



The John Fisher School

Behaviour Policy

(Incorporating the former Anti-bullying Policy)

Responsible: Governors' SLAW Committee

Review Date: October 2023

*Nurturing young Catholic gentlemen
Aspiring for Academic, Cultural & Sporting Excellence*

1. Aims & 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 synonymous with the accepted morals of Christianity and the Roman 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 to carry out its aims it can only do so in partnership with its parents/carers and the local community.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. 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 at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools July 2013](#)
- [Supporting pupils with medical conditions at school December 2015](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#)

3. Vision

3.1 All students at The John Fisher School have an equal right to participate and enjoy their education, and to have the opportunity to fulfil their potential. Any action which hinders the educational and/or social development of any student will not be tolerated. To help students 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.

3.2 What is this policy going to do?

- Promote positive attitudes towards all members of the school community.
- Encourage an atmosphere and ethos where poor behaviour does not occur.
- To create an environment where all members of the school community feel safe, valued and supported.
- Ensure that staff, students and parents/carers are all aware of what constitutes acceptable behaviour.
- Encourage students to report incidents of poor behaviour, by educating them on why it is wrong and who to tell.
- Ensure that poor behaviour incidents are taken seriously followed up and dealt with appropriately.
- Encourage everyone to actively challenge poor behaviour whenever and wherever it occurs.
- Ensure that all students are aware that all poor behaviour is not tolerated and positive behaviour rewarded.

3.3 How will this policy be put into practice?

- Positive attitudes towards acceptable behaviour will be promoted through the 3 R's: READY, RESPECT, RESPONSIBILITY.
- Positive attitudes towards acceptable behaviour will be promoted through staff acting as role models, the RSHE programme, Collective Worship, Assemblies, Tutor Time and all aspects of school life.
- Procedures are drawn up for staff to follow when poor behaviour incidents are reported to them.
- Staff will be expected to actively promote and implement a whole school ethos that is opposed to poor behaviour in all its forms.
- Students will be informed of the school's policy and procedures and encouraged to report incidents of poor behaviour through the RSHE, Assemblies, Tutor Time, School Council, Sixth Form Mentors and notices displayed in Form rooms and around the school.
- Information will be provided for parents/carers, which explains the school's behaviour policy and procedures and provides advice and guidance on support strategies should their child be involved in poor behaviour.
- An individual Behaviour Support Plan and programme of support for persistent offenders will be developed, and monitored, in stages, by the student's Form Tutor, Director of Learning and Inclusion Coordinator

3.4. Criteria for success

This policy will be considered successful if the overwhelming majority of staff, parents/carers and students consider that the behaviour within the school community is generally of a high standard and that there are clear expectations and effective ways of dealing with digression.

3.5 Dissemination of this policy

This policy will be placed on the school website for parents/carers and students to view. All members of staff have access to this policy via the school's intranet. Directors of Learning will ensure that Form Tutors take students through this policy at during assemblies so they are clear that poor behaviour will not be tolerated at The John Fisher School.

4. Roles and responsibilities

4.1 The governing board

The SLAW committee is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

4.2 The Headteacher & SLT links

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the SLAW committee
- Giving due consideration to the school's statement of behaviour principles
- 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 students
- 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 students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

4.3 Teachers and staff

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

- To know our students and be aware of additional needs and strategies
- To show respect towards their students and act in a manner which reflects the aims of the school
- To maintain the highest standards of conduct in their lessons and in the carrying out of their professional duties
- To act in partnership with parents/carers and at all times seek to be open and responsive
- To follow the school's behaviour policy in lessons and uphold the staff charter
- To acknowledge that to fail to act in accordance with their commitments is to invite similar failure in the behaviour of the students (appendix C)

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

We invite our parents/carers to be active partners in the whole process of their sons' education and we welcome their involvement. This entails a mutual willingness to consult and to share information where the welfare of their son is concerned. The school considers that without such an active partnership it cannot carry out its duty to educate and develop its students to the levels of excellence that we all want.

Just as the school has an obligation to carry out its stated aims in the spirit of its Mission Statement, so the school would hope for the same commitment from the parents/carers in all aspects of their sons' lives in our community. A strong foundation for a fruitful partnership between school and home is the consistent application of the school's standards as outlined in our Home School Agreement.

Parents/Carers should familiarise themselves with this policy and the Student Charter. They should read the Home School Agreement:

- Make sure the student attends school in correct uniform, arrives on time and is properly equipped for school
- Encourage the student to work hard and support him in homework by checking Show My Homework regularly
- Be aware of and support the schools' policies on Behaviour, Attendance and Punctuality
- Agree to and support the school's implementation of the behaviour policy to include detentions and other consequences as well as requests for meetings
- Take part in the life of the school and its culture

Parents/Carers should be assured that the school will act in every stakeholder's best interest fairly and diligently. Parents/Carers who wish to speak to staff regarding an incident should in the first instance ask for the teacher investigating the matter. Form Tutors, Directors of Learning and Subject Leaders should be the next points of contact respectively, before finally asking for senior staff and only in serious cases.

Full details of our expectations are contained with the Home School Agreement on the school's website

4.5 Students

Every student is expected to act in a way that promotes the school's aims and Mission Statement. This is not simply at times when students are on the school's premises, but also when travelling to and from school and whenever they are engaged in activities, at home or abroad, which are organised or arranged by the school. The tradition of the school since its foundation has been that students are expected to play a full part in its extracurricular life. The school considers all talents as gifts from God and as such to be developed and shared, wherever possible, with and for the benefit of the whole school community.

The following points represent an overview of our expectations of the students, this is also outlined in the students' charters (Appendix D):

- Be ready to learn fully equipped
- Show respect for one another, staff and members of the public
- Support disruption free learning that enables learning to take place
- Allow other students to feel safe and happy during their time at school
- Respect and safeguard the fabric and general appearance of the buildings

- Enhance the reputation of the school and its community

5. Monitoring and evaluation:

- Student records are regularly updated to track behaviour and achievement
- Achievement and behaviour are monitored by the pastoral teams looking at trends in year groups and reasons
- Behaviour will be a standing item in all Governors' SLAW meetings, with a member of the school's Senior Leadership Team providing a report which analyses and evaluates current and trending issues. This will inform the school's self-evaluation process and School Development Plan (SDP).

6. Procedures

6.1 Responding to good behaviour

While the school has processes and procedures to deal with instances of poor behaviour, as a caring community it is important to recognise the good behaviour of the vast majority of students at this school whenever possible. When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Achievement Points
- Communicating praise to parents via a phone call or Via Edulink
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

6.2 Responding to misbehaviour

All staff should be modelling, promoting and rewarding good behaviour in class and around the school site. We aim to adopt a uniform approach to dealing with negative behaviour, the focus of which is to model, praise and reinforce positive behaviour. Staff will adopt the step by step approach set out in *appendix E* to support this. The students need to receive a simple but clear statement of what is expected in the classroom, and around the school, by way of behaviour and work/homework.

- Clear Student and Teacher Charters have been drawn up and are posted in every classroom. These form the basis of minimum expectations. These charters have been based on the idea of Ready, Respect and Responsibility.
- Step by step protocols have been drawn up and explained to all staff regarding incidents in lessons and the approach they should take, these have also been placed in every classroom. Whilst these are not exclusive they provide a clear guide to support what is expected in lessons and what the consequences should be.
- Staff are to record the relevant details of any negative behaviour in the 'sims' system and ensure that students are aware of any consequences. Any 20 minutes detention issued should be complete by the end of the next school day.

- Parents/Carers will be notified via the Edulink platform of any recorded incidents of negative behaviour and of central or SLT detentions issued.

If poor behaviour is displayed in your classroom, deal with any incident by referring to the agreed B4L strategy and consequence ladder. Take incidents seriously and record all details for any L3 incident and above, pass this information onto the relevant Director of Learning or senior member of pastoral staff within 24 hours.

6.3. Dealing with behaviour incidents.

The pastoral staff will investigate complaints or concerns from a student or parent/carer.

All those involved in the incident will be interviewed separately and written statements obtained using the student statement form and kept in all student records. Students may be required to remain in Aspire during this process to aid the investigation. Parents/carers of students involved in incidents will be informed of any consequences for their child and may be asked to come into school and discuss this further. Consequences may occur as discussed by the class teacher, Subject Leader, Form Tutor or Director of Learning

Monitoring of the situation will occur and the relevant staff informed

Outcomes of investigations will be shared with relevant staff

6.4 Recognising the impact of SEND on behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers 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 student concerned.

6.5 Adapting sanctions for students with SEND

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

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is 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 student 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.

6.6 Detentions

These are varying methods of detaining the boys at school and those selected will reflect the nature and seriousness of the incidents that occasioned the detentions being given. The different types of detention are:

1. Individual staff detentions. (20 minutes at break, lunch or end of the school day)
2. Central detentions. (1 hour after school on Mondays, Wednesdays & Thursdays)
3. SLT detention. (1½ hour after school on Thursdays)
4. Saturday detention (3 hours on Saturday mornings 9.00am – 12.00pm)

Parents/Carers will be informed if their son is being detained longer than 20 minutes after school via Edulink. All detentions are recorded on Sims.

Central detention

Central detentions are run on a rota Monday, Wednesday & Thursday from 3.30pm until 4.30pm. These detentions are issued for persistent negative behaviour and reaching Level 3 in class. They will also be given to students failing to attend an individual staff detention. Parents/Carers will be notified of Central detentions via Edulink. Failure to attend a Central detention will result in a student being issued with an SLT detention.

SLT detention

SLT detentions take place on Thursdays from 3.30pm until 5.00pm. These will be supervised by a member of SLT. Failure to attend an SLT detention will result in a student being issued with a Saturday detention.

Saturday detention

This is one of our most effective consequence and, in order for it to remain as such, it is essential that it is used sparingly and only for serious matters.

The procedure that must be followed if staff wish to detain a student on a Saturday is:

1. The relevant Director of Learning or SLT link must have been consulted, they will contact the parents/carers to discuss the incident resulting in the Saturday detention.
2. A message will be sent home via Edulink/email, at least one-day before the detention.
3. Students should make sure they have sufficient work to do to cover the three-hour session.

Students arriving to Saturday detention without full school uniform or who are deemed late should be sent home. These boys will be interviewed on the following Monday by the relevant SLT member.

7. Inclusion

Students who display serious or repeated negative behaviours may be removed from their normal classes and required to remain in ASPIRE for a specific period of time normally 1-3 day although this may be extend if required. This is to give the student time to reflect on their actions and for respite for the rest of the school community from these negative actions. Students placed in ASPIRE will be provided with suitable work by their class teachers. Students who do not display compliant and positive behaviour whilst in ASPIRE are at risk of a suspension.

8. Serious offences

The possession of illegal substances will not be tolerated under any circumstances.

The possession and/or use of knives, firearms (including replicas) or other offensive weapon to threaten or injure any member of the school community will not be tolerated and may result in the most severe consequence available to the Headteacher and could lead to permanent exclusion. Following a significant consequence, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. The support available is outlined in Appendix F

9. Poor behaviour – Guidelines for by-standers

The school's culture and ethos is to respect each individual and to report any knowledge of poor behaviour to a member of staff or other students and be proactive in its prevention. Students should be seen to discourage and deter negative behaviour where possible and not passively condone negative actions through their own inaction.

10. Poor behaviour - Guideline for Tutors

Look out for signs of poor behaviour in members of your Form, especially if accompanied by deterioration in work, disruption of others etc. Be aware of the opportunities for poor behaviour using low level but persistent tactics. Monitor student activities carefully.

Tutors will regularly check "sims" and ensure that all students are aware of any Central of SLT detentions set. Where a student has been issued with a Central detention the Tutor should conduct a reflective conversation with the student.

11. Searching and confiscation

All Staff, authorised by The Headteacher, have the authority and statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting a student(s) may be in possession of prohibited items. An additional adult should be present during the search. Staff may request that students remove their blazers, turn out their pockets and remove shoes and socks if this is deemed necessary. **Prohibited items include: knives, weapons, alcohol, fireworks, illegal drugs, tobacco, vapes, stolen items, pornographic images.**

Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). The Headteacher and authorised staff can also search for any item banned by the school rules.

If the search reveals an electronic device staff may examine the data or files on the device if they think there is a good reason to do so. For incidents involving cyber bullying and/or sexting, a member of staff may confiscate the electronic device until such a time that it can be examined by the Designated Safeguarding Lead(s).

Any prohibited Item listed above found in a student's possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned but only after discussion with senior leaders and parents/carers if appropriate.

12. Sixth Form Cause for Concern 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 on a Tuesday, Wednesday or Thursday Evening: 3:30 - 4:30pm	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) Attendance not in line with expected standards 	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 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 weeks. If student fails targets, Stage 5 meeting is held. • An incident leading to a 3-day Suspension* will place students on Stage 4
Stage 5	Major concern: <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	Major concern: <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.

13. Monitoring of the policy

This policy will be formally reviewed every two years by the school's Governing Board. As part of the review process, the Governor's SLAW Committee will make recommendations to SLT for amendment. In addition, the views of students, staff and parents/carers will inform any changes to this policy. (i.e. school Council, staff meetings, parent consultation, etc)

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding
- Exclusions
- Physical Restraint
- Mobile Phones
- E-Safety
- ICT Acceptable Use
- SEND Policy
- Equality & Diversity Statement

Appendix A

Anti-Bullying Processes and Procedures

Understanding Bullying

Bullying is an action carried out with intent by a person or group who aim to cause a reaction which is unwanted and distressing. The intention of bullying is to obtain a sense of power and control over another. Such motivation and behaviour is destructive whether it occurs once or more frequently. Consequently, it is necessary to identify bullying and its features and take instant and immediate action which equally responds to the needs of all parties involved. Focus should be placed upon resolution which deals firmly but fairly with the incident.

Bullying is a behaviour which has a root cause. The bully uses the behaviour to achieve satisfaction for a number of reasons. The John Fisher School will use appropriate strategies including counselling to establish explanations for such unacceptable behaviour. The culture and ethos of the school will support the bully in a programme that will address his/her perceptions of appropriate and acceptable behaviour and guide them towards steps that will enable them to experience bully free behaviour. This will place responsibility upon the bully to address their behaviour and become part of a good citizen culture which reflects the high expectations of the school.

Bullying behaviour can be exhibited as:-

- **Verbal** - the use of words to cause hurt, name calling, threats, calling encouragement for bullying and spreading rumours.
- **Physical** - unwanted touching/contact, pushing, kicking, hitting and acting aggressively or violently.
- **Emotional** - actions that wear down someone's self-esteem, lowering self-confidence and deliberately excluding people from groups.
- **Sexual** - unwanted physical contact, using sexual terminology to be derogatory.
- **Homophobic** - bullying because of someone's sexuality.
- **Racial** - bullying as a result of someone's ethnic origins.
- **Cyber Bullying** - using technology such as email and/or mobile phones to send verbal and visual bullying.

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.

Signs to look for:

- **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 appears 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.

Providing solutions which support the student

Staff and students should promote The John Fisher School as a place where fear of threat and intimidation is not an issue because they recognise their working and social environment as somewhere respected and safe. The layout of the building should not provide bullies with areas to carry out their unacceptable behaviour. Those most vulnerable to bullying should know that:

- Staff and students are being actively alert.
- Areas of the school are well patrolled.
- That as an initial step only, time will be provided to move from lesson or go home earlier.
- Both adults and students can be contacted and approached to assist, and will listen sensitively.
- Speaking out will remove bullying and not increase it.

At The John Fisher School all members of the community, including Governors and parents/carers, should have heightened awareness that the school offers a range of strategies to combat and prevent bullying.

- 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.
- Each adult in the school can be approached and action will be taken.
- 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.
- 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 on members of The John Fisher School community. No student, no parent/carer, no member of the school staff or its community should feel we are not approachable. The John Fisher School openly and confidently invites any person to speak out about bullying and welcomes you to alert us to any worries or concerns you may have. Appointments can be made easily at reception with any member of staff.

Staff and students should feel confident that when dealing with bullying they will be engaging in a process that will result in a positive outcome. This can only be achieved if the ethos and environment is open for communication. The John Fisher School is breaking down the culture of not telling, with both students and staff actively encouraging the attitude that it is right to help others through talk and informing others. A united front sends the message forcefully that bullying will not be tolerated.

Procedures for staff

1. 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.
2. Staff should listen to students at an appropriate time which allows the information to be provided without intensity of emotion.
3. 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.
4. All reports of bullying will be appropriately investigated.
5. All proven incidents of bullying should be recorded and reported with accuracy on SIMs and the Form Tutor and Director of Learning notified.
6. 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.

7. Monitoring should then occur for an agreed across the subject range.
8. Parents/carers should be contacted to make them aware of the incident and the support put in place.
9. Any student found to ignore the warning over bullying behaviours will be issued with a Level Consequence and parents/carers will be contacted.

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!

At The John Fisher School, the very large majority want to stop the very small minority from ruining their experiences and opportunities.

Break down the barriers, build up a voice of disapproval, and bring the bullies into our culture by beating any bullying behaviour. Show bullies that their behaviour is unacceptable and won't be tolerated.

Bullying is a behaviour which can be altered and one that we at The John Fisher school want to stamp out.

Appendix B

Consequences of Negative Behaviour in the Classroom

The levels below are an indication of how staff should implement the behaviour policy with the aim of refocussing negative behaviour and avoiding escalation. Staff should employ non-verbal reminders as well as refocussing tactics during the lesson to help students remain engaged and aware of their own behaviour.

Students must be given thinking and reaction time between the Levels.

Level	Consequences/Behaviour	Behaviour Management Dialogue/Strategies
Rule Reminder (Each student does not get a rule reminder)	<p>Student lapse in concentration</p> <p>Student shows signs of distraction</p> <p>Can be used as a blanket reminder for whole class to reinforce expected behaviour</p> <p>You should not take ID or write the student's name on the board at this point</p>	<p>State what is happening and give rule reminders. E.g. <i>"Simon, you are talking, what is the rule about talking? If you choose to keep talking that will be a W(arning)"</i></p> <p>Try and identify behaviour that is proactive/positive. E.g. <i>"Andy, you concentrated really well at the start of the lesson, let's get back to that so you can make good progress."</i></p> <p>Redirect behaviour emphasising choice. E.g. <i>"Paul, if you try to distract the other students, you are stopping them from doing well, you don't want that."</i></p>
Warning Level (W)	<p>Negative behaviour incident</p> <p>Warning should be given to an individual for: Distracting others, lack of effort, calling out, disruption of learning of others.</p> <p>Students arriving late to class will be placed on warning level and the minutes late to lesson should be recorded on SIMS.</p>	<p>E.g. <i>"Simon, you have continued to talk across the classroom so you are now on a W(arning)"</i></p> <p><i>"Paul, you are still trying to distract the other students who want to work, you are now on a W(arning)"</i></p> <p>Mark the incident of poor behaviour, but then redirect behaviour with teaching and learning reminders.</p> <p>Raise expectations and defuse the situation by praising those who are working well.</p>
Level 1 (L1) 20 minute detention	<p>Second negative behaviour</p> <p>Rudeness/disrespect towards staff and unkind action towards peers will automatically place the student on L1.</p> <p>L1 must be logged on SIMS and a message will be sent to parents/carers via Edulink.</p> <p>20 minute detention issued which is to be completed on the same day or next day wherever possible. (Failure to attend will result in 1hr central detention).</p> <p>Form tutor informed.</p>	<p>E.g. <i>"Simon, you have chosen to continue talking, you have now moved to a L1"</i></p> <p><i>"Andy, you have chosen to ignore the reminders to do your best you have now moved onto L1"</i></p> <p>When you have given the verbal comment try speaking privately to the student. Staff should avoid confrontation here emphasising they are making choices. This will keep the class calm, additional signals or nonverbal refocusing is also useful again at this point.</p>
Level 2 (L2) 1 hour Central detention Subject leader Tutor to go over incident with student with a brief reflective conversation during form.	<p>Continued negative behaviour</p> <p>Persistent disruption, calling out, repeatedly ignoring instructions.</p> <p>Students can also be placed immediately on L2 for serious negative behaviour such as abusive language, serious mistreatment of peers, physical violence or damage to the classroom environment.</p> <p>Incident will be logged on SIMS as persistent. Parents/carers will be messaged via Edulink regarding 1 hour Central detention. (Failure to attend will result in 1½ hr SLT detention)</p> <p>Form tutor informed.</p>	<p>At this point students must leave the classroom, they should be sent to the indicated classroom on the departmental removal rota.</p> <p><i>"Simon, you have chosen to ignore the opportunities to show positive behaviour. You have now proceeded to L2 which means you cannot remain in the classroom."</i></p> <p><i>"Andrew, you know it is unacceptable to speak to your peers using that language, those are not terms that you should use, you are now on L2 which means you cannot remain in the classroom"</i></p> <p>If a student refuses to leave, staff should make call for Culture Walk who will collect the student and place him in ASPIRE and issue with an SLT detention.</p>

Following any incidents of more serious negative behaviour such as verbal abuse of a member of staff, senior staff should be contacted immediately.

More serious incidents of negative behaviour or repeated L2 behaviours will require further intervention and should be referred on to the Subject Leaders or Directors of Learning.

Level	Consequences/Behaviour	Behaviour Management Strategies & Support
Level 3 (L3) SLT detention ASPIRE Tutor & DoL	Failure to attend a Central detention. Failure of subject removal. Repeated negative behaviour, 2 subject removals for same subject/term 4 subject removals/term Failure of DoL report First-time serious offence such as fights, offensive behaviour, rudeness to staff, homophobic, racist or sexually abusive language, walking away from staff.	Subject leader to contact parents/carers to discuss issues. Student re-seated in classroom, subject behaviour plan agreed. Tutor/ DoL Report, parents contacted to discuss. Break and lunch-time detention for 1 st week of report. Student(s) to be placed in ASPIRE whilst DoL conducts investigation.
Level 4 (L4) Saturday school DoL & SLT	Failure to attend SLT detention. Truancy from Lessons. Leaving school site without permission. Serious disruption, disobedience or defiance. Smoking/Vaping/Sexualised behaviour. Repeated incidents of L3 negative behaviour Ignoring bullying warning (see anti bullying policy).	Parents/carers must be contacted and reason for consequence explained. DoL to ensure student understands reasons for consequence and strategies to avoid the situation in the future. A restorative conversation may take place if appropriate.
Level 5 (L5) Inclusion DoL & SLT	Persistent repetition of a disruption in lessons. Persistent defiance of staff instructions. Persistently ignoring school rules. Repetition of a serious offence outlined in L3 and/or L4 First time offences such as, serious vandalism, theft, threatening behaviour Physical bullying (may escalate to L6/L7 depending on severity).	1 day suspension or internal suspension. Following any time in ASPIRE as a consequence (other than investigations) the DoL may choose to place student on report and be kept in during break and lunch for 5 days. SENCO informed, initial student meeting set up as appropriate. Targets and student support plan to be drawn up and agreed. A student mentor may be allocated and inclusion meeting arranged.
	REFERRAL TO SLT LINK	
Level 6 (L6) SLT	Incidents of: Gross rudeness or verbal aggression to an adult Premeditated theft Possession or distribution of indecent images Possession of restricted/age-controlled items Bringing the school into disrepute Unprovoked assaults Sexual harassment Threatening/malicious behaviour towards staff (to include false allegations against staff) Continued incidents of negative behaviour outlined in L5	2-3 day suspension (agreed by Head Teacher) For any consequence to be issued at this level, a full investigation will be undertaken by a member of senior staff. A re-admission meeting must take place with student, parents/carers and DoL/SLT link Possibility of 'Managed Move' may be explored

Level 7 (L7)	Persistent repetition of serious offences such as: Physical violence Verbal abuse of staff Bringing the school into disrepute Threatening behaviour Truancy Theft Directed discriminatory language to include sexist, homophobic or racist Sexual assault	3 - 5 day suspension, which may include some days of internal suspension or school-based community service Parents/carers contacted by DoL or SLT Link. A Re-admission meeting must take place with student, parents/ carers and DoL/SLT link PSP is reviewed or set up if one is not already in place. SENCO informed. Student put on report to Assistant Headteacher and kept in for break and lunch time for 5 days.
	REFERRAL TO HEADTEACHER	
Level 8 (L8)	Repetition of occurrences outlined in L5-L7 or first offence of using and being under the influence of drugs in school time or on the journey to or from school	FINAL WARNING – Governors’ panel (may be accompanied by a suspension of up to 5 days) Potential ‘Managed Move’ will be arranged.
Level 9 (L9)	Further repetition of offences outlined in L5 onwards. Repeated occurrence of unprovoked assault, serious violent outburst or dangerous behaviour. Providing drugs for other students Threatening behaviour involving a weapon	PERMANENT EXCLUSION The decision to permanently exclude a student may be taken in response to serious or persistent breaches of the school behaviour policy; and where allowing the student to remain in school would seriously harm the educational welfare of the others students and members of the school community.

CONSEQUENCES PROCEDURE/REFERRAL SYSTEM

Consequences and treatment of students may vary according to personal circumstances, such as for students who are LAC or Young Carers for example; where a student has a disability or SEN, this will be considered and, where reasonable, adjustments to the consequence procedure will be made as appropriate for the circumstances.

In addition, the consequences and strategies outlined here by the school will employ a range of support measures and interventions to help support students. The provision map of these support services can be found in Appendix F.

¹**Very Serious Misconduct:** a first-time very serious offence such as rudeness or defiance towards staff; offensive behaviour towards peers; refusal to hand over mobile phone; any behaviour in or outside of school, including online, that brings the school into disrepute.

²**Gross Misconduct:** a repeated very serious offence (see above); gross rudeness towards staff or peers; fighting; any illegal behaviour, in or outside of school, including theft, use or possession of illegal substances.

³**Suspensions** can be served in isolation within school, as an external suspension, as community service on a Saturday or as supervised study after school. 5 hours is equal to 1 day of suspension. Permanent exclusion may occur at any time for a single serious incident without recourse to the early stages of the student sanctions procedure. Individual circumstances will be considered at all stages.

The Staff at The John Fisher School will aim to be *“Ready, Respectful, Responsible”*

This will include:

- Embracing the Catholic ethos of the school.
- Building a positive relationship with the students based on mutual trust, respect and knowing our students’ needs.
- Acting as Role Models, demonstrating positive behaviour for our students.
- Rewarding and praising positive contributions and attitudes.
- Being ready to teach lessons that are well planned and reflect the needs of the learners.
- Delivering a variety of creative and practical activities that suitably challenge the students and allow them to develop academically.
- Providing opportunities for students to positively contribute.
- Remaining calm and maintaining a sense of humour.
- Following the school’s Behaviour policy.

A Student at The John Fisher School will aim to be ***“Ready, Respectful, Responsible”***

In the lesson am I:

- Embracing the Catholic ethos of the school?
- Arriving on time to lessons with the correct uniform, **READY** to work?
- Arriving to the lesson **READY** to participate?
- Arriving to the lesson with the correct equipment and any required homework?
- Building a positive relationship with the staff based on mutual trust and **RESPECT**?
- Showing **RESPECT** to other students, treating them as **I would wish to be treated**?
- Showing **RESPECT** to the adults in the room, listening carefully and following instructions?
- Taking **RESPONSIBILITY** for my own learning?
- Trying to work to the best of my ability and make every moment count?
- Being **RESPONSIBLE** for my environment and showing **RESPECT** towards it.
- Aware that and I am **RESPONSIBLE** for my behaviour and I have a choice?
- Aware that that there will be a consequence for negative behaviours or attitudes?

“Ready, Respectful, Responsible”

As a student of The John Fisher School, I will:

- Be punctual, well prepared and ready to learn at all times.
- Treat my peers and adults with respect at all times.
- Take responsibility for my actions and my environment.

Staff will use positive reminders as well as non-verbal reminders to help you maintain your focus.

LEVEL	CONSEQUENCE
Warning First and only warning	<ul style="list-style-type: none"> • ID taken • ID returned if no further offence committed • Students late to lesson will automatically be on Level 1 No ID = automatic escalation to L1
Student chooses to ignore first warning	
L1 Teacher detention	<ul style="list-style-type: none"> • Up to 20 minutes at break, lunch or after school • Behaviour point on SIMS and comment given with reasons for detention. • Points: disruption, disobedience, disrespect • Parents/carers notified via Edulink
Student persists with misbehaviour/disruption of learning	
L2 Subject removal from class	<ul style="list-style-type: none"> • One-hour Central detention • Behaviour point on SIMS and comment given with reasons for detention • Points: Persistent disruption, persistent disobedience, serious disrespect.
Student persists with misbehaviour/disruption of learning	
L3 Culture Walk removal from class	<ul style="list-style-type: none"> • Student escorted from subject area to ASPIRE • 90 minute Thursday SLT detention • Behaviour point on SIMS

Appendix F

Interventions and Support

Where students continue to display challenging behaviour or repeated difficulties, the school has a duty to provide individualised responses and adjustments. Utilising a range of strategies and where appropriate adopting a multi-agency approach. These interventions and potential supports are intended to help work with students and their families who have on-going concerns, to enable them to achieve success within the school. Each intervention will be used when and where most appropriate.

Intervention and support		Behaviour Levels	Staff
Root cause analysis Positive parental engagement Report and monitoring Rewards Reflective conversations School Nurse in school Mentor Talk Easy Trust In Lesson support	Adapted timetables Timeouts Team around the child meetings Family support Counselling Staff training Behaviour support	1-5	Subject teacher Form Tutor Subject Leader DoL
Root Cause analysis 2 SEND conversation Positive parental support EHAT SALT Personal Support Plans School Nurse	Targeted youth support BAM (Becoming a Man) Education Psychologist Outreach work Kick Mentor Team around the child CAMHS Turnaround Mash referral	4-7	DoL SLT Link SENCo Inclusion Coordinator
Personal Support Programs Adult Mentor Adjusted timetables Reduced timetables	Gloves Not Gunz Restorative justice Respite Managed moves Alternative provision	6-9	SLT Link SENCo Inclusion Coordinator Headteacher

Appendix G

Achievement for Learning

Directors of Learning will regularly monitor the achievement points earned by their year group and arrange for the appropriate action.

KS 3 Achievement point rewards.

Level	Achievement Points	Action
Level 1	15	Praise message / call home
Level 2	30	Praise letter home / name on Form noticeboard
Level 3	40	Certificate awarded in assembly / student recognised verbally in Team meeting
Level 4	50	Praise letter sent home from DoL / name on the Year noticeboard
Level 5	75	Chocolate / sweet prize/ Achievement Star (Bronze)
Level 6	100	Voucher given by Headteacher in Team meeting / Achievement Star (Silver)
Level 7	150	Queue Jump pass for half term? / Achievement Star (Gold)
Level 8	200	Headteacher's Achievement award

KS 4 Achievement point rewards.

Level	Achievement Points	Action
Level 1	10	Praise message / call home.
Level 2	20	Praise letter home / name on Form Noticeboard
Level 3	30	Certificate awarded in assembly / student recognised verbally in Team meeting
Level 4	40	Praise letter sent home from DoL/ name on the Year noticeboard
Level 5	60	Chocolate / sweet prize /Achievement Star (Bronze)
Level 6	75	Voucher given by Headteacher in Team Meeting / Achievement Star (Silver)
Level 7	100	Queue Jump pass for half term / Achievement Star (Gold)
Level 8	125	Headteacher's Achievement award

Director of Learning rewards

Each year group has been allocated some funds for the Director of Learning to use for discretionary rewards, this may be put towards Form reward parties, individual prizes or reward trips for deserving students.