



John Hanson Community School



Behaviour Management Policy Autumn 2026

Including Anti Bullying Statement

Ratified and adopted by Full Governing Board: Autumn 2026

Date of Review:

Autumn 2027

Lead Committee:

Student Care, Guidance and Support

Lead Professional:

Kim Hide



Behaviour Management Policy

1. This policy applies to any student on roll at John Hanson when taking part in any school-organised or school related activity¹:

- a. when travelling to or from school.
- b. when wearing school uniform.
- c. when in some other way identifiable as a student at the school.
- d. that could have repercussions for the orderly running of the school.
- e. that poses a threat to another student.
- f. that could adversely affect the reputation of the school.

2. This policy supports John Hanson Community School where behaviour is managed well and where students feel safe. A school where students have respect, courtesy and good manners towards each other and adults, and take pride in themselves and the school.

Behaviour management aims:

3. To maximise achievement by encouraging positive behaviour for learning within lessons, the school and the wider community.

4. To adopt consistent expectations and approaches towards rewards and sanctions across the school to enable:

- a. all staff to establish boundaries for working within agreed guidelines as to the type of behaviour that is acceptable and not acceptable.
- b. the student(s) to continue to learn in lessons and the teacher to continue to teach
- c. the student(s) to be managed in a way that is minimally intrusive so that the relationship between the student(s) and teacher remains in tact
- d. the real problem to be identified and not just the causal factor dealt with
- e. the student to change their behaviour and emotional response so that they can continue to learn in lessons and that there is a learning outcome that means that the problem is less likely to recur.

¹ School organised or school related activity consists of the time students are within the school grounds (normally 8.25am-3.15pm), plus any time spent taking part in extra-curricular activities, trips or visits and the normal time it would take to travel to and from school



Principles of Positive Behaviour Management

5. The basis of excellent behaviour management is to have care and concern for others at the centre of what we do and why we do it:

- a. At the core of positive behaviour is effective, imaginative and engaging teaching.
- b. The staff in the school should always look to operate as a faculty, with a strong team ethic in teaching/learning and behaviour management.
- c. Staff need to work clearly with and in communication with the pastoral teams, utilising their perspective and expertise and make effective use of parents.
- d. Good behaviour management will be progressive, consistent and fair in its use of rewards and sanctions. We can mould or shape behaviour, but not control it!
- e. To be effective in the behaviour management of students', staff must ensure that they know, and have discussed, the faculty and school expectations of behaviour. Staff must communicate these to students, and consistently work towards these.
- f. Behaviour management is central to a student's development – it develops the individual and how they relate to others in the world around them. Behaving appropriately is part of their learning.
- g. Whilst staff need to challenge inappropriate behaviour, consideration must be given to setting, tone, language and audience in order to minimise confrontation.
- h. Positive behaviour will be promoted through assemblies, tutor time, high expectations in classrooms and around the school, and through behaviour modelled by staff.

Code of Conduct

6. Students should do their best to behave in a way that shows **respect** for learning. This means being **ready**:

- a. Attend each day and arrive on time for lessons.
- b. Bring everything needed to lessons.
- c. Listen to instructions and follow them.
- d. Take pride in all class and homework.
- e. Make it easy for everyone to learn and for the teachers to teach.



7. Students should do their best to behave in a way that shows self **respect**. This means being **respectful**:

- a. Make it easy for other people to achieve and being pleased when they do.
- b. Be honest with ourselves and to others.
- c. Make good use of time.
- d. Take good care of themselves and their property.

8. Students should do their best to behave in a way that shows **respect** for others. This means being **safe**:

- a. Be courteous, co-operative and friendly.
- b. Show consideration for other people's feelings and points of view.
- c. Take care of other people's property.
- d. Move around the school safely and sensibly.

9. Students should do their best to behave in a way that shows **respect** for the school. This means taking **responsibility** to:

- a. Wear the correct uniform for school.
- b. Take good care of property and the environment, in and around school.
- c. Ensure you always give the best impression of the school.
- d. Play an active part in helping to improve the school and the local community.

How the School Supports Positive Behaviour

Behaviour Curriculum

10. Through a full and detailed PSHE and RSE curriculum, students are taught explicitly about keeping themselves safe, consent, sexual harassment, and emotion coaching.

Habits for Learning

11. In every lesson students receive a stamp for meeting the school's expectations of behaviour, punctuality, equipment, work and home learning. Additional stamps are given for



demonstrating the School Ethos of Inspire, Care, Succeed. Stamps are tracked so that students can be rewarded, or intervention for behaviours can be put in place.



Staff Support

12. Staff support positive behaviour by following the DIR system, maintaining consistent policies within faculties and classrooms and having high expectations of behaviours which enable learning in a safe and happy environment. Repeated practices promote the values of the school, positive behavioural and understanding on the consequences of unacceptable behaviour.

Wellbeing Support

13. Sometimes students need extra support and we have a wellbeing officer who support through group work and 1:1 sessions following referrals from Heads of Year or SLT.

SEND students

14. Students with SEND who display poor behaviours are supported by bespoke packages of behaviour care.

15. List of Rewards that may be used:

- a. Expectation stamps
- b. Verbal praise
- c. Additional stamps
- d. Bronze, silver, gold, platinum badges
- e. Pizza lunches for Top 10 attitude/effort in termly reports
- f. Tutor of the Week
- g. Tutor of the Term
- h. Inter Tutor Champions breakfast
- i. John Hanson Award
- j. Headteachers certificates
- k. Postcards home
- l. Phone calls home
- m. Reward trips
- n. Faculty/Year team colours at the end of the academic year
- o. Invite to summer celebration afternoon tea
- p. Respect Points – emailed home
- q. Year Team / Head of Faculty awards



16. List of Sanctions that may be used:

- a. Discussion/resolution
- b. Support with apology
- c. Warning – advice concerning consequences
- d. Move student within room
- e. Sent out with Do It Right (DIR) card
- f. Displacement to another classroom to work
- g. After school detention
- h. Report
- i. Isolation
- j. Late School
- k. Suspension
- l. Off site Direction
- m. Permanent Exclusion
- n. Removal from a school trip/visit - *Students are expected to have excellent behaviour when representing the school on a trip, and we reserve the right not to include students whose past record of behaviour may cause concern. Equally, if a child's place is withdrawn later in the year due to concerns over the safety of others, or due to a child's own safety in following instructions of staff, you would still be liable to cover the full cost of the trip.*
- o. Representing the school – it is an honour to represent John Hanson School in any event. An isolation, late school or suspension will result in a student missing their next sporting fixture, and participation in other upcoming school events will be considered.

Detention

17. Detentions are set for the following day and are held after school. Detentions are given for the following:

- a. Disrespect Point – 30 mins
- b. DIR – 30 mins
- c. Missed Home Learning – 30 mins
- d. Late to lesson – 30 mins
- e. Late to school – 30 mins for each day late sat on Friday.



- f. Social behaviour – 30 mins
- g. Displacement – 1hr
- h. No phone pouch – 30 mins
- i. Incorrect uniform – 30 mins

Failure to attend a detention will be placed in a 2 hour detention the following day.

Do It Right (DIR)

18. The school operates a Do It Right system. A student who disrupts learning will receive one warning before being sent out of class with a DIR card. When a student receives 4 DIR's they spend a day in isolation

19. **Heads of Faculty/Department** and **Heads of Year** will monitor the behaviour of students across faculties. Persistent poor behaviour will lead to students being placed on Head of Faculty or Head of Year report.

Students are expected to follow instructions from staff at all times. **Everyone** is responsible for behaviour at John Hanson School.

Uniform

20. Students are expected to be in the correct uniform, worn appropriately, at all times. Students with incorrect uniform will be loaned the necessary item in return for their phone and pouch, which will be returned at the end of the school day. Students in incorrect uniform will be placed in detention the following day. Students with excessive make up will be expected to remove it. Jewellery beyond a small pair of stud earrings in the lobe and a watch will be confiscated. This will need to be collected by parent/carer.

Parent/ carer may be contacted to support their child with immediate resolution. The uniform policy can be found in the planner.

Student mobile phone procedure and guidelines

21. **Mobile phones are not to be used on school site.** Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.



John Hanson Community School

Inspire - Care - Succeed



22. Daily Process

- a. When arriving at school students will make sure their phone is in their pouch and that the pouch is locked
- b. Store it in their bag/rucksack/blazer etc for the day
- c. At the end of the school day, students will open their pouch via the unlocking stations situated outside of the front and back gates.

Pouch Damage

23. If a student damages their Pouch and it no longer functions as required, they will be issued with a new pouch and a £10 fee will be incurred by the parents/carers

- a. Examples of damage:
- b. Ripped fabric
- c. Cut
- d. Torn
- e. Bent/cut pin
- f. Signs of force to black button on flap

Lost Pouch

24. If a student loses their Pouch they will be issued with a new pouch and a £10 fee will be incurred by the parents/carers

Forgotten Pouch

25. If a student forgets their Pouch, their mobile phone will be collected in, stored securely returned to the student at the end of the school day. If a student consistently forgets their Pouch, it is considered Lost.

Student caught using their phone during the school day

26. If a student is caught using their phone during the school day it will be confiscated and a parent/carers will have to collect the phone from school between the hours of 8am and 4pm.



Toilets

27. Only one student is allowed in a toilet cubicle at any time. When more than one student occupies a cubicle, all will be placed in late school.

Isolation

28. Students may be placed in our isolation room for:

- a. Disrupting learning of others
- b. Refuse displacement
- c. General poor behaviour
- d. Whilst an incident is being investigated
- e. Missed 2 hour detention

Students will be given work to do in silence.

Late School

29. Students whose behaviour is persistently poor, or where an incident is considered to be serious by the management of the school, will be placed in Late School. Late School is from 12:30 – 17:30 and students will be given work to do in silence during this time. At the end of the period of late school parents /carers will attend a reintegration meeting, where the expectations of the school will be discussed. Only if the student responds to the meeting appropriately, and with recognition of improvements that need to be made, will they return to lessons.

Off Site Direction

30. Students whose behaviour is persistently poor, or where an incident is considered to be serious by the management of the school, will be placed in the isolation unit of a local school. At the end of this period parents/carers will attend a reintegration meeting, where the expectations of the school will be discussed. Only if the student responds to the meeting appropriately and with recognition of improvements that need to be made, will they return to lessons.



Number of DIRs (per term)	Sanction
4	Isolation. Parent contacted
8	Late school. Parent meeting with member of staff running late school.
12	Off site Direction to local school for 1 day. Reintegration meeting with Head of Year/Behaviour Lead.
Further DIRS	May lead to: Extended off site direction Referral to external agencies Fixed term suspension

31. Persistently disruptive behaviour may lead to permanent exclusion. This will be the Headteachers decision and statutory guidance will be followed.

Suspension

32. It is the Headteachers decision to suspend a student from school. A parent/carer has the right to make representations about this decision to the governing body. If they wish to make representations, they must contact the Clerk to the Governors, via the school, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations made and may place a copy of their findings on the child's school record. The email for the clerk of governors is available here on the school webpage. Students are expected to complete work set.

Students are expected to have excellent behaviour when representing the school on a trip, and we reserve the right not to include students whose past record of behaviour may cause concern. If a student is suspended from school this will result in their removal from the next residential trip within the next 12 months.

Permanent Exclusion

33. The final decision on whether to permanently exclude is for the Headteacher to make, and statutory guidance will be followed.



Governors

34. Governors will form a disciplinary review committee when a student receives a 15 day or more fixed term exclusion, exceeds 15 days of exclusion within a term, or the decision is taken to permanently exclude.

Illegal substances

35. John Hanson School is a non-smoking site. The use of cigarettes, electronic cigarettes or nicotine products is not allowed. Smoking paraphernalia will be confiscated and disposed of. Any student smoking ,vaping or using other nicotine products in or around the site will be suspended from school.

36. If a group of students are seen in close proximity emitting smoke or vapours, they will all be considered guilty of smoking/vaping regardless of who is found to have possession of the items at the point of teacher / staff intervention.

37. In the case of a student being suspected of being under the influence of alcohol or drugs, their behaviour alone is sufficient to make the claim, no further testing is required.

- a. Any student found having consumed drugs or alcohol will receive a 5 day suspension.
- b. Any student found to have brought drugs into school will be permanently excluded.
- c. Any illegal substances brought into school will be confiscated and handed to the police.
- d. Any student suspected of carrying contraband will be searched in accordance to DFE guidelines.

Searching Students

38. Students will be searched if there are reasonable grounds to believe that they may have a prohibited item. This list of prohibited includes, but is not restricted to:

- a. Knives
- b. Items that may be construed as a weapon
- c. Alcohol
- d. Illegal drugs
- e. Unprescribed medication



- f. Stolen items
 - g. Any article that is reasonably suspected to have been, or is likely to be used to commit an offence or cause injury, or damage to property of any person
 - h. Smoking paraphernalia
 - i. Vaping paraphernalia
 - j. Fireworks
 - k. Pornographic imagery
39. Handheld metal detectors may be employed to help facilitate the searching process.
40. Any student who refuses to be searched will be suspended for 5 days.

Aggressive behaviour

41. The school does not condone threatening, intimidating or physical behaviours towards any person. Incidents such as this may result in suspension from school.
42. Sustained, brutal violent attacks will not be tolerated and the most serious sanctions imposed.
43. The school will involve the police as appropriate with a serious incident.
44. Verbal abuse to a member of staff will result in a suspension.
45. Physical abuse to a member of staff will result in a permanent exclusion.
46. The school will use CCTV footage, if available, to manage behavioural incidents. Physical restraint may be used in situations where a student may cause harm to themselves or to others.

Child on Child Abuse

47. **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment

48. Whilst not intended to be an exhaustive list, sexual harassment may include:



- a. sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- b. sexual 'jokes' or taunting
- c. physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- d. displaying pictures, photos or drawings of a sexual nature
- e. upskirting (this is a criminal offence)

49. Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence:

- a. sharing of unwanted explicit content
- b. sexualised online bullying
- c. unwanted sexual comments and messages, including, on social media
- d. sexual exploitation; coercion and threats, and
- e. coercing others into sharing images of themselves or performing acts they're not comfortable with online.

50. Incidents will always be taken seriously and sensitively. Each incident will be considered on a case-by-case basis. A risk assessment may be completed which will support in deciding proportionate action. This could be:

- a. To manage the incident internally. This could include:
- b. A verbal warning
- c. An apology
- d. A letter or phone call to parents
- e. Detention
- f. Further education
- g. Community service
- h. A period of isolation
- i. Suspension
- j. Permanent exclusion
- k. To refer to Early Help
- l. To refer to Children's Services
- m. To report to the police



51. Whilst any behaviour such as this will not be tolerated, the alleged perpetrator(s) will be offered support so that they can change their behaviour. Whilst we will always listen to the victim and their wishes will inform our response, the school will make the final decision on action taken in order to safeguard all students.

Discriminatory Behaviour

52. Any discriminatory behaviour towards age, disability, pregnancy, gender, race, religion, sex or sexual orientation will be treated seriously and on a case-by-case basis. Responses may be:

- a. Additional education/training
- b. An apology issued
- c. Contact with home
- d. Detention
- e. A period of isolation
- f. Suspension
- g. Permanent exclusion

53. In any case of poor behaviour, the burden of proof is of reasonable expectation. i.e., that any adult would reasonably expect the outcome to occur. This is not a demand for certainty, nor a declaration that a 'hunch' is worthy of greater investigation all the time.

54. If relevant in all cases of poor behaviour, a statement from the students involved will be taken to help understand their perspective and potentially provide evidence for further investigation. This statement may also be used during the reintegration process to manage expectations and set outcomes.

Use of Reasonable Force

55. The school adheres to the DFE guidelines on reasonable force. Reasonable force will be used if a student is at risk of harming themselves or others.

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf



56. **All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. -*Department for Education – July 2022***

Anti-Bullying Statement

We believe that all staff and students have the right to feel safe, secure and free from humiliation in school. The school recognises its responsibility to ensure that an atmosphere of openness and trust exists within the community. Any form of bullying or intimidation, whether verbal, physical or cyber (via mobile or internet) is unacceptable at John Hanson Community School.

Policy Aims

1. To create an atmosphere within the school community that ensures openness and trust.
2. To provide an environment that encourages the development of self-esteem and promotes respect for others.
3. To implement appropriate strategies for dealing with complaints or incidents of bullying as they arise.

Definition of Bullying

4. Bullying is behaviour that is;
 - a. Deliberately hurtful
 - b. Repeated often over a period of time
 - c. Difficult for victims to defend against
5. Bullying can take many forms but includes;



- a. Physical – hitting, kicking, extortion, taking belongings
- b. Verbal – teasing, name-calling, jibes, insults, threats, offensive remarks, comments of a sexual nature
- c. Indirect – spreading unpleasant stories/malicious rumours, deliberate exclusion from social groups, sending malicious emails, text or social media messages
- d. Racist, sexist and homophobic comments and responses

6. Bullying may vary in its severity, frequency and in the numbers of people involved. It is usually based upon individual characteristics, but often occurs because of victims' ethnic origin, race, nationality, colour, religion, sexual orientation, disability, or cultural background.

7. Bullying may occur between students to student, staff to student, student to staff and parent/carer to staff. John Hanson Community School does not tolerate bullying and it is never ignored.

Statement in Practice

8. The delivery of effective education in an atmosphere of mutual respect, courtesy, consideration and high moral standards (as set out in the Behaviour Management Policy) will promote self-esteem and respect for others.

9. Bullying is addressed through PSHE lessons, assemblies and tutor time. In IT lessons students are taught about cyber bullying. The school promotes and supports Anti bullying week. Students are encouraged to 'tell' and are made aware of the safe ways in which they can do this.

Reporting Bullying

10. **Students** are encouraged to know that it is right to tell someone when they perceive that they are being bullied or when they see bullying taking place. The tutor is the most appropriate person for the student to tell in the first instance, although students may prefer to talk to another adult, such as:

- a. Learning Support Assistant or member of the support staff
- b. Pastoral Team
- c. Wellbeing Officer



- d. Safeguarding Manager
- e. SENCo
- f. Senior Leadership Team Members

11. When a member of **staff** is made aware of a situation, they are obliged to report it to the most appropriate member of staff to respond to.

12. Any allegation of bullying, regarding if it is proven to have occurred or not, will be reported to all parents/carers concerned, although details of any sanction applied to a student are not shared.

13. Parents/Carers are also encouraged to report perceived bullying at the earliest opportunity to the appropriate School staff.

School Staff Expectation

14. Staff must be alert to behaviour that may be an indication that bullying is taking place. This might take the form of deterioration in work, frequent absence or illness, isolation, desire to stay with adults out of lesson time, apparent anxiety or depression. Any concern must be reported to the tutor in the first instance.

Response

15. There is no standard response to issues of bullying or perceived bullying. However, in most instances the response should be active and proportionate and should include the following procedures;

- a. Listen carefully. If possible encourage the student to write down the details of the incident or complaint
- b. Give reassurance that there will be follow up action
- c. Ensure the student gets a medical check/treatment if necessary
- d. Record details of the incident or complaint and pass to the appropriate tutor and/or Head of Year. These records will be kept on file.
- e. Inform a senior member of staff in the case of a serious incident
- f. Inform parent/carer as appropriate



16. The tutor, Pastoral Manager and/or Head of Year will follow up the incident or complaint and take appropriate action. This may include;

- a. Mediation by staff
- b. Mediation by peers
- c. Liaison with parents
- d. Liaison with appropriate staff
- e. Counselling, active listening or appropriate social skills work
- f. Implementation of School sanctions
- g. Involvement of agencies as appropriate
- h. The action taken must be monitored over time and checked for effectiveness by the tutor and /or Head of Year. Outcomes of monitoring should be communicated to parents/carers as appropriate.

17. *Note: incidents involving sexual harassment, racism, reference to sexual orientation and all other types of discrimination will be recorded separately.*