



Behaviour for Learning Policy

Approval date	June 2026
Approver	Mr A Henderson, Principal
Owner	Mrs S Cartland, Vice-Principal
Due for review	September 2026



The St John's Way

"This is how we do things here"

I Introduction

There is a strong correlation between a student's behaviour and their outcomes. The outcomes of good behaviours include:

- students achieving more academically and socially
- time is reclaimed for better and more focused learning
- staff satisfaction improves, giving them a greater sense of belonging in school.

At St John's, we are incredibly proud of our students who demonstrate excellent behaviour. When students don't meet our high expectations for behaviour, it is important that we have clear systems to address this, including supportive measures, so that improvements can be made.

The purpose of this policy is to introduce "The St John's Way" and sets out "how we do things here" so that everyone is clear about the expectations at our school for creating a safe environment in which all pupils can learn and reach their full potential. The St John's Way is an ambitious and clearly communicated set of systems. It outlines the behavioural expectations of staff, students and parents that are needed to give our students the very best education possible to enable them to realise their potential and take their place in a rapidly changing society.

1.1 Vision for The St John's learning culture

Our vision for a outstanding culture requires the highest of standards and expectations from every member of our school community. Every classroom is a calm, learning-focused environment, demonstrating superb relationships between the adults and students in the room. There is a relentless optimism that every person can meet these expectations through proactive support and care. There is a noticeable respect between staff, pupils and parents demonstrated by positive and courteous relationships between them all. The staff are well-trained and feel valued. All members of the school community have a strong sense of belonging and pride in being a member of the school.

1.2 Vision for Staff Behaviour

- An outstanding learning environment coming from consistent, calm, adult behaviour. Every member of staff seeks opportunities to implement behaviour management practices that will support the student to make the right choices in school.
- Staff always look to celebrate student achievements.
- There is a commitment to staff development so that their collective skill base and confidence in behaviour management is high and always improving.
- Every adult commits to implementing the consistent routines, which create clarity and consistency amongst all stakeholders, contributing to the world-class culture. Highly visible leadership ensures that staff feel supported and that systems are implemented successfully. Staff are accountable for their decisions and their adherence to the school routines.
- All staff have an unshakable belief that every student can improve their behaviour and are always willing to offer a fresh start. Staff value restorative conversations because of the ability to repair broken relationships and improve behaviour in the classroom.



1.3 Vision for Students' Behaviour

- Students are ambitious in the standards of behaviour that they set themselves. They understand the importance it plays in their contribution to the school culture and their learning. Every student takes pride in themselves, their school, and the local community.
- All students show respect by being positive and courteous to all members of the school community. Students understand and acknowledge that the adults are in charge of the classroom and wider school, but their opinion will always be listened to. This leads to everyone feeling a sense of belonging and feeling highly valued.
- Students are accountable for their decisions, their adherence to the school routines and demonstration of the school values.
- When students get it wrong, they learn from their errors following reflection, often supported by restorative conversations.

1.4 Vision of Parents/Carers Behaviour

A crucial element of ensuring outstanding behaviour at St John's is the relationship between the school and the parents/carers. Therefore, the school expects parents/carers to support the school by:

- having ambitious, high expectations for the behaviour of their child, supporting their child to meet the expectations of a student at St John's.
- communicating constructively with the school by telephone, email or letter. Attending all relevant parental meetings held by the school.
- Supporting decisions taken by the school to uphold the highest expectations and promote good behaviour.
- Asking for support from the school when they feel they need help with their child's behaviour.

2 System for behaviour in lessons

Every student has the right to be in a classroom that is free from disruption which provides an outstanding platform for learning. The teacher is in charge of their classroom and has the right to be shown respect by all the students.

At the start of every year, the teacher will spend time establishing their expectations with the students. These '5 Fundamentals' will form the basis of all behaviour expectations in the classroom and will be regularly revisited by teachers.

2.1 Before the lesson

We expect that staff will meet and greet the students as they arrive at the classroom. This is an opportunity to check that students are moving in an orderly manner outside of the classroom and to greet students as they enter the class, checking that they have a positive frame of mind for learning whilst wearing the school uniform in an exemplary fashion.

- We encourage our staff to be clear on their routines and teach and practise these routines with the students. Students should be clear on the expectations in the classroom so that they understand what behaviour is expected, encouraged and prohibited.

2.2 Praise and Celebration

St John's staff understand that praise and celebration is more effective than punishment in motivating students, they are central to reinforcing good behaviour. Praise and celebration motivate students and help them to see that good behaviour is valued; the most powerful form of reward is verbal praise. We are



committed to recognising and celebrating good behaviour and may do so in some of the following ways: Awarding of Positive House points through Class Charts, Postcards, phone calls, letters home, certificates, rewards trips, reward breakfasts and attendance at the Prom.

2.3 The St John's Way (in the classroom)

- Students may walk into a lesson and still be finishing a conversation that they started on the way there or take time to settle following the transition between classrooms. Students will be asked to complete a 'Do Now' activity so that they can engage with learning as soon as they enter the lesson.
- Following the start of the St John's Way in the lesson, if a student disrupts the learning in the classroom with their behaviour, the teacher will clearly 'remind' the student about the classroom expectations.
- If a student continues to disrupt the learning for other students, the teacher will issue an 'RI' and record the caution on ClassCharts. The RI cannot be withdrawn by the teacher as an incentive to improve behaviour. RIs should only be given in the classroom and for behaviour that is disruptive or acting in a way that is defiant to the teacher.
- Following intervention from the teacher, if the student continues to fail to meet the expectations, they will be removed the classroom (R2) and sent to the Hub, where they will spend the rest of the lesson. The Hub is a supervised space for students who have been removed from their classroom or need to be internally suspended.
- The teacher will use ClassCharts to inform the Hub with the name of the student and a brief reason (e.g. disruption) The student must take their bag and belongings and has 5 minutes from the teacher emailing to independently arrive at the Hub or a more significant sanction will be considered. If a student is in a PE lesson, extra time will be given for them to get to the Hub if needed.
- Sometimes, an adult may wish to draw attention to the expectations of behaviour (5 Fundamentals) without giving a warning to a particular student. In such situations a collective reminder to the whole class would be more appropriate. **This does not mean the whole class is receiving a 'reminder'**. For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say, "I'd like to remind everyone that off-task conversations are for social times."
- The teacher will not give reaction sanctions. A reaction sanction is when a student is given a reminder or RI and they then show secondary behaviour (e.g. a negative reaction to the decision). This must be ignored by the teacher and should not result in their removal from class, unless their reaction is extreme. The member of staff should give the student time to process the warning and then support the student with an intervention that will help them improve their behaviour. If, however, the student continues to disrupt the learning they should be removed and sent to the Hub.
- When a student arrives in the Hub, they will be asked to complete a reflection sheet and then given work to complete.
- The student will complete the rest of the lesson in the Hub unless they have arrived during the last 10 minutes of a lesson when they may have to spend the next lesson in the Hub.
- The student will only return to their next lesson if enough work has been completed during their time in the Hub.



Consequences

- If students are sent to the Hub during periods 1-3 they will automatically have a 20-minute lunchtime detention on the same day. (L20) Parents will be informed via Classcharts.
- If students are sent to the Hub during periods 4-5 they will automatically have a 20-minute lunchtime detention the following day. (L20)
- This can be extended to a 30-minute detention if a student has been sent out twice over a 2-day period. (L30) Parents will be informed via Classcharts.
- If a student is sent out of a second lesson in the same day, they will be internally suspended for 5 lessons including breaktime and lunchtime (they will be escorted to collect lunch from the canteen if necessary) Also, if a student fails to leave the classroom in an orderly manner or meet the expectations of the Hub when they arrive, then it will be considered whether they should be internally suspended for the next 5 lessons.
- If a teacher has not used the St John's Way system or taken into consideration the student's needs on the One Page Profile (OPP), a senior leader or Head of Year may decide that the student is not required to attend the lunchtime detention. The senior leader will clearly communicate the reasons to the teacher for this decision. However, it is important that the teacher and student still have a restorative conversation.

2.4 SEND Students

Some students with a SEND need will struggle to meet key school behaviour milestones, and the school is committed to giving as much assistance as possible to help meet these. It is, however, wrong to accept misbehaviour from any student who is capable of modifying their actions and the school will always look to equip students with better skills, habits and qualities no matter their circumstances. The school has high expectations of behaviour from students with SEND but there will be times when reasonable adjustments to The St John's Way are needed for individuals so they can meet our expectations.

The school is mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

2.5 Contacting parents/carers

The relationship between the school and parents/carers is crucial and it is important that parents/carers are contacted when things are going well and also when there are concerns. If a student is referred to the Hub, the expectation is that the teacher will give an explanation of the incident on ClassCharts. A telephone call may also be necessary. The telephone call is a passing on of information from the teacher to the parent/carer so that they can support their child to improve their behaviour in the classroom. It is not a time to discuss the merits of the decision but pass on the information. It is not always possible for some members of staff (eg cover supervisors or external cover staff) to give feedback but parents/carers can discuss incidents with pastoral members of staff.

2.6 Detentions

Detentions are an important part of the school's consequence system to encourage students to recognise that their behaviour or attitude to learning has not been acceptable and to make improvements. The Department of Education states that there is no expectation for the school to give notice, reason or seek parental consent for a detention. However, the school out of courtesy to parents/carers, will make them aware of same-day detentions. If there is a genuine reason for a student being unable to attend a detention, the school will work with the parents/carers to make alternative arrangements. However, this must be in exceptional circumstances (eg. medical appointment) and we expect all parents/carers to support the school in ensuring the detention takes place.



When issued on ClassCharts, detentions are compulsory and failure to attend a detention or not meet the expectations of behaviour in the detention will result in further consequences. It is important that parents/carers keep the school up to date with contact telephone numbers and email addresses.

The expectation is that students work in silence during the detention and complete work. Failure to meet these expectations or follow staff instructions will result in the detention being repeated or further sanctions (including a one hour after school detention) depending on the nature of the behaviour. If a student is behaving poorly, the school may decide to send the student home early. The parents or carers will be contacted if this is the case.

2.7 Suspensions

A student may be suspended from the school for a significant, one-off event or persistent failure to follow instructions or episodes of defiance. The decision to suspend a student can only be taken by the Principal or a senior member of staff designated by the Principal if they are absent from school. A suspension will be recorded as a R5 on ClassCharts.

Readmission meetings, following a suspension, will be held with the parent/carer(s), the student, the appropriate Head of Year and a member of the Senior Leadership Team when appropriate. A readmission meeting form will be completed during the meeting which follows the principles of the restorative approach and allows students a chance to reflect on their behaviour. In the unusual event that parents/carers are unable to attend the readmission meeting then it should still continue with the student. A letter should be sent to the parent/carers following the meeting to inform them of its outcomes.

All suspensions are monitored to ensure that an underlying need of the student is not being missed.

3 Punctuality

Being on time demonstrates that a student has the correct mindset and focus to be ready for school.

3.1 Arriving to school on time

- The school day begins at 8.35am, so students are expected on site no later than 8.30am
- The rear gate will be locked at 8.30am. Anyone arriving after 8.30am will be recorded as 'late'. If a student is recorded 'late' on 3 occasions, they will be issued with a 20-minute lunchtime detention. The 'Movement Bell' will sound at 8.30am
- Students must arrive at their registration room by 8.35am, otherwise they will be recorded as 'late'

3.2 Transition between lessons

- It is important that all students turn up to lessons on time and ready to learn.
- A 'Movement bell' will sound to indicate the end of a break or a lesson. Students are then expected to move purposefully to their next lesson. They must not run, eat food or drink on the move and follow the one-way system.
- Students have 5 minutes to move to their next lesson where they will be greeted by the member of staff.
- If they arrive after the 5 minutes allowed (without a reasonable reason) they will be marked as 'late'

Lates will be monitored closely by the students' Head of Year, and if the lateness persists parents will be contacted, and further sanctions will be considered. Students are expected to attend every lesson as outlined on their timetable. In the event a student does not arrive for their lesson, staff will report this as truancy. Measures will be put into place to locate the student on school site and if unable to locate contact will be made home. A detention may then be issued.



4 Social times (Break and Lunchtime)

Students are expected to follow the student 'Code of Conduct'

If a student fails to follow the Code of Conduct, they may be placed in a lunchtime detention. This is a staffed area, where students will spend their social time for an agreed period of time. Once it is agreed that they can leave the lunchtime detention, they may be placed on a social time report. This is a report card that must be signed by a Head of Year or senior leader during break and lunchtimes.

5 Exiting a Lesson during lesson time

Students are not expected to need to leave the classroom during a lesson. The most common reason is for a student needing to go to the toilet. Students are expected to use the toilets at break or lunch.

However, if there is an urgent need to leave the classroom, the teacher will issue the student with a pass which they must show to any adult who asks why they are out of lessons.

Some students may be issued with a 'medical pass' or a 'time out pass' but these must be agreed with the student's Head of Year. Some students may be issued with a 'Time Out' card to support them with anxiety or mental health. These will only be issued by their Head of Year or a senior leader. If the student is found to be misusing the Time Out card, it will be removed.

6 Mobile Phones

St John's Marlborough is a phone-free (to include mobile devices such as tablets, games consoles and headphones) school for students in Years 7-11. The aim of a device-free school is to encourage students to interact with one another and develop their social and interpersonal skills, whilst considering their well-being and the overconsumption of information accessible through their mobile devices.

- Students must have mobile devices switched off or on silent and stored securely from **8.30am to 3.10pm**. We recognise that many students arrive at school much earlier in the morning and/or are required to stay at school beyond 3.10pm to wait for buses or attend after school activities. This is why the policy only applies between 8.30am and 3.10pm.
- Mobile devices should remain switched off or on silent (vibration turned off) unless permitted to use them for educational purposes by a member of staff. No device should be seen or heard until students have left their final lesson at 3.10pm.
- Should a student have their device visible at any point **between 8.30am and 3.10pm** during the school day, a member of staff will confiscate the item, place it in an envelope, write the student's name and hand in to main reception where it will be stored securely. (Schools are permitted to confiscate devices from pupils under sections 91 and 94 of the Education and Inspections Act 2006.)
- Students will then be able to collect their phone from reception at 3.00pm.
- If a student refuses to hand over their device, it could result in a significant sanction and parents will be contacted.
- If a student has their device confiscated twice in a term, parents will be contacted to let them know and students will receive 3 negative House points.
- If a student has their device confiscated more than twice in a term, students will receive 5 negative House points and parents will be asked to collect the phone from reception after 3.10pm.

6.1 Exemptions

To support the needs of all of students it is important to acknowledge those who need to use their mobile phone to support their medical and special educational needs whilst in school. This will be considered on a case-by-case basis and medical professional evidence will be required (if not already known) to explain the



need required. The year team will issue exemption passes to students once families have shared the medical evidence requested.

- Students with an exemption will be able to use a device throughout the school day. However, the use of the device must not be in student facing areas whenever possible i.e., the student will need to be in an identified safe space, or staff office to be compliant.
- Students that need ear defenders can use them throughout the day in all areas – this does not include headphones attached to mobile devices.

6.2 Uniform and Equipment

The intention of the uniform policy is to promote pride and responsibility in our students in preparation for adult life. It provides equal opportunity for students without the extremes of fashion. Correct school uniform should be worn at all times on school site. The uniform policy sets out what is acceptable and non-acceptable in terms of uniform. Uniform should be worn neatly e.g. shirt tucked in.

Uniform will be checked during tutor time and on entry to lessons, students not wearing correct uniform will be expected to correct immediately using loan uniform. The student will be issued an R1 on ClassCharts, if the uniform is not rectifiable an R4 will be issued on ClassCharts. Excessive jewellery will be confiscated and handed into reception for the student to collect at the end of the day.

Being prepared is another important life skill and therefore failure to bring equipment to St John's is unacceptable and is taken seriously. Students must ensure they have a pencil case with them. Students must also ensure that they bring their PE & Dance Kit and Accelerated Reader books to school as directed. Consequences may apply for any student who consistently wears the incorrect uniform or fails to bring their equipment to St John's.

6.3 Off-site Behaviour

We want students to feel proud of their school and represent themselves and St John's positively in the local and wider community. Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school related activity (e.g. school trips)
- Travelling to and from schools
- Wearing school uniform or identification as required by the school.
- In any other way which makes them identifiable as a student of St John's.

Sanctions may also be applied where a student 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 student or member of the public.
- Could adversely affect the reputation of the school.

6.4 Illegal Drugs, Alcohol and Smoking/Vaping

St John's Marlborough is a non-smoking school. If a student is found to be smoking or vaping, then an initial letter of warning from the Principal, senior leader or Head of Year is sent home to parents warning of the dangers of smoking and reinforcing our legal responsibility regarding smoking in public places. Repeated occurrences may lead to a more serious sanction such as a suspension.

A student found with a student smoking/vaping or found to be in possession of smoking/vaping paraphernalia, will be treated as though they are a smoker/vaper. By being with a smoker/vaper, a positive choice is not being made and it is impossible to know whether they have or haven't been smoking/vaping.



Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol related activity may result in a more serious sanction such as suspension.

St John's will not tolerate drug use of any sort on school property or during off-site activities. This includes solvents and any other substance that can be misused or harmful, including 'legal highs'. The school takes its anti-drugs education seriously and will sanction any person found in possession of drugs and will inform relevant agencies e.g. children social care and police. Students are likely to be suspended if they are found to be involved in drugs-related incidents. This includes supplying, possessing or taking drugs.

Equally carrying, supplying or taking prescription drugs without lawful reason could result in a sanction and may lead to suspension.

Non-prescriptive drugs: some over the counter drugs can be harmful if misused. We advise that students do not carry these in school. If they need medication they can go to the school nurse.

Medication: We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this as soon as possible. Further details around medication can be found in the Medical Conditions Policy.

6.5 Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and expectations
- Any form of bullying
- Vandalism or theft
- Violence either towards other students or violent/intimidating behaviour towards staff
- Verbal abuse towards staff
- Possession of any prohibited item such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any item which could cause injury, damage or offence.
- Sexual violence or sexual harassment including taunting, jokes, comments, physical behaviours or online harassment.

In the event that a St John's student demonstrated such behaviours staff would first investigate the concern being raised. Dependent on behaviour this may include external agencies supporting such as police or children social care. A sanction will also be applied which may include suspension, alternative education arrangements or a direction off site for a period.

6.6 Bullying

Bullying is defined as the negative, intentional harming of one person or group by another person or group, where the friendship involves an imbalance of power. Bullying is therefore deliberately hurtful, repeated (often over a period of time) and difficult to defend against. Bullying can occur verbally, indirectly, online or physically.

- Students and parents are encouraged to report bullying concerns to their tutor in the first instance or via the student safeguarding email address.
- In the first instance, staff will internally investigate incidents and will always have follow up activities. A sanction may also be applied.
- The school records, analyses, and monitors incidents through CPOMs and ClassCharts.
- The school will prioritise support for those who have been targeted by bullying or are vulnerable to bullying.



We adopt a whole school approach to prevent bullying. Preventative work through assemblies, Personal Development Days, Student Council, Head of Year/Key Worker 'open-door' during unstructured times, Restorative conversation techniques, and other activities help to promote positive behaviour. More information for parents / carers in relation to St John's Academy's Anti-Bullying policy, can be found on the website.

6.7 Malicious allegations against staff

Where a student makes an accusation against a member of the St John's staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused.

Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

6.8 Investigating incidents and written accounts

General guidance is that students should always have an opportunity to express their version of events. Alleged victims, perpetrators and witnesses, if applicable, will have the opportunity to make a written account from which members of staff can determine a best-fit outcome to an incident on the balance of probabilities

Written accounts should be supervised by the member of staff initially dealing with the incident; the student should be able to have an adult scribe for them should they not be able to write their own account. Students will sign and date their accounts as a true record of events.

Parents/Carers will not be contacted in advance of their child writing an account. Written accounts will be retained by the Academy.

6.9 Searching, screening and confiscation

Informed consent: St John's staff may search a student with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent. If the student refuses, sanctions will be applied in accordance with this policy

Searches without consent: In relation to prohibited items, as defined below, the Principal, and staff authorised by the Principal, may search a student or their possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession. Searches without consent will only be carried out on St John's premises or where the member of staff has lawful control or charge over the student, for example, on school trips

Prohibited items: Means knives, blades or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, lighters, vapes, e cigarettes, fireworks, tools, pornographic images and any other items deemed inappropriate, cause disruption to learning OR any items that could cause emotional, psychological or physical harm to another person (including the Student). It shall also include any article that a member of staff 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 student; any item banned by the school rules identified as being an item which may be searched for; and any other items as defined in law.

Searches generally: If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of Academy property, e.g. students' lockers; and / or
- a search of personal property (e.g. bag or pencil case within a locker).



Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Staff are permitted to use a metal detector to assist with the search.

Where a student is searched, this will be conducted by members of staff of the same gender as the student, however, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex with a witness present.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

St John's is not required to inform parents before a search takes place or to seek their consent to search their child.

1. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspects a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
3. School staff can view CCTV footage if available in order to support decision-making as to whether to conduct a search for an item.
4. There is no legal requirement to make or keep a record of a search.
5. St John's should inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about searching should be dealt with through the normal school complaints procedure.

6.10 Students being spoken to by Police/PCSOs at St John's

The situation tends to fall into one of two categories:-

1. INFORMAL – The Police Officer and PCSO's (Police Community Support Officers) associated with our school localities may drop in to St John's at any time and may chat to students at break and lunch time and after school on an informal basis. Students can feel free during these times to discuss any worries or concerns that they may have, as we feel PCSOs are a part of the extended school community. There may be occasions when staff elicit the support of the Police/PCSO when dealing with matters such as theft, cyber bullying, anti-social behaviour etc. This is not a formal interview (See Point 2) and in these cases a member of staff will sit with the student(s) involved and, out of professional courtesy, parents/carers will be informed that a conversation has taken place to help students and the school resolve any concerns. Parents may not be contacted in advance.

2. FORMAL – There may be occasions when the Police and PCSO's will need to formally interview a student. If this is the case then advice will be taken at the time, usually by a senior member of staff if they are available, if not an appropriate member of the Pastoral Team, as to whether the parent should be contacted to inform them. On rare occasions a school may be instructed by the Police NOT to contact the parent/carers; this is usually because it may jeopardise the Police investigation. In most cases parents/carers are informed of police involvement and they are requested to come into the Academy.

There are also cases when police will need to act with urgency and immediacy to protect student and staff welfare or to preserve evidence. In cases like this, parents will be notified when deemed appropriate by the school.



6.11 Use of reasonable force

Any use of force by St John's staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force: advice for head teachers, staff and governing bodies and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the student's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment.

6.12 Monitoring, evaluating and review

The effectiveness and impact of the Behaviour for Learning Policy will be monitored through the collection and collation of evidence including:

- Achievement data (progress checks)
- Lesson observation, Learning Walk and Climate Walk data
- Attendance data
- Class Charts Behaviour Log data (positive and negative)
- Suspension data
- Internal Suspension Room data
- Social, emotional scaling tools
- Student & Staff Voice exercises

Performance will also be monitored and evaluated through Line Management meetings. By evaluating the success of the policy, St John's will consider to what extent:

- Combined use of Fixed Term Suspension and ISR have reduced
- Monitoring and evaluation processes judge Personal Development, Behaviour & Welfare to be good or outstanding
- In Academy variance of focus groups, ethnicity and gender is reduced

Particular attention will be given to the data for vulnerable students to ensure that appropriate interventions are in place to support them.

6.13 Training

St John's staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.