

The John Fisher School



Behaviour Policy

(Incorporating the former Anti-bullying Policy)

Approved by:

Governors' TLS Committee

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1. Introduction

The promotion of positive standards of behaviour within the school community is based upon an acceptance of the Christian values of courtesy, service and unselfishness. These values are encapsulated in our Mission Statement, where it is stated that: *"We believe... that all aspects of the life of the school should be lived in a spirit of justice and charity, and that Christian selflessness should be part of all our dealings with one another."*

The school believes that to fulfil its obligation to educate its students in all aspects of the curriculum and in the broader aims of its Catholic character, it must establish that it is the common duty of both students and staff to act together with care, consideration and respect. Accordingly, all the school's rules, rewards and consequences are intended to serve the fulfilment of that obligation. The moral code to be followed by students and staff within the school community is aligned with the teachings of the Catholic Church. In particular, we have in mind the words of Christ: *"If you do it to the very least of my brethren, you do it to Me."* The school further believes that the successful implementation of its aims requires a positive partnership with parents/carers and the local community.

2. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the ethos of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

› Vandalism

› Theft

› Fighting

› Smoking

› Racist, sexist, homophobic or discriminatory behaviour

› Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, *intentional harming, either physically or emotionally, of one person or group by another person or group, where the relationship involves an imbalance of power*. It can cause long lasting fear, anxiety or other harm.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Homophobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5.1 Recognising Bullying

All members of the school community should accept responsibility for being vigilant and alert to the features and signs that bullying is occurring. Although every effort is being made to embed a culture of sharing and not withholding it is acknowledged that some bullying behaviour will not be reported. It is, therefore, vital that serious concern should be given to any behaviour that arouses suspicion. All changes in behaviour cannot be assumed to be connected to bullying but it must be eliminated as a cause through careful and sensitive investigation.

The following can be signs of bullying:

- **A change in attendance pattern** may indicate a reluctance and/or fear of travelling to school or being present in an environment which is threatening to them. They lack faith in their security.
- **A notable variation in the quality of work produced** and work patterns.
- **Lower levels of concentration** and appearing unsettled.
- **Behaves inappropriately** and immaturely with a negative tone.
- **Changes in behaviour** such as becoming withdrawn, quiet, moody and lacks co-operation.
- **Requests to seek medical attention** or feigns illness.
- **Acts over emotionally**, may cry easily.
- **Requires money more frequently**, may lead to stealing.
- **May exhibit cuts, bruises and pains** without a reasonable explanation.
- **A change in eating patterns**, may refuse to eat or be binge eating.
- **Leaving clubs** or previously enjoyed activities.

What kind of behaviour is not bullying?

- Occasional loss of temper
- Hurting by accident
- Teasing or having a joke which is received in good spirit
- Falling in and out with friends and minor disagreements

- Not being friends with someone

5.2 Preventing and combating bullying

At The John Fisher School, we use the opportunities provided by the curriculum and school life to minimise the risk of bullying and to ensure that it is identified and dealt with promptly when it occurs. For example:

- Bullying is addressed through the curriculum.
- Bullying issues are explored specifically within the RSHE curriculum.
- The Pastoral system provides a team of staff who can be approached, including Form Tutors, Directors of Learning, SLT Year links and the Inclusion Coordinator.
- Students have access to Sixth Form prefects, mentors, buddies and sports leaders for additional support.
- The school uses regular surveys to evaluate bullying behaviour and use the data to plan future strategies.
- Instances of bullying are recorded and closely monitored. Victims of bullying will be followed up at intervals even after it appears that the bullying has been resolved.
- A Governors' Committee reviews, along with the Senior Leadership Team, the effectiveness of all Anti-Bullying measures and strategies.
- Leaflets and appropriate contacts are available through other support agencies – e.g. Careers Advisor, School Nurse Service.

It is hoped that these supportive structures will help reduce the instances and impact of bullying within the school. We hope that all members of the school community will feel comfortable raising issues, confident in the knowledge that their concerns will be listened to and acted upon.

Please see Appendix E for Anti-bullying procedures

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing board
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy

- The school's key rules and routines.
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.1 Mobile phones

Mobile phones may be brought to school, but they should not be switched on or seen while pupils are on the school site, except when needed for medical or other important reasons, and with parental permission. On the occasions when pupils need to call home during the school day, they should go to Reception and ask to make a call.

8. Responding to behaviour

8.1 A positive culture

To create the positive culture that we want at John Fisher, it is important that staff take every opportunity to recognise and praise good behaviour. Our aim is that the positive feedback we give should far outweigh the negative.

8.2 Praise

Teachers should approach each lesson with the aim of praising each student each lesson. Even when this might be unattainable in particular circumstances, the attitude of seeking to praise where appropriate is crucial to creating a positive culture within the school.

Praise can be both verbal and non-verbal (e.g. a thumbs up, or a list of best workers on the board). It should always be:

Specific and descriptive, identifying the student(s) and the reason; and

Genuine: indiscriminate or false praise devalues the power of positive feedback.

One of the most powerful ways of recognising students' achievement and good behaviour is through the **Friday Phone Call**, whereby teachers phone the parents of a student who has attracted praise during the week. This might be for good work, an exceptional contribution to school life, acts of kindness or sustained good behaviour. It is expected that each teacher will make one call each week and record the fact on SIMS.

8.3 Formal recognition

In addition to the rewards in KS3 & 4 it is important to give formal recognition of the students' achievement and their contribution to school life: it encourages them to participate and to aim high, while promoting confidence.

Achievement points are awarded for:

- Effort and achievement in class
- Sustained attendance and punctuality
- Representing the school in sport, music or other activities
- Participation in house activities
- Other positive contributions to the school community.

The table below shows other means of formally recognising students' positive contributions to school life:

Recognition	Explanation
Bronze certificate	Awarded during team meetings/Kennedy Cup assembly for 50 Achievement Points
Silver certificate	Awarded during team meetings/Kennedy Cup assembly for 100 Achievement Points
Gold certificate	Awarded during Kennedy Cup assembly for 150 Achievement Points
Diamond Certificate	Awarded during Kennedy Cup assembly for 200 Achievement Points
Headmasters' award	Awarded for Top report performers
House pin badge	Awarded for outstanding contribution to house activities (KS3)
House tie	Awarded for outstanding contribution to house activities (KS4/5)
'Special' ties recognising outstanding contributions to the academic, sporting and musical life of the school	Criteria to be determined
Academic certificates	Awarded in each Kennedy Cup assembly, celebrations evenings and at other times for achievement and attitude to learning

The other ways in which excellent behaviour is recognised include: Tutee of the Week, Achiever of the Week, Tutor group of the Month, Achiever of the Month, Punctuality & Attendance awards and recognition breakfasts. This list is not exhaustive.

8.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information,

8.5 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, as detailed in the *Managing Low Level Disruption* handbook.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

In cases of 'low-level' classroom misbehaviour, a stepped response should be applied.

- In case of negative behaviour, there should first be a general **rule reminder** issued to the class. It should be made clear that this reminder is for the whole class, and will not be repeated for individual pupils.
- Any pupils who persist in negative behaviour should be given a **warning**. Pupils arriving late to class will be considered as being 'on a warning', and they should be told explicitly that this is the case.
- Any instances of negative behaviour after a warning has been given lead to the award of a **Demerit**, which must be logged on Edulink or SIMS.
- If negative behaviour persists after a Demerit, the pupil should be sent to the indicated classroom on the department removal rota. This should be recorded as a second Demerit.
- If a pupil refuses to leave, or in cases of more serious misbehaviour, Culture Walk should be called and asked to remove the pupil. In this case, a **Referral** should be placed on SIMS recording the brief facts of what happened.

For more serious cases, see Section 8.

8.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

8.7 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

The members of staff with authority to carry out a search are:

The headteacher, the DSL and DDSLs.

This authority does not apply to strip searches. (See section on strip searches below.)

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, deputy headteacher or DSL to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- › Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

A strip search may only be carried out with the explicit permission of the headteacher or, in his absence, the member of staff deputising.

The members of staff authorised to carry out strip searches, subject to permission being granted, are:

The headteacher and the DSL.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. This applies to students, members of staff, the public and any visitors on site.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will regard this as a serious breach of discipline which may result in a serious sanction such as suspension.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

9.1 Detention

Where two or more Demerits are given to a student on the same day, a central detention will be triggered. Parents/Carers will be informed via Edulink and, where the detention is for more than 20 minutes, by the relevant Key Stage Administrator (KSA). KSAs will check demerits each morning, entering the detention list on SIMS and notifying parents. The table below shows the link between Demerits and detentions.

Demerits	Further consequence
Two demerits in one day	20-minute central detention
Three demerits in one day	40-minute central detention
Four demerits in one day	1-hour central detention
Five or more demerits in one day	1-hour central detention + ASPIRE 2 the following morning

Wherever possible, detentions should take place as scheduled but they may be rearranged for a good reason, e.g. concern around travelling home or important activity outside school. Any request for rescheduling must be made by the Parent / carer prior to the detention date. Detentions will take precedence over sporting fixtures.

Where a pupil is frequently awarded detentions, further interventions will be explored. These include:

- Behaviour report card
- Behaviour review
- Behaviour support plan
- Behaviour change modules

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Behaviour Support Manager and will be removed for a maximum of two lessons.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

9.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension and Permanent Exclusion Policy for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of such preventative measures include:

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Was the pupil unable to understand the rule or instruction?
- › Was the pupil unable to act differently at the time as a result of their SEND?
- › Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. These strategies include:

- › Reintegration meetings with parents and pupil on the return to school following suspension.
- › Pupils receiving frequent behaviour points and/or detentions will be placed on behaviour report and, if significant improvement is not forthcoming, a Behaviour Review will take place.
- › Where appropriate, and in all cases following suspension, pupils will be allocated Behaviour Modules to study. These have been designed to address particular topics and to allow pupils to reflect on their behaviour over a period of a few weeks, attending sessions in ASPIRE.
- › Pupils attending detention are required to complete a reflection sheet to help them to understand what led to their behaviour so that they can learn from their mistakes.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › De-escalation techniques
- › Behaviour scenarios
- › How SEND and mental health needs can impact behaviour
- › The use of language to support the engaged environment

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed regularly during SLT meetings, and from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governors' TLS Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governors' TLS Committee annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- › Suspensions & Permanent Exclusions policy
- › Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

Background

The John Fisher School is committed to providing an environment where all people can feel safe, happy, accepted and included. All pupils at The John Fisher School have an equal right to participate and enjoy their education, and to have the opportunity to fulfil their potential. To help pupils and staff more readily identify the positive behaviour and attitudes expected of a member of our community we will adopt an overall approach based on READY, RESPECT, RESPONSIBILITY. It is important that a framework should exist within which effective teaching and learning can take place. We believe that The John Fisher School holds an important position in the wider community and we will educate our pupils in a way that will ensure that they take a positive and proactive role within their community in the future.

Pupils should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality.
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- respect for the environment: their own, the school's and other people's property and the community in which we live.
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Our behaviour procedures will:

- emphasise providing opportunities for pupils to take responsibility and be involved in decision-making.
- establish and promote consistent expectations of both staff and pupils.
- ensure all pupils, staff and visitors are free from any form of discrimination.
- promote self-discipline and proper regard for authority among pupils.
- encourage good behaviour and respect for others and prevent all forms of bullying among pupils.
- foster a culture in which pupils' achievements are recognised and celebrated.
- ensure that staff are fair and consistent.
- ensure that all staff are able to take prompt and effective action when pupils behave inappropriately.
- promote working in partnership with home and external agencies.

The role of the staff members:

A member of staff at The John Fisher School will make the following commitments:

- To know the pupils and be aware of any additional needs & strategies.
- That they will show respect towards their pupils and act in a manner which reflects the aims of the school.
- That they will maintain the highest standards of conduct in their lessons and in the carrying out of their professional duties.
- That they will act in partnership with parents/carers and at all times seek to be open and responsive.
- be consistent and fair in the application of rewards and consequences, not ignoring poor behaviour and celebrating good behaviour as a way of maximising pupils' self-esteem and confidence as learners.
- set high standards early in order to help pupils establish regular punctual attendance and good behaviour from the start, involving parents/carers in the process.
- intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.
- identify underlying causes since poor behaviour may be linked to a pupil's problems.
- recognise that when they need to challenge pupils the focus must be on the behaviour, give pupils choices and help them to understand the consequences.
- provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectations.
- ensure that teaching methods promote active participation for all, within a challenging and supportive environment.
- create a stimulating learning environment that promotes independence and on-task behaviour.
- encourage pride in achievement.

This Statement of Behaviour Principles will be reviewed at least annually by the Governors' TLS Committee.

Appendix 2: Anti-bullying procedures

Procedures for staff

- All incidents should be viewed as serious even if a first incident. Staff should evaluate the suitability of place and time to listen to the students or intervene with an incident if observed.
- Staff should listen to students at an appropriate time which allows the information to be provided without intensity of emotion.
- Students should talk to the appropriate person who can assure them and guide them to take a responsibility and have coping strategies, this should be the Form Tutor, Director of Learning or another trusted adult.
- All reports of bullying will be appropriately investigated.
- All incidents of bullying should be recorded and reported with accuracy on SIMs and My Concern with the Form Tutor and Director of Learning notified.
- Student statements should be taken and uploaded to My concern.
- Fair and proportionate action will be taken to resolve the incident, the most important outcome is that the victim no longer experiences these negative behaviours. In the majority of cases those accused of bullying will be told to stop and warned about the serious consequences of continued bullying behaviours. However, serious instances of bullying will be dealt with more severely, even when it is a first offence.
- Students who have reported bullying should be spoken to by their Form Tutor at regular intervals (initially every two weeks) to ensure that there has been no unreported repetition of bullying.
- Parents/carers should be contacted to make them aware of the incident and the support put in place.

Student Procedures - It's cool to confide in others!

- A student experiencing or witnessing any act of bullying should contact and confide in someone immediately.
- A student should persist in their request to be listened to.
- A student should request a safe, secure and private place to speak freely.
- Students should provide relevant information and be reassured but firmly informed that necessary information will be passed on to the appropriate person or persons to fully deal with the incident.
- Students should know that some form of monitoring will occur as a support mechanism.
- Bullying can be resolved through communication. Students should break down the wall of silence. Always speak out!

It's not easy to confide! Help yourself!

- Build up friendship groups where you can trust people. Doing activities with friends can keep you away from those who want to engage in negative behaviour. Show them what a good citizen is.
- Ensure that you know where to go should you feel vulnerable, particularly at break and lunch-times

- Try not to react to bullying behaviour, this will encourage them to make you a target. Most bullying behaviour continues if your reaction satisfies their need for power and control.
- Don't feel alone in a crowd. You are surrounded by people who believe the same as you, that bullying is damaging, and they want to stop it.
- Feel confident and trust someone, they'll know what to do!

Appendix 3: Sixth Form procedures

We have high expectations of the students who attend the Sixth Form, both in terms of academic achievement and in attitude and behaviour whilst in and around the school. It is hoped that all students who have chosen to extend their education with us will conduct themselves appropriately and have a positive work ethic. However, for students who do not meet expectations there are a number of stages in our sanctions procedure that are designed to support them towards success

Intervention	Concern	Action
Subject Teacher Support Clinic	Underachievement e.g. <ul style="list-style-type: none"> Underachievement in an assessment Increased support required to access the work. 	Referred to subject clinic <ul style="list-style-type: none"> After school session with teacher KS5 Underachievement Intervention recorded on Edulink Parents/carers contacted via Edulink or email.
Subject Teacher Intervention	Initial concern e.g. <ul style="list-style-type: none"> Missed deadline. Poor effort or attitude in lesson. Punctuality to lesson. Absence from lesson and not caught up within 1 week. Failure to attend compulsory clinic, study period or assessment. 	Discussion between subject teacher and student <ul style="list-style-type: none"> SMART time-based Subject Targets and support agreed. First chance recorded on Edulink. Targets shared with Sixth Form Team and parents/carers via Edulink or email.
Sixth Form Academic Catch-Up (SFS) 1 Hour Academic Support Session on a Tuesday, Wednesday or Thursday Evening: 3:30 - 4:30pm	Repeated academic concern e.g. <ul style="list-style-type: none"> Missed deadlines Poor effort or attitude in lessons Punctuality to lessons Absence from lesson and not caught up within 1 week Failure to attend compulsory clinic, study period or assessment Failure to meet specific targets agreed at First Intervention stage Incident of poor behaviour or truanting in lesson late 3 times to school 	1 hour Academic Catch-Up (SFS) <ul style="list-style-type: none"> Set by subject teacher and supervised by subject teacher. SMART time-based subject targets and support agreed. Up to 1 Hour Academic Session KS5 Sixth Form Support recorded on Edulink Information shared with Sixth Form Team and parents/carers.
Sixth Form Pastoral Support (SFS) 1 Hour Pastoral Support Session	Pastoral concern: <ul style="list-style-type: none"> Failure to meet Sixth Form Behaviour Standards Punctuality not in line with Expectations (Late to school or lessons more than twice in two weeks) 	1 hour Pastoral Support (SFS) <ul style="list-style-type: none"> Set by subject teacher or pastoral staff and supervised by Sixth Form Team SMART time-based targets and support agreed. 1 Hour Session

on a Tuesday, Wednesday or Thursday Evening: 3:30 - 4:30pm	<ul style="list-style-type: none"> Attendance not in line with expected standards 	<ul style="list-style-type: none"> KS5 Sixth Form Support recorded on Edulink Information shared with Sixth Form Team and parents/carers.
Failure to attend an ACU results in an additional 1 hour 30 minutes SLT detention.		
The leaving of school site during a lesson, registration, break or private study is a safeguarding concern. This will result in a Saturday Detention (Saturday School).		
An accumulation of ACUs will result in progression through the stages of the sanctions procedure.		
Very serious misconduct or concerns will escalate immediately to Stage 4		
Stage	Concern	Action
Stage 1	3 x ACU in a Year	<ul style="list-style-type: none"> Phone call home Form Tutor or subject teacher Issues and targets discussed with parent Loss of sign-out and relaxed registration privileges
Stage 2	6 x ACU in a Year	<ul style="list-style-type: none"> Letter home by Assistant Director of Sixth Form Concern, targets and support specified in letter Targets reviewed by AD-SF after 4 weeks Loss of sign-out and relaxed registration privileges
Stage 3	<ul style="list-style-type: none"> 9 x ACU in a Year Below 90% attendance¹ Failure to meet agreed targets 	<ul style="list-style-type: none"> Meeting with Assistant Director of Sixth Form, student, subject teacher(s) and parent/carer. Targets and support agreed and reviewed after 2 weeks. Loss of sign-out and relaxed registration privileges <i>Meeting will be recorded by KCO for student file</i>
Stage 4	Very serious concern: <ul style="list-style-type: none"> Failure to meet agreed targets Very serious misconduct² 	<ul style="list-style-type: none"> Meeting with Director of Sixth Form, student, subject teacher(s) and parent/carer. Targets agreed and reviewed after 2

		<p>weeks. If student fails targets, Stage 5 meeting is held.</p> <ul style="list-style-type: none"> • An incident leading to a 3-day Suspension* will place students on Stage 4
Stage 5	<p>Major concern:</p> <ul style="list-style-type: none"> • Failure to meet agreed targets from previous stage • Gross misconduct³ 	<ul style="list-style-type: none"> • Meeting with SLT Link, Director of Sixth Form, student, subject teacher(s) and parent/carer. • Targets and support agreed in and reviewed after 2 weeks. If student fails targets, referral to Final Warning with Governors. • An incident leading to a 5-day Suspension* will place students on Stage 5
Final Warning	<p>Major concern:</p> <ul style="list-style-type: none"> • Failure to meet agreed targets from previous stage • Repeated very serious misconduct or gross misconduct 	<ul style="list-style-type: none"> • Referral to Final Warning with Headteacher • Meeting with Headteacher, Director of Sixth Form, student, subject teacher(s) and parent/carer. • Targets and support agreed are reviewed after 2 weeks. • Failure to meet targets may result in permanent exclusion.