



Jersey College for Girls

Improving Behaviour Policy

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Principles:

JCG's vision states that we aim to nurture students to be well mannered, thoughtful, open-minded and have a positive impact on their community and the world.

We expect all students to behave well at all times and uphold the values of the College. Where behaviour falls short, we aim to act quickly to support the student in addressing the issue.

The purpose of this policy is to support the values of the College and to set out clear guidelines about how we can support and improve learning, by rewarding students for hard work and good behaviour and also when required by sanctioning students for inappropriate behaviour.

Aims

- To support the development of a calm environment in which focused learning takes place during lessons and students behave in a respectful and polite manner when in all areas of the College.
- To encourage mutual respect between staff and students and to promote the ethos of the College.
- To give clear policy and guidelines for praising good behaviour and dealing with inappropriate behaviour.
- To ensure that staff are aware of their role regarding behaviour and provide appropriate support and training

Procedures

Students should be encouraged to take responsibility for:

- Behaving in a respectful manner to others and their belongings at all times
- Signing the home/school agreement
- Striving to attain a Learner Profile score of 1 in all subjects by the time they leave JCG (see Appendix 7)

Parents have responsibility for:

- Supporting the College in its aims to promote good behaviour which helps learning
- Signing the home/school agreement
- Attending meetings which may be called should there be any concerns regarding behaviour
- Parents have a responsibility to inform the College at the earliest opportunity of any concerns they have
- Attending the College promptly should a serious incident take place
- Contributing to and supporting any action plans which may be put in place
- Monitoring and supporting their daughter's progress should action be taken
- Discussing the Learner Profile score with their daughter and encouraging her to improve

All staff have responsibility for:

- Acting as a positive role model to students
- Rewarding good behaviour appropriately (see suggestions for rewards in Appendix 1 & 2)
- Challenging behaviour which is not acceptable, using sanctions as appropriate (see suggestions for sanctions in Appendix 3)
- Assessing the severity/frequency of unacceptable behaviour and deciding whether to refer the matter to an appropriate colleague
- Referring to guidance, procedures and strategies in related documents (see relationship to other policies/guidance)
- Talking to each other about how to praise good behaviour and challenge unacceptable behaviour

Class teachers have responsibility for:

- Using rewards (see Appendix 1 & 2) to recognise success and effort in their lessons
- Using Learner Profiles effectively to highlight concerns or praise as appropriate in order to promote effortful learning
- Ensuring learning is well planned, engaging and challenging for all students, so that students are motivated to learn in the lessons
- Challenging unacceptable behaviour in their lessons and using sanctions (see Appendix 3 & 6) as appropriate in order to encourage improved behaviour
- Recording behaviour related incidents on e-portal using events (homework/equipment/behaviour) (see Appendix 8)
- Assessing the severity/frequency of behaviour issues and referring their concerns to HoD /HoF should they not be able to deal with it effectively themselves
- Discussing the Learner Profile score with students and suggesting strategies on how to improve

Tutors have responsibility for:

- Using rewards (See Appendix 1 & 2) to recognise overall success and effort of students in their tutor groups, not only within the College but beyond
- Promoting good behaviour during tutor time, delivering engaging tutor sessions following the tutorial programme
- Ensuring attendance at tutor time, House or assemblies and challenging unacceptable behaviour by using appropriate sanctions (see Appendix 3 & 6)
- Acting as a first point of contact for students, parents and colleagues should there be concerns regarding the behaviour of any students in their tutor group
- Recording incidents and communication with parents as required (e-portal)

- Communicating successes to the HoKS in order for students to be praised appropriately
- Referring concerns to the HoKS if the behaviour issues cannot be dealt with effectively by the tutor
- Discussing the Learner Profile score with students and suggesting strategies on how to improve

Heads of Department have responsibility for:

- Encouraging the use of rewards within their department
- Having a department policy on the use of rewards, particularly merits and commendations
- Having a department policy on sanctions to use within their department area
- Supporting subject teachers should they have any concerns regarding behaviour in their classrooms
- Applying sanctions to support the subject teacher
- Referring concerns to the appropriate tutor and HoKS if the situation is sufficiently serious or they are unable to deal with the situation effectively themselves

Heads of Faculty have responsibility for:

- Ensuring that students within their faculty display a high standard of behaviour
- Supporting the Heads of Department and class teachers where behaviour is a concern
- Ensuring each department within the faculty has a policy on rewards and sanctions
- Monitoring the use of rewards within the faculty
- Monitoring the application and effectiveness of sanctions within the faculty
- Monitoring BASICS reports and supporting teachers in the Faculty in following up concerns

Heads of Key Stage have responsibility for:

- Encouraging tutors to use rewards to praise students
- Monitoring CMIS reports on merits/commendation awards to students and following up where individual students have received very few awards
- Providing a tutorial programme to tutors which is engaging and challenging and promotes good behaviour
- Supporting tutors in dealing with students whose behaviour is causing more serious concerns
- Liaising with the tutor, parents, subject staff and informing SLT of action being taken. Referring most serious cases to SLT
- Using sanctions as appropriate to support students, teaching staff and tutors and encourage improved behaviour
- Discussing behaviour concerns with students and using report cards and other methods to help students to establish improved patterns of behaviour
- Monitoring students where there are behaviour concerns and taking appropriate action
- Referring behaviour concerns which may stem from an individual student's needs to the ENCO in order to build a full picture
- Referring serious concerns to SLT
- In liaison with SLT, refer students for counselling with the School Counsellor or outside agencies as appropriate
- Analysing the Learner Profile score of students and intervening where appropriate
- Monitoring BASICS reports and supporting tutors in following up concerns

Head of House has responsibility for:

- Awarding House merits to recognise participation in House events

Administration Manager has responsibility for:

- Collating information on merits and commendations and producing certificates
- Collating information recording any incidents and providing them to staff as necessary
- Ensuring the office team hold a timetable indicating which member of the SLT is on call

Senior Leadership Team has responsibility for:

- Supporting Heads of Department and Heads of Key Stage in dealing with students whose behaviour is causing serious concerns
- Supervising students if they have been sent out of a lesson by a teacher or collecting students from a lesson should a teacher request help
- Requesting a report should a student have been withdrawn from a lesson and investigating the situation further taking appropriate action in liaison with the teacher, tutor and HoKS
- Being 'on call' at times as agreed by the team and therefore ensuring the office team knows how to contact them

Principal has responsibility for:

- Overseeing the application of this policy
- Writing letters of praise or organising meetings to praise students
- Dealing with serious behaviour incidents
- Making decisions regarding the suspension of students (see Appendix 4) and following the Education Policy

Relationship to other policies / guidance

See: T:\Policies

- Education Department Policy, Guidance on Improving Behaviour and reducing exclusion
- The College and Education Department Counter-Bullying Policies
- College and Education policies on Child Protection
- Drugs Education Policy
- Health and Safety Policy
- ISN Policy
- Acceptable Use Agreement
- Tracking Policy
- Safeguarding Policy

Appendix 1 - Rewards

Rewards should be given to recognise and celebrate academic and non-academic effort or success at College or in the wider community.

(i) Suggestions for rewards:

- Verbal praise
- Showing students trust, asking them to lead a group or help other students
- Giving a reward sticker
- Giving a merit (KS3)
- Giving a commendation (KS4). Students post commendations in the box and there is a voucher draw each half term. Prizes are awarded at year end for those gaining most commendations
- Giving House merits
- Written praise for marked work
- Informing parents using a card, letter or phone call
- Recognition in an assembly (Year (e.g. merits), House, whole school)
- Work displayed around the College (perhaps in other departments?)
- Article in JCG Life
- Prizes at College prize giving
- Informing the media of success
- Comment/meeting with the Principal
- Letter from the Principal
- Principal noting the success with the Board of Governors
- Awarding House colours

Appendix 2 - College systems for rewards

(i) Key Stage 3 Merit Awards

HoDs need to decide on the criteria for awarding merits within their department

To award a merit, sign and date the merit on merit page in a student planner

Merits are collated each term and merit certificates are presented at a Year group Merit Assembly

Certificates are awarded for the following number of merits:

Number of merits	Award
10	Bronze Certificate
20	Silver Certificate
30	Gold Certificate
40	Gold Certificate + star
50	Gold Certificate + two stars
60	Platinum Certificate
70	Platinum Certificate + star
80	Platinum Certificate + two stars
90	Book Voucher Awarded

Any merits that have not been certificated are added to merits gained during the following term and will be counted towards a certificate for the next term

Merits will be cumulative. The number you enter at the end of each term should be the number of merits students have received during the whole academic year up to that date.

(ii) Key Stage 4 Commendations / Awards

Commendations will be awarded for an exceptional piece of work, outstanding progress or contribution to the College. Students place commendations in the box. A half-termly draw for a voucher takes place in year assembly. At the end of the year prizes are awarded for students achieving most commendations.

(iii) Key Stage 5

Many of the strategies used for KS3 and KS4 students, including verbal and written reward are also used for students in KS5. In addition, students are rewarded by gaining a place in the Student Leadership Team in recognition of their service to the College.

(iv) House Merits

House Merits are awarded by the Head of House and merits are added as points towards a student's House. Students are able to collect House points by gaining House merits for participation in House events. These will cover a wide range of areas e.g. Sport, Drama and Music, fundraising and also charitable events. The total number of House points gained throughout the year lead to the top House being awarded the Cock House Trophy.

Appendix 3 – Sanctions

Sanctions should be used in a proportionate way to deal with unacceptable behaviour inside or outside the classroom and to encourage students to improve their behaviour.

Sanctions may include:

- Reprimand the student in a way that does not humiliate or ridicule them
- Meet student and inform them of what they have done wrong and the possible consequences of poor behaviour
- Departmental sanctions (particularly related to not completing work)
- Letter of concern sent home
- Meeting with parent to discuss behaviour (record contact in e-portal)
- Telephone call home (record contact on e-portal)
- Removal to HoD's classroom
- Lunchtime supervised session by individual teacher
- Standard uniform letter home
- Request for verbal or written apology
- Referral to a more senior member of staff
- Level 1 report card (with focus areas)
- Level 2 report card
- Change of class (in consultation with tutor, HoKS, SLT)
- Contract
- Contact SLT on call
- Internal suspension - withdrawal from lessons and supervised learning during school day (imposed and directed by SLT)
- Suspension (decision made by Principal, or in their absence, Vice Principal) (see Appendix 4)

Appendix 4 - Suspension

Alternatives to suspension will always be sought but depending on the severity of the inappropriate behaviour and the circumstances of the individual student, suspension may be the next step.

- If an incident is considered to warrant suspension, the HOKS or Assistant Headteacher will refer to the Principal or, if unavailable, the Vice-Principal
- Principal can suspend for 5 days in one period or 15 days total per term, using the Education Suspension Policy tariff
- A student will remain in College until the parent / guardian comes to the College to discuss the incident
- The College will send the Education recommended letter to parents
- The College will complete Education's 'Suspension from school' form and return it to Education
- Student can only begin period of suspension when they have received learning resources and instructions from the College
- After the suspension period is complete, a 'return to school meeting' will take place with a senior manager, parent / guardian and the student
- If parent / guardian have concerns about the suspension, they can discuss this with the Principal. If they remain concerned, they have the right to approach the governing body
- If the suspension is for five days or less, the parent / guardian can approach the governing body to determine whether the suspension was justified or not
- If the suspension is for more than five days, the parent / guardian can approach the governing body to request that their daughter is reinstated into the College
- Where suspension occurs at the same time as a student's public examinations, arrangements will be made for the student to sit these examinations in College

Appendix 5 - Procedures and Strategies Unique to Years 12 & 13

Introduction

- Students are in a non-compulsory stage of education and are therefore expected to work hard, take responsibility for their own learning, have a positive attitude towards their courses and the College, to have good attendance and punctuality and to learn and behave in a way that reflects their position as role models for younger students in the College
- Students who have shown considerable commitment to the College and the wider aspects of College life are considered for a role on the Student Leadership Team
- We will communicate with parent / guardian the support we give our students even though we are aware that, in some cases, it may be the view that, at post-16 level, the student should be solely responsible for their learning and behaviour

Year 12

- Students not meeting the requirements on a Year 12 course will receive support in their work, will be set targets to try to achieve the required standards and their parents/guardians will be informed of the situation. If the student is then unable or unwilling to undertake the action required by the College they will be counselled to withdraw from the course and given advice and support by the College on the options available. Although a number of staff will be involved in the support of students, the Principal will have the authority to take the final decision.

Year 13

- If evidence from Year 12 indicates that the student has struggled to meet the terms of the learning agreement, this may be an indicator that the significantly more challenging Year 13 course is not the most appropriate option for their needs. Where a judgement is made that it is extremely unlikely that the student will be successful on the Advanced Learning Programme then full careers and guidance support will be offered. In most cases, this will result in a negotiated withdrawal of the student from the Advanced Learning programme when all other options have been exhausted. Although a number of staff will be involved in the support of students, the Principal will have the authority to take the final decision.

Year 12 and Year 13 students displaying inappropriate behaviours

- Students will be provided with support to assist them in changing their inappropriate behaviour, which will entail the provision of a graduated response to any disciplinary measures undertaken
- Students will need to meet all deadlines and participate appropriately in lessons. If they do not meet these basic criteria, they would firstly be placed on report. This would be reviewed by the form tutor and the Head of Sixth Form on a weekly basis. Parents would be informed and would also read and sign a report card, adding comments on their daughter's progress if they wish to do so
- Should there be no improvement in the student's commitment the student would then be placed on a contract. This would have specific conditions and usually be reviewed on a half termly basis. If the student were not to improve by the agreed deadline, they would forfeit their place at the College. This decision would be made by the Head of Sixth Form and the Principal
- For other offences, suspensions and exclusions would apply on the same basis as for the rest of the College. This decision would be finalised by the Principal
- In all cases the Principal will have the right to exercise the withdrawal of a student from a course. Students and parents will be informed of their right to approach the Governing Body. Should they choose to do so, the Governing Body will act in accordance with their powers as defined in P1 of 'Guidance on Improving Behaviour and reducing exclusion' (2009) which applies to students of compulsory school age. The general exclusion tariff will apply

Appendix 6 - Guidelines for Sanctions

It is clear that some discretion is needed when applying sanctions but this guidance is designed to help us to be as consistent and proportionate as possible in our response to unacceptable behaviour. We acknowledge that unacceptable behaviour can be an indicator of an underlying wellbeing issue for which the student would receive support.

Behaviour	Action to be taken by teacher
Late to lessons	<ul style="list-style-type: none"> • One late – record as late and speak to student at end of lesson • Regularly late – meet with student, discuss concerns and inform of action if there is no improvement. Inform HoD & Tutor • Persistently late – Phone or write to parents. Record contact on eportal. Keep student in to catch up on missed work. Inform tutor who will monitor. If problem is widespread, refer to HoKS who will use report card with focus on punctuality • Mark as late in CMIS if periods 2-5. If period 1, send to office.
Uniform / dress code	<ul style="list-style-type: none"> • KS3 and KS4 – follow guidelines in Appendix 9. • Sixth formers to be challenged if not within dress code. Carry out check during period 1 and send students who are inappropriately dressed to Head of Sixth Form or Assistant Head of Sixth Form. Tutors to be informed. If persistent, Head of 6th Form or a member of SLT may send student home to change. Inform parent / guardian (record on e-portal)
Homework	<ul style="list-style-type: none"> • Bring in by 8.30 the next day and enter event in eportal (see Appendix 8) • If not, teacher conducts lunchtime session • 2nd late homework for that teacher – teacher enters event in eportal and student attends faculty session after school. HoD speaks to the student • 3 late homeworks overall across subjects – standard letter sent to parent from tutor • 6 late homeworks overall across subjects – letter sent to parent from HoKS • Referral to SLT
Ill equipped for lesson	<ul style="list-style-type: none"> • Enter event in eportal (See Appendix 8) • When reports are generated monthly, this will be followed up by the tutor and Head of Key Stage if it is a persistent concern.
Mobile electronic devices in lessons	<ul style="list-style-type: none"> • Unless this has been explicitly authorised, confiscate the device and take it to the office. Student is then allowed to collect the device at 3.30pm • If this happens on more than one occasion, the parent should be called by the teacher and asked to collect the device
Low level disruption in lessons	<ul style="list-style-type: none"> • Teacher asks student for it to stop and gives a warning • If it is repeated, teacher takes the student outside and speaks to them • If it is repeated once more, student is removed to HoD's classroom and a behaviour event is entered in eportal (Appendix 8)
Planner not signed by parent (KS3)	<ul style="list-style-type: none"> • Ask for this to be done by the next day. Write a note to the parent in the planner with this request • If not done by the next day, call parent
Failure to follow instructions/disruptive behaviour	<ul style="list-style-type: none"> • Reprimand. If there is no improvement, enter behaviour event in eportal (Appendix 8). Student should be expected to make up lesson time in session at lunch or after school. If it is persistent or more serious, student should be referred to a senior colleague. If considered sufficiently serious or urgent, contact SLT on call.

Intentional damage to property or damage to property through negligence	<ul style="list-style-type: none"> Request the intervention of the HoKS or SLT. Where damage has occurred, a member of SLT will contact parents to outline the incident and to request remuneration for the damage caused. Student will be expected to write letter of apology.
Unacceptable language	<ul style="list-style-type: none"> Give a warning (preferably outside the classroom). Enter behaviour event on eportal (Appendix 8) and reinforce the inappropriateness of the language. Inform tutor/HoD. If the language can be classified as bullying or discriminatory, refer to counter-bullying policy If language was directed at a member of staff (or visitor), the student should report to SLT on call at the College office. The teacher should send a report of the circumstances to SLT If the language was indirect (heard but not meant for the member of staff), student should be spoken to, a behaviour event entered in eportal (Appendix 8) and asked to write an apology
Bullying behaviour including use of discriminatory language	<ul style="list-style-type: none"> Refer to counter-bullying policy Refer to Acceptable Use Agreement regarding use of technology (Appendix 12)
Aggressive behaviour or physical violence towards another student or member of staff	<ul style="list-style-type: none"> Request intervention of SLT on call followed by an investigation into the incident If considered to be a serious disciplinary matter, this will normally invoke a suspension using the Education suspension tariff (see Appendix 4). Police may be involved at the discretion of the Principal or Vice Principal
Possessing alcohol/cigarettes on the College premises	<ul style="list-style-type: none"> This is a serious disciplinary matter Send note to the office requesting the intervention of a member of SLT on call Parent / Guardian to be informed Principal / Vice Principal to decide sanctions and involve police as appropriate Suspension procedure may be followed (see Appendix 4)
Distributing or selling alcohol/cigarettes on the College premises	<ul style="list-style-type: none"> This is a serious disciplinary matter Send note to the office requesting the intervention of a member of SLT on call Parent / Guardian to be informed Principal / Vice Principal to decide to involve police as appropriate Suspension procedure to be followed (see Appendix 4)
Being under the influence of alcohol on the College premises	<ul style="list-style-type: none"> This is a serious disciplinary matter Send note to the office requesting the intervention of a member of SLT on call SLT member may need to ask for first aid / medical assistance Parent / Guardian to be informed. Student may need to go home to recover. Principal / Vice Principal to decide sanctions and involve police as appropriate Suspension procedure may be followed (see Appendix 4) Student may be referred to appropriate outside agencies
Possessing, distributing or selling illegal drugs on the College premises	<ul style="list-style-type: none"> This is a serious disciplinary matter Send note to the office requesting the intervention of a member of SLT on call Parent / Guardian to be informed Principal / Vice Principal to decide to involve police as appropriate Suspension procedure to be followed (see Appendix 4)

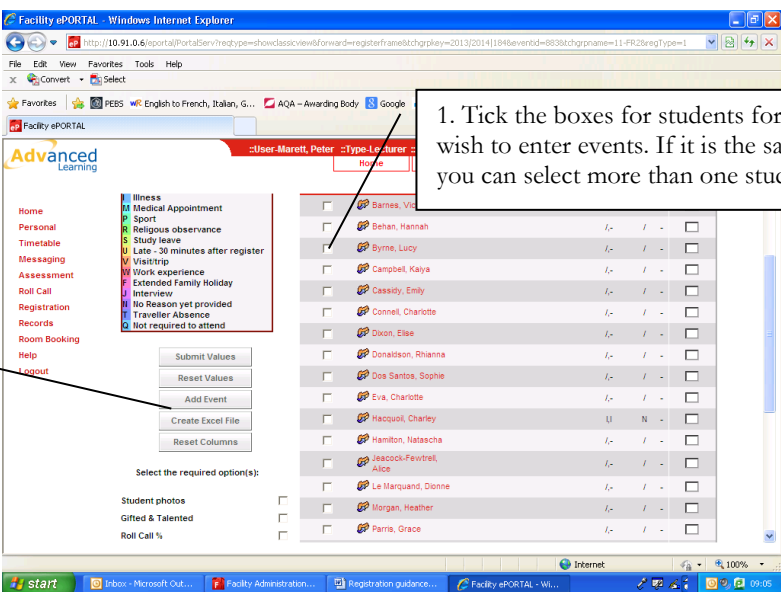
<p>Being under the influence of illegal drugs on the College premises</p>	<ul style="list-style-type: none"> • This is a serious disciplinary matter • Send note to the office requesting the intervention of a member of SLT on call • SLT member may need to ask for first aid / medical assistance • Parent / Guardian to be informed. • Principal / Vice Principal to decide sanctions and involve police as appropriate • Suspension procedure may be followed (see Appendix 4) • Student may be referred to appropriate outside agencies
<p>Possession of a weapon on College premises</p>	<ul style="list-style-type: none"> • Possession of a weapon on College premises is a serious disciplinary matter that will invoke a suspension using the Education suspension tariff (see Appendix 4). In this case the Principal or, in their absence, the Vice Principal will inform the police • May inform the police or involve outside agencies when appropriate • May choose to suspend a student.

Appendix 7 - Learner Profile Descriptors

1	Exceptional learner who is enthusiastic, committed and absorbed in their learning. An independent, rigorous, resourceful and imaginative thinker. A resilient and reflective student who thinks strategically about their learning. Collaborative and empathetic when working with others and contributes substantially to the progress of the class.
2	Independent and well-motivated learner who works hard, perseveres and takes responsibility for their own progress. Shows an interest in the subject, asks questions of their learning and involves themselves in lessons. Helpful and empathetic towards others and has a positive influence on the learning of the class.
3	Consistent approach to learning, completes tasks and meets deadlines. Attentive and participates when required.
4	Commitment to learning is inconsistent. At times can struggle to meet deadlines. May lack focus and struggle to manage distractions. Needs to reflect on their approach to learning.
5	Rarely motivated to learn and rarely completes tasks or meets deadlines. May distract others and may be inattentive. Commitment to learning is a serious cause for concern.

- The teacher selects the level which best fits the student in their classes.
- When a teacher enters a level 4 or 5 on eportal, they will be requested to select the behaviour(s) which need to be improved.

Appendix 8 - How to enter an event in eportal



The screenshot shows the Facility ePORTAL interface in a Windows Internet Explorer browser. The page title is "Facility ePORTAL - Windows Internet Explorer". The URL is "http://10.91.0.6/eportal/PortaServ?redtype=showclassview&forward=registerframe&schgprplay=2013/2014/194&eventid=8838&chrgprname=11-FR-2®Type=1". The page features a navigation menu on the left with categories like Home, Personal, Timetable, Messaging, Assessment, Roll Call, Registration, Records, Room Booking, and Help. A central panel lists various event types such as Illness, Medical Appointment, Sport, Religious observance, Study leave, Late - 30 minutes after register, Visit/trip, Work experience, Extended Family Holiday, Interview, No Reason yet provided, Traveller Absence, and Not required to attend. Below this list are buttons for "Submit Values", "Reset Values", "Add Event", "Create Excel File", and "Reset Columns". A table on the right lists students with checkboxes for selection. A callout box points to the "Add Event" button, and another callout box points to the checkboxes in the student list.

1. Tick the boxes for students for whom you wish to enter events. If it is the same event, you can select more than one student.

2. Click 'Add Event'

3. It should then be fairly straightforward. You are presented with a drop down to select the event and then you enter the details.

(If you are not entering the event from your register as a starting point, you can find the student through records, go to 'more' on student events, then 'events entry screen' and 'Add an event'.)

Appendix 9 – Uniform Follow-up Guidance to staff (Key Stages 3 and 4 only)

All staff	
<p>Where a student (not your tutee) has an item of uniform that is not in keeping with uniform guidelines</p> <ul style="list-style-type: none"> • Speak to the student discretely (not in front of others). • “As you know, the way you present yourself is very important and we want you to be proud of being a member of the College community. I don’t think ‘<i>the length of your skirt</i>’ shows others that you are proud to be a part of this College. I will mention this to your tutor, who will talk to you about how you can correct this.” 	<p>Where a student (either your tutee or not) is wearing non-permitted jewellery or make-up (including nail varnish that is anything other than clear)</p> <ul style="list-style-type: none"> • Speak to the student in a polite and calm manner • In the case of jewellery, the item should be confiscated and placed in a brown envelope to be taken to the school office as soon as possible. The student will be able to collect it at the end of the day. • In the case of make-up or nail varnish, send the student to the office promptly so that they can remove it.

Tutor

Step 1

Where a tutee has an item of uniform that is not in keeping with uniform guidelines

- Speak to the student discretely (not in front of others).
- “As you know, the way you present yourself is very important and we want you to be proud of being a member of the College community. I don’t think ‘*the length of your skirt*’ shows others that you are proud to be a part of this College. I like students in my Form to be good role models for others and smart ambassadors for the College. You need to get a by this time next week. Please show me when you have done so.”

Step 2

If the item of uniform is not corrected within one week, speak to the student discretely again.

- “I spoke to you last week about the importance of presenting yourself in a positive way and showing that you are proud to be a member of the College community. I notice that you have not yet managed to get a ... Is there a particular reason for this? I will now need to write home.”
- Send letter (uniform A) home (see letter below fyi)

Step 3

If there has been no change after one week then inform HoKS so they can send letter (uniform B) home re. supply and charge (see letter below fyi)

Letter – Uniform A

Dear

Our aim is for students to want to wear their uniform well because they understand that it conveys an image of what JCG is like to those outside the College. Wearing our uniform with pride demonstrates that students value belonging to JCG and aspire for others to recognise this and to see our College as an institution of excellence where students have a positive impact on the community.

It has been noted that your daughter does not have the appropriate uniform for school. She has been reminded of this and I would now like to ask your support in ensuring that your daughter is dressed appropriately for College.

She will need the following items:

Blazer	
Winter skirt (length on the knee)	
Red jumper	
White short-sleeved shirt with JCG motif on pocket	
Plain black or grey tights or long grey socks	
Black shoes	
Summer dress (length on the knee)	
Other	

Any further details:

The uniform shop is open on Tuesdays and Thursdays from 3.30pm until 5pm or by appointment, telephone 516250. Please ensure that your daughter has the items detailed above within one week of receipt of this letter.

Thank you for your support.

Yours sincerely,

Tutor

Dear

As you know, (NAME OF TUTOR) has written to you regarding (NAME OF STUDENT)'s uniform.

We would like all of our students to want to wear their uniform well because they understand that it conveys an image of what JCG is like to those outside the College. Wearing our uniform with pride demonstrates that students value belonging to JCG and aspire for others to recognise this and to see our College as an institution of excellence where students have a positive impact on the community.

(NAME OF STUDENT) needs a replacement (NAME OF GARMENT) in order to ensure her uniform is being worn correctly and we will therefore arrange for her to be fitted with the item from the uniform shop and will forward an invoice to you for the cost of the item in due course.

I trust that you will support us in this but if you would like to discuss this with me, please do not hesitate to contact me on...

Yours sincerely,

Head of Key Stage

REPORT SHEET

FOCUS:

NAME:

Tutor Group:

Week Beginning:

Day:	SUBJECT	TEACHER INITIALS	COMMENTS ONLY ON AREA OF FOCUS
1			
2			
3			
4			
TUTOR			
5			
Day:	SUBJECT	TEACHER INITIALS	COMMENTS ONLY ON AREA OF FOCUS
1			
2			
3			
4			
TUTOR			
5			
Day:	SUBJECT	TEACHER INITIALS	COMMENTS ONLY ON AREA OF FOCUS
1			
2			
3			
4			
TUTOR			

5			
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Day:	SUBJECT	TEACHER INITIALS	COMMENTS ONLY ON AREA OF FOCUS
1			
2			
3			
4			
TUTOR			
5			

Day:	SUBJECT	TEACHER INITIALS	COMMENTS ONLY ON AREA OF FOCUS
1			
2			
3			
4			
TUTOR			
5			

Appendix 11 – Example of Stage 2 Report Card

Report Card – Stage 2

Name:

Form:

Date:

Expectations for student to follow:

1. She must be polite to staff at all times.
2. She must arrive punctually for lessons.
3. She must remain focused and not distract others
4. She must listen carefully to others
5. She must complete all homework set and hand it in on the due day.

Day	Comment	Level Reached	Staff
P1			
P2			
P3			
P4			
Form time			
P5			

<u>Level 0</u>	Student has worked well and has followed all 5 of the expectations outlined above.
<u>Level 1</u>	explain the inappropriate behaviour and ask student to stop doing it. Warn her that she has reached level 1.
<u>Level 2</u>	explain the inappropriate behaviour, giving student her second warning. Tell her if she is asked a third time she will be exited from the class. Tell her clearly that she has reached level 2.
<u>Level 3</u>	ask student to leave the class and report to the main office, stating she has reached level 3.

NB. – Any rude behaviour towards a staff member takes the student automatically to Level 3.

If level 3 is reached, you must ask the student clearly to leave the lesson and she must take work with her. This may be the work she is doing or you may wish to have some ready in case the need arises. The student will need to report to the office and will be asked to work in an office of the SLT. HoKS3 or a member of SLT will be informed and will see the student.

If the student refuses to leave the lesson, do not discuss it with her but send another student to either your Head of Department to ask for assistance or to the office to get a member of SLT.

Staff must be very clear in following these guidelines, as this will help student and staff to improve the situation.

The student reports to a designated senior teacher at the end of the day with this card. The following will apply:

Each Level 1	= 15 minutes extra after school today	Note – if this adds up to more than one hour, the student will be withdrawn from lessons on the following day.
Each Level 2	= 30 minutes extra after school today	

Signed..... Senior Teacher Signed Parent

Appendix 12 - Acceptable Use Agreement (AUA) for use of technology in College

We would like to give every JCG student and member of staff the opportunity to use up to date technology to support learning at the College. We believe that technology and the Internet provide many opportunities for learning, communication, creativity and freedom of expression. However, with advances in technology comes responsibility and a need for maturity. It is essential that all students respect the privacy of others and protect their own online reputation and are aware that inappropriate use of technology can cause distress and harm to others, and lead to anti-social behaviour.

This is why we would like you to read and agree to the following Acceptable Use Agreement; to protect and limit the likelihood of harmful incidents to you and others, to help you make informed decisions and to take responsibility for your online 'life'.

When using a mobile device in school we would encourage staff and students to connect to the College filtered wireless network to access the Internet rather than opting for the unfiltered and costly 3G/4G networks. Using the College network will help us protect you from inappropriate and potentially distressing content. Please, help us to keep you safe online by registering your device for use on the College wireless network. To register a device you will need to take your device to the AVA office.

When using the school network, personal mobile technology in school and Office365 I agree to the following AUA:

- I know that the College networks are monitored and by connecting to the networks I give consent for this monitoring to take place.
- I will password/passcode my device.
- I will not share my username and passwords with other users.
- I will not use messaging Apps during lesson time (unless student is instructed by teacher).
- I will not use Social Media or Messaging Apps to cause hurt or embarrassment to another person.
- I will not take photos or video/audio recordings of another person without their permission.
- I will not take photos or video/audio recordings of others with the intention to cause hurt or embarrassment.
- I will not post/publish/upload to Office365 OneDrive images or video/audio recordings of other people on the Internet (unless student is instructed by teacher),
- If I see a message, comment, image, or anything else online that makes me concerned for my personal safety or that of others I will **report it immediately to the school**¹.
- If I see a message, comment, image, or anything else online that causes hurt or embarrassment to a student, member of staff at JCG or someone known to me I will **report it immediately to the school**¹.

¹*Form tutor, subject teacher, the Designated Safeguarding Lead (Mrs Silvestri-Fox), Principal (Mr Howarth).*

- I understand that bullying whether online or other will not be tolerated and is strictly forbidden.
- I will not store any personal school based data on web-based (cloud) services (e.g. iCloud and GoogleDrive) that are hosted outside Jersey unless permitted by the school and agreed by the Jersey Data Protection Commissioner.

- I understand that devices brought into school are done so at the owner’s own risk,
- Where possible I agree to have up-to-date anti-virus and other security software (such as privacy protection applications) installed on my device.
- I understand that the on-site use of my mobile device is a privilege for students, not an automatic right and may be withdrawn if misused.
- As a **student** I grant the College a right of inspection of my device when there is a cause for concern. All inspections will be carried-out only by designated members of staff². I am entitled to insist that a parent/guardian is present throughout any inspection. If I refuse an inspection request I may be refused permission to use my device in school. In cases of serious concern, a refusal may result in the involvement of external agencies including the police.

²designated staff are the Designated Safeguarding Lead (Mrs Silvestri-Fox), Vice Principal (Miss Rollo) and the Principal (Mr Howarth).

Withdrawal of consent

Contravening the terms of this agreement may result in withdrawal of consent to use the school network and, in extreme cases, disciplinary action and/or the involvement of third-party agencies.

I confirm that I have read through the agreement with my parent/guardian and agree to adhere to the principles outlined in the AUA.

Name of student:

Tutor Group:

Signature:
Parent/Guardian

Signature:
Student

Date:.....

Please return to the College office.