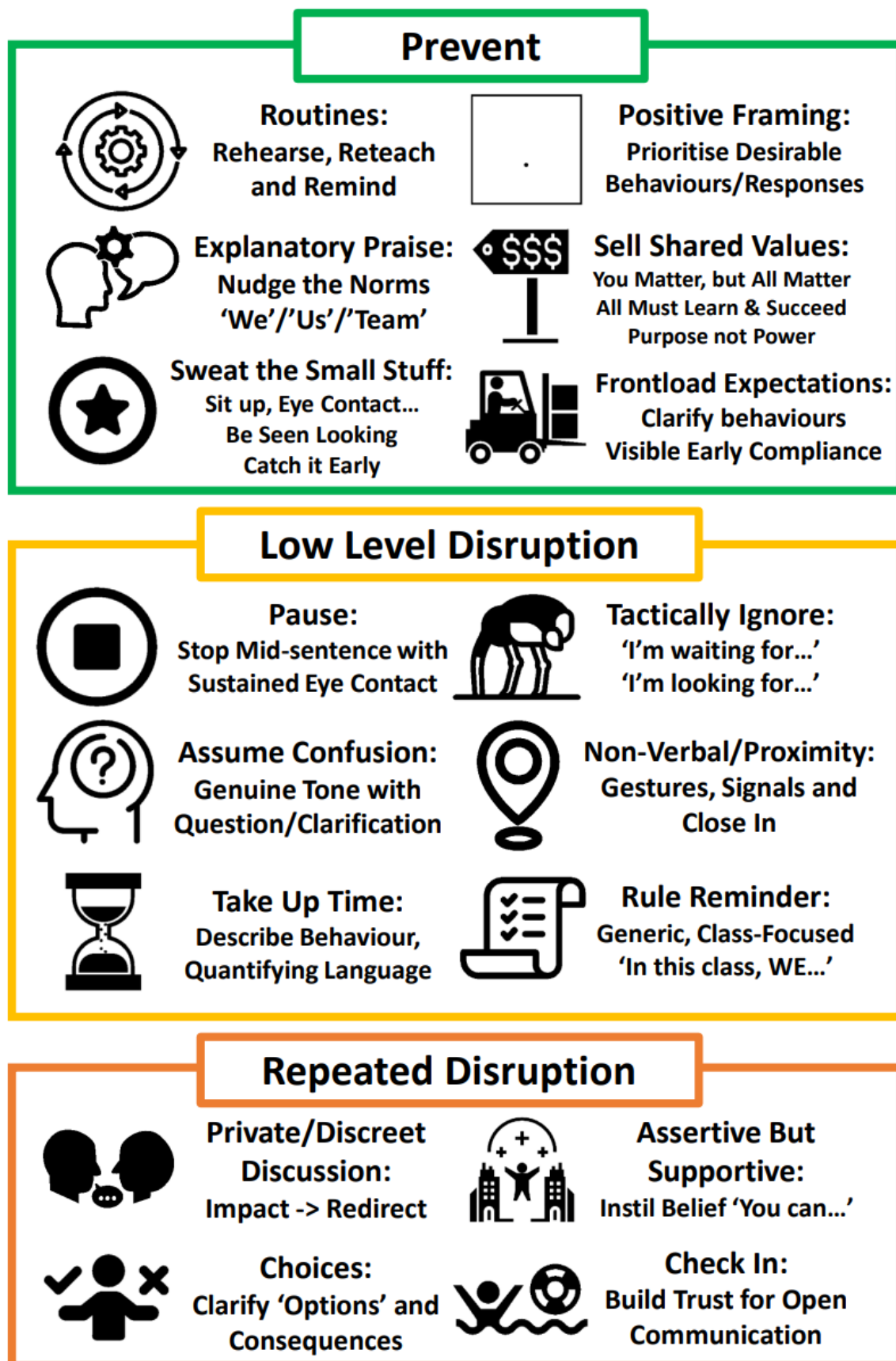
1. **Verbal Warning** - Warning about behaviour. Failure to comply will lead to first consequence.
2. **Consequence 1** – Student continues to disrupt their learning and that of others following a verbal warning - 20-minute detention on the same day.
3. **Consequence 2** – Further disruption to learning. Student receives a 40-minute detention on the same day.
4. **Consequence 3** - No further improvement and student is removed to an alternative room and receives a 60-minute detention on the same day. Teacher will hold a restorative conversation with the student before the next lesson.

Behaviour Policy Grid – All sanctions below will be fully investigated, and a decision will be made based on context and professional judgement.		
Level 1 – Warning / Consequence 1		
Level of Consequences	Strategies and Sanctions – not a tariff. On occasions, there may be alternatives.	Possible Interventions
Failure to follow instructions in the classroom • Not on task. • Initial failure to follow instructions. • Minor disruption. • Persistent lack of equipment. • No Learning Resource Pack • Incorrect uniform. • Chewing gum/eating. • Mobile phone not turned off and in bag. Failure to follow instructions during break or lunch • Poor/Inappropriate behaviour around school/corridors or to/from school. • Eating in the corridor. • Isolated incident of swearing/bad language.	• Positive behaviour strategies in class tried by teacher. • Verbal warning issued by staff. • Recorded on Bromcom. • Form tutor informed. • Failure to attend detention will occur a C2 the following day.	• Class teacher positive behaviour intervention e.g change seating plan. • Class teacher speaks to student where possible, making clear expectation of improved behaviour, restorative conversation. • Form tutor speaks to student during form time.
Level 2 - Consequence 2 or Consequence 3		
Level of Consequences	Strategies and Sanctions – not a tariff. On occasions, there may be alternatives.	Possible Interventions

• Persistent level 1 behaviour across longer time period/same lesson/day. • Refusal to work. • Failure to follow instructions. • Careless Vandalism/Minor damage to school or student property. • Defiance. • Disruption to class activity. • Misuse of the internet/school technology. • Isolated incident of poor behaviour on the bus. • Isolated incident of swearing/bad language. • Isolated incident of discriminatory / prejudicial language/behaviour not aimed at an individual.	• Persistent Level 1 behaviour – student is issued a C2/C3 detention. • Recorded on Bromcom. • Form tutor, HOY informed. • Student/family to pay for repairs where appropriate. • Confiscated items to be collected by parent/carer. • Ban from use of school equipment/internet or supervised use only. • Longer detentions / time in BSC may be used as appropriate depending on the incident. • Failure to attend detention will occur an internal isolation the next day.	• Class teacher speaks to student before next lesson to remind of expectations. • HOY speaks to student to support teacher • Classroom teacher/HOY/Form tutor contacts home to explain situation and consequence. • Students who accumulate 4+ C points in 1 day escalates to the following day in BSC by HOY. • Curriculum Leader/HOY actions may include: • - Daily Monitoring • - Mentor • - Individual Target Setting • - Subject report • - Contact parents.
Level 3 - Consequence 3/Removal from classroom/BSC placement/Senior detention		
• Persistent failure to follow instructions at break/lunch. • Refusal to follow instructions. • Isolated act of threatening behaviour towards students. • Isolated act of violence. • Stealing or intent to steal. • Leaving lesson without permission of class teacher. • Internal truancy. • Major disruption of class & learning. • Isolated act of bullying. • Associated with smoking group or caught with smoking/vaping/drug paraphernalia. • Discriminatory / prejudicial behaviour or language directed at a specific individual or intent to cause upset. • Indirect verbal abuse toward staff or student. • Vandalism of schools site.	• C3 - 60 minute detention on the same night as the offence. • Student is removed from the lesson to work with CL/within the department. • Recorded on Bromcom. • Form tutor, CL and HOY informed. • Student can be issued with a full day in Behaviour Support Centre. • Confiscation – warning, collect at by parent/carer. Repeated confiscated items may result in a further sanction. • HOY/SLT investigate incident and decide on time in Behaviour Support Centre (BSC) or if more serious, a suspension. • Parent may be required to	• HOY to discuss with student and parents/carers. • Class teacher speaks to parent/carer if a student is removed from their class. • Class teacher speaks to student before next lesson setting a clear expectation of improved behaviour. • HOY speaks to student during detention. • HOY phones home to parents to inform them of detention/sanction. • 4+ consequence points in a day results in minimum of a day's internal suspension. • Daily Monitoring /SLT. • Pastoral Support Plan. • Outside Agency involvement

- Recording incident on mobile device. - Repeated incidents of swearing/bad language	supervise student at lunchtime/take student off site.	
Where a student accumulates more than a C3 in the same day they will be placed in the Behaviour Support Centre and complete a C3 detention.		
Level 4 – Off site direction/Suspension/Permanent Exclusion		
- Violent, threatening or aggressive behaviour towards staff or students - Repeated act of bullying - Repeated stealing - Leaving school premises without permission - Repeated truancy from lessons or school site - Dangerous refusal to follow instructions - Direct verbal abuse toward staff or student - Smoking/vaping on site - Possession of prohibited substances or items eg weapons - Discriminatory / prejudicial behaviour or language (repeated) - Recording incident on mobile device and sharing/posting on line. - Sexual violence / sexual harassment	- Student is removed from the lesson by walkabout and sent to Behaviour Support Centre for the rest of the day/ and if needed next day. - HOY/SLT investigate incident and decide on suspension or time in Behaviour Support Centre - Recorded on Bromcom. Form Tutor, Curriculum Leader, HOY and SLT informed. - Possible permanent exclusion - Possible Police involvement - Consideration of a managed move	- HOY/SLT rings home to inform parents of procedure - HOY/SLT arranges meeting with parents to discuss incident and any targets to improve behaviour - HOY/SLT arrange re-integration meeting if suspension. - Outside Agency Intervention





Appendix 5: Skills for Success Behaviour Intervention

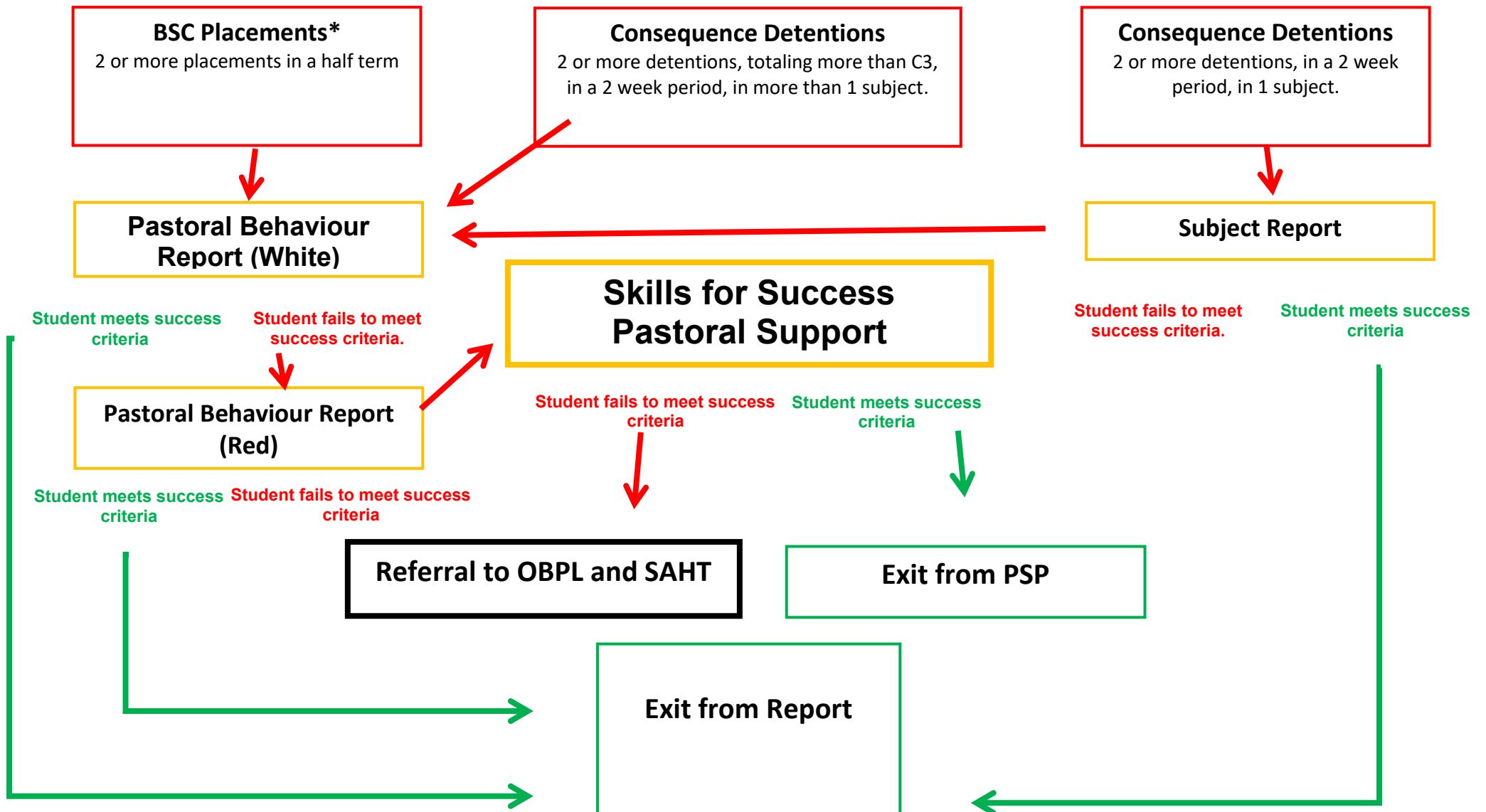
Monitoring – Support – Outcomes

Our vision of the Skills for Success Behaviour Intervention

We aim to:

- Monitor and assess specific barriers to learning related to behaviour and address these before they escalate.
- Coach students in new skills to manage their own behaviour.
- Provide an opportunity for reflection and guidance.
- To involve parents/carers at every stage to build and maintain a positive home-school relationship.
- Through our mentor service, offer a 'secure base' for students and the opportunity to build a trusting relationship with a key member of staff.

Intervention



*depending on nature of incidents, students may proceed directly to Red Report.

Pastoral Behaviour Report

Student						W/C						Report Reason							
Report Targets			1																
			2																
			3																
	HOY	Tutor	PD1			PD2			PD3			PD4			PD5			HOY	Parent
Mon			1			1			1			1			1				
			2			2			2			2			2				
			3			3			3			3			3				
Tue			1			1			1			1			1				
			2			2			2			2			2				
			3			3			3			3			3				
Wed			1			1			1			1			1				
			2			2			2			2			2				
			3			3			3			3			3				
Thu			1			1			1			1			1				
			2			2			2			2			2				
			3			3			3			3			3				
Fri			1			1			1			1			1				
			2			2			2			2			2				
			3			3			3			3			3				

Pastoral Behaviour Report

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Subject Report	- Reporting Period: 10 days - Monitored every lesson by Curriculum Leader (CL). - Phone call home to discuss issues. This phone call can be made by the subject teacher, Curriculum Leader or Head of Year (HOY). - Restorative session with HOY and subject teacher. Set success criteria for reporting period. - Class added to Drop-In List.
Pastoral Behaviour Report (White)	- Reporting Period: 10 days - Monitored daily by Head of Year - Meeting in school attended by parent/carer, student and HOY to discuss issues and set success criteria for reporting period. - Classes of concern should be identified and added to the Drop-In List. - <i>If this is following Subject Report - subject teacher or CL should also be invited to meeting and in class mentor support - for that subject - should be considered.</i> - <i>Possibility of a trial set change should be discussed with CL prior to meeting and only implemented if deemed the most appropriate option.</i>
Pastoral Behaviour Report (Red)	- Reporting Period: 10 days - Monitored daily by Senior Assistant Head Teacher (SAHT) or Organisational Behaviour and Pastoral Leader (OBPL). - Phone call home or meeting in school to discuss progression from White Report to Red Report. - Head of Year may consider offering mentor support/behaviour group work. - When a student successfully completes the reporting period, he/she must complete 5 days on White Report after being handed back to his/her Head of Year for monitoring.
Pastoral Support Programme	- Assessment paperwork completed by subject teachers, student and parent/carer. - Specific areas of concern identified and mentor allocated. - Meeting in school attended by parent/carer, student and HOY. <i>OBPL/SAHT may also attend these meetings.</i> - Success criteria for Programme discussed and agreed. - Programme should last between 6 and 12 weeks, depending on level of need. - Weekly progress meeting to take place between HOY and student.
Exit from Report	- Phone call home to discuss positive outcome - 'Lessons of concern' to remain on Drop-In List for 2 weeks. - Monitor via Bromcom.
Exit from Pastoral Support Programme	- Meeting to discuss positive outcome. - Lessons of concern to remain on Drop-In List for 4 weeks. - Weekly session with mentor/HOY to continue for 4 weeks.
Referral to OBPL and DHT	- HOY to refer student to OBPL and DHT to consider an offsite provision or alternative curriculum/provision. - OBPL and/or SAHT to meet with parents/carers to outline and discuss recommendations for ways to move forward from this point.

Mentor Support

Referrals

Referrals to the mentoring service should be carefully considered and, typically, used in conjunction with a Red Report or a Pastoral Support Programme to monitor impact. Students who are selected for mentoring will fit into one for the four qualifying criteria, as identified by their Head of Year:

1. Student regularly receives sanctions due to identifiable pattern of low level behaviour (i.e. class disruption, conflict with peers/staff, being off task). Day to day subject teacher, Curriculum Leader and Head of Year responses have not proved effective.
2. The student is having regular difficulty with a specific subject/member of staff and has been unsuccessful in completing their subject reporting period. Head of Year has identified that they would benefit from in class support.
3. The student has been involved in repeated serious incidents that require focussed time for reflection, guidance and restorative practice work.
4. The student has identifiable gaps in their social and learning skills such as; self-awareness, empathy, motivation and managing feelings.

Process

Initial assessment completed by Head of Year to identify specific areas of need. This should then be discussed, in detail, with the mentor and a plan should be put together with clear outcomes. Each plan will be bespoke to the individual.

The period of time for which a student is allocated a mentor should be decided between the mentor and Head of Year in advance. This should not be less than 6 weeks. There should be a mid-point review with the Head of Year, mentor and student to discuss how all parties feel support is impacting behaviour (*if a student is on PSP, this can be done as part of the PSP Review Meeting*). If the mentor feels, at any point that this period should be reviewed (shortened or lengthened) they should discuss this with the Head of Year as soon as possible and a new exit date should be agreed, if appropriate. Mentor to work with student and offer one-to-one, group work, in class support or a combination of these as, agreed with the Head of Year.

Mentor and student to complete a Mentor-Student Agreement.

Mentor should make notes following each session and share these with the Head of Year weekly.

Exit

A student should only be exited from the mentoring service if they meet one of the following criteria:

1. The mentoring period is over and the mentor and Head of Year agree that all of the outcomes have been met.
2. The mentoring period is over, outcomes have not been met and the mentor and Head of Year agree that an extension would be ineffective. This should be discussed with the Organisational Behaviour and Pastoral Leader in advance of a decision being made.

Appendix 6: Rewards

Jarrow Students are:



Respectful



Responsible



Resilient

