



THE JOHN FISHER SCHOOL
FOUNDED 1929

Behaviour Policy

2025–26

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I. Introduction

Our school's Catholic ethos underpins all our policies and practices. The promotion of positive behaviour is rooted in a Christian understanding of the inherent dignity of the human person, our creation in the image of God and our call to communion with God and each other. In the context of school life, we expect to see this manifest in thoughtful courtesy toward others, in a spirit of service and generosity, and in self-discipline.

To fulfil our educational and Catholic mission, staff and students share a collective duty to act with care, consideration, and respect. Our rules, rewards, and consequences exist to reinforce this responsibility and reflect the moral teaching of the Catholic Church.

We also recognise that the success of our aims relies on strong partnership. By working closely with parents, carers, and the wider community, we ensure our ethos is lived out daily and that every student is supported to grow academically, morally, and spiritually.

Reconciliation is a central principle of our approach to behaviour. All sanctions should create an opportunity for rebuilding relationships and moving forward positively. However, reconciliation also requires a genuine commitment from the student to change their behaviour.

The restoration of discipline is ultimately a matter of winning hearts and minds if it is to be meaningful and lasting. **Restorative approaches** support students to reflect, take responsibility, and make better decisions. It is important that students who have worked hard to improve their behaviour feel supported and encouraged; unnecessary references to past behaviour can undermine their confidence in the value of choosing discipline.

Where needed, additional interventions are offered to help students make further progress. Once sanctions have been completed, students are given a fresh start and the chance to demonstrate improvement. Staff will sometimes adopt a "tough love" approach—acting firmly but with the student's best interests at heart, even if this is not always immediately understood.

2. Our Mission Statement

Our mission is: To educate boys in accordance with the teachings of the Catholic Church, helping them to grow in faith, knowledge and character, and to become young men who are equipped to serve others and lead lives of integrity, purpose and generosity. We seek to foster excellence in all areas of school life, to uphold the dignity of every person, and to provide an education rooted in the example of Jesus Christ.

3. Aims and objectives

Aims

This policy aims to:

1. Create a positive culture where excellent behaviour enables calm, safe and supportive learning.
2. Maintain high standards of behaviour that reflect the school's ethos and Mission Statement.
3. Ensure the pupil Code of Conduct is clear, understood, and consistently applied.
4. Set out clear expectations and consequences for behaviour.
5. Provide a consistent, fair approach to behaviour management for all pupils.
6. Promote an approach to behaviour which encourages the development of personal virtue, including self-discipline, order and sincerity.

Objectives

To meet these aims, the school will:

1. Promote behaviour that reflects the Christian values at the heart of our Mission Statement.
2. Clearly communicate the Code of Conduct to pupils, staff and parents/carers.
3. Provide a structured framework for recognising and rewarding positive and responsible behaviour.
4. Apply fair, transparent procedures and sanctions when behaviour falls below expectations.
5. Support staff to ensure consistency in behaviour management.
6. Work in partnership with parents, carers and the wider community to uphold shared expectations.
7. Place personal development at the heart of the school's practice, promoting reconciliation and a restorative approach.

4. 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 2024](#)
- [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

5. Roles and responsibilities

5.1 The Governing Board

The governing board provides strategic oversight of behaviour by reviewing and approving the school's statement of behaviour principles and behaviour policy, monitoring its effectiveness, and holding the headteacher to account for its consistent implementation. In doing so, the board ensures that behaviour expectations promote safety for all and support positive, disruption-free learning experiences across the school.

5.2 The Headteacher

The headteacher is responsible for leading and embedding a positive behaviour culture by approving and reviewing the policy with the governing board, ensuring it reflects the school's behaviour principles, and promoting an environment where pupils feel safe, respected, and ready to learn. This includes supporting staff through clear expectations, training, and induction, ensuring consistent implementation for all pupils, aligning behaviour with safeguarding practice, and reviewing behaviour data to ensure fairness and inclusion while maintaining calm, purposeful learning environments.

5.3 Teachers and staff

All staff are responsible for creating and maintaining a calm, safe, and inclusive environment by setting clear boundaries, modelling positive behaviour, and applying the behaviour policy consistently. Through positive relationships, high expectations, accurate recording of incidents, and personalised support where needed, staff contribute to a culture that prioritises safety, respect, and disruption-free learning, with ongoing support from the senior leadership team when responding to behaviour incidents.

All newly qualified teachers and staff joining the school receive structured induction and ongoing support to ensure a clear understanding of, our behaviour approach and the culture and values that underpin daily practice. This includes guidance on expectations, routines and consistent strategies for promoting positive behaviour. Whole-school training opportunities throughout the year reaffirm and develop this shared understanding, ensuring all staff are

confident, aligned and supported in maintaining high standards of behaviour across the school.

5.4 Parents and carers

Parents and carers are encouraged to work in partnership with the school by supporting the behaviour policy, reinforcing expectations at home, and communicating promptly about any concerns or changes that may affect their child's behaviour. By engaging in pastoral processes and maintaining open, respectful dialogue with the school, families help to ensure pupils feel supported and safe, enabling positive behaviour and effective learning experiences.

5.5 Pupils

Pupils are supported to understand and meet the school's behaviour expectations through clear induction, regular reinforcement of rules and routines, and access to appropriate pastoral support. They are encouraged to take responsibility for their behaviour, contribute feedback on the school's behaviour culture, and engage positively in school life, with additional guidance and induction provided where needed to ensure all pupils can learn safely and without disruption.

6. Expectations of pupils – the 'Behaviour Curriculum'

The behaviour curriculum sets out clear expectations to ensure a calm, safe, and respectful learning environment. All pupils are expected to behave in an orderly and self-controlled manner, showing respect to staff, peers, and all members of the school community. In lessons, pupils must conduct themselves in a way that enables every learner to make progress, while moving around the school quietly and safely at all times. Pupils are required to treat the school buildings and property with care, wear the correct uniform, and accept sanctions when issued. They must also conduct themselves in a way that reflects the school's values, both during the school day and when representing the school off-site or online. Where appropriate and reasonable, adjustments may be made to routines to support pupils in meeting these expectations.

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.

6.1 Punctuality

It is important to make a good start to the day; therefore, all pupils must ensure that they arrive at school by 8:45 am. All pupils in Years 7 to 11 and associated pastoral staff are required to attend a morning line-up each day for a prompt and formal start to the day. When travelling to and from school, pupils should walk in pairs or small groups for their own safety. Good behaviour and conduct outside the school are considered just as important as behaviour within it. Pupils are expected to represent the school with pride at all times, showing manners, respect, and consideration for all members of the local community. Any misbehaviour outside school will result in serious consequences.

A late report will be generated weekly and actioned by the Key Stage administrative lead. This information will be circulated to Heads of Year and members of the senior leadership team.

The table below outlines the sanctions for lateness rates.

No of 'lates to school' over a half term	Sanction
2	20-minute detention
3	40-minute detention
4	1-hour detention
5+	Friday 2-hr detention

Persistent lateness (Level 3 or above in a half term) will result in parent/carers being invited into school to discuss and resolve the situation. Repeated persistent lateness involving a student incurring unauthorised absences due to lateness, will be referred to the Borough School Attendance Officer.

6.2 Uniform

The school uniform enables all pupils to arrive on equal terms. It provides a positive sense of identity and promotes a strong community spirit. The school's reputation is influenced by the way pupils present themselves and behave, and the uniform plays an important role in this.

The full school uniform consists of:

- **School blue blazer**
- **Mid-grey or black trousers** (no chinos, stay-press, baggy styles; pleated trousers are permitted)
- **No studded belts**
- **Plain white shirt for Key Stage 4 and plain grey shirt for Key Stage 3**
- **The appropriate House tie**
- **Black shoes** (lace-up or slip-on; no boots or buckles)

- **Trainers are not to be worn to and from school**
- **School V-neck grey jumper** (no crew necks or polo necks)

In cold weather, a black, grey, or blue woollen hat may be worn. No other caps or hats are permitted. Coats must be a single colour—black, blue, or a similarly dark shade—with no badges, logos, or writing, except for reflective materials that provide a clear safety benefit. Leather jackets or coats, ski jackets, casual pullover tops, tracksuit tops, and hooded tops are not permitted. Any item of clothing, such as a snood or balaclava, that deliberately obscures a pupil's appearance is not allowed.

6.3 Mobile Phones

Smartphones may not be brought to school by pupils in Year 7, although they may bring an approved 'brick' phone to school.

Pupils in Years 8 - 11 are strongly discouraged from bringing a smartphone to school or to school activities. If a smartphone is brought to school, it should not be seen or used, unless an exemption has been granted on medical grounds. Where smartphones are seen on the school site or during school activities, the phone will be confiscated and a sanction will be issued. On the occasions when pupils need to call home during the school day, they should go to Reception and ask to make a call.

Phone confiscated in a term	Outcome
First time	Removed from pupil. To collect from reception at the end of day
Second time	Removed from pupil and pupil serving 1 hr detention. To collect from reception at the end of sanction
Third and subsequent times	Removed from pupil and pupil serving 1 hr detention. Parents to collect from reception at the end of sanction

6.4 Conduct in the Classroom

Pupils are expected to make it as easy as possible for everyone to learn and for teachers to teach. This includes:

- Arriving on time with all necessary equipment for each lesson.
- Refraining from bringing magazines, newspapers, or other distractions.
- Not bringing iPlayers, radios, telephones, or electronic games onto the school premises.
- Preparing school bags the night before and checking timetables to ensure the correct books and equipment are brought each day.
- Listening carefully and following the teacher's instructions at all times.

- Beginning and ending lessons in a courteous and orderly manner, and behaving sensibly and considerately throughout, including making the sign of the cross where appropriate.
- Helping others when appropriate and with the teacher's permission.
- Never eating food or sweets, or drinking anything other than water, in the classroom (except where medical needs require otherwise, with permission from the Head of Year).
- Aiming to produce their best work in class.
- Recording homework accurately and completing it to the best of their ability. Failure to complete homework properly results in missed learning opportunities.
- Remaining in the classroom unless given permission by a teacher to leave.
- Looking after personal equipment and avoiding lending items to others.
- Avoiding bringing expensive items and not marking or damaging equipment. The school cannot accept responsibility for lost items, so pupils must not leave money, bus passes, or valuables in unattended bags or blazers.
- Following all health and safety guidelines and wearing the correct school kit or protective clothing for practical lessons held in gymnasiums, laboratories, workshops, or art rooms.

6.5 Moving Around School

Pupils must move quietly, considerately, and in a controlled manner around the school. Corridors are narrow, especially during lesson changeovers and when entering from the playground, so care is essential. Expectations include:

- Always walking on the left in corridors and on staircases.
- Never running, chasing, barging, or shouting.
- Carrying bags carefully to avoid bumping into others.
- Demonstrating good manners by opening doors, stepping aside to let others pass, and showing patience and courtesy.
- Moving promptly to lessons without delay. Arriving late disrupts the learning of the entire class.

6.6 Assembly and Chapel Sessions

Assembly provides an opportunity for the whole school community to pray together and celebrate achievement. The Chapel, as a place of worship, must be treated with the utmost respect. Pupils can contribute to the reverence of these occasions by:

- Entering the Hall or Chapel in silence and sitting where directed.
- Listening attentively and quietly.
- Concentrating and refraining from talking or distracting others.
- Participating fully by saying prayers, making responses, and singing hymns.
- Demonstrating reverence, respect, and an appreciation of the school's identity as a community of faith.

6.7 In the Playground

The playground must be a safe and enjoyable space for all pupils. This involves:

- Acting sensibly, carefully, and with awareness of others, including staff on duty.
- Avoiding dangerous games or activities that could cause injury or endanger others.
- Refraining from any form of aggressive or vicious physical contact.
- Not monopolising large areas, interfering with others' games, or taking equipment such as basketballs or tennis balls.
- Staying calm if accidentally knocked or if a ball is unintentionally kicked towards them.
- Avoiding rushing at any time.
- Refraining from gambling or scrambling for money.
- Staying off grassed areas, which are not designated play spaces or shortcuts.
- Avoiding play fighting or boisterous behaviour at all times.

Following staff instructions to bring all games to an orderly stop five minutes before the end of social time.

6.8 Respect for the School Environment

Pupils are expected to keep the school building and grounds clean and tidy so that it remains a welcoming place the whole community can be proud of. This includes:

- Placing all litter in the bins provided and picking up any litter seen, even if it was not personally dropped. Glass bottles are considered a serious risk and are not allowed.
- Keeping walls, books, and furniture unmarked and free from graffiti or tags.
- Respecting and taking great care of displays of work throughout the school.
- Refraining from bringing chewing gum onto the school premises under any circumstances.
- Understanding that any damage caused to the school will be communicated to parents or carers for appropriate charges.

6.9 Respect for Others

Pupils must show respect and consideration for all members of the school community, including other pupils, teachers, caretakers, office staff, kitchen staff, technicians, and visitors. Expectations include:

- Refraining from making personal, insulting, or hurtful comments about anyone or their family; this includes cussing and swearing.
- Avoiding all forms of intimidation, including bullying, extortion, or coercive behaviour. Interactions between pupils must be respectful at all times.
- Avoiding any interactions of a personal, relationship-based, or sexual nature with other pupils.
- Showing no rudeness, disrespect, or insolence towards any member of staff, including through gestures or body language.
- Complying immediately and without argument with any reasonable request from a teacher.

6.10 Recognising Bullying

All members of the school community share responsibility for remaining vigilant to indications that bullying may be occurring. While a culture of openness is encouraged, it is

recognised that some bullying may go unreported. Therefore, any behaviour that raises suspicion must be taken seriously. Although changes in behaviour may not always relate to bullying, this possibility must be carefully and sensitively investigated before being ruled out.

See Appendix 2

6.11 Child-on-child abuse

The school takes all incidents of child-on-child abuse seriously and responds promptly and appropriately. Interventions are proportionate to the nature of the incident and focus on safeguarding, supporting those involved and preventing recurrence. Actions may include staff intervention, discussion and reflection with pupils, restorative approaches, engagement with parents or carers, and referral to pastoral or safeguarding leads where necessary. The school works in line with safeguarding guidance to ensure all children feel safe, supported and listened to.

6.12 Health and Safety

No pupil is permitted to leave the school premises during the day without written permission from parents or carers and/or authorisation from teaching staff. Health and safety is a shared responsibility; pupils are expected to:

- Take personal responsibility for their own safety and the safety of others.
- Follow school rules in ways that maintain a safe environment.
- Observe safety regulations and follow any safety instructions given by staff.
- Use safety equipment correctly and never misuse, damage, or interfere with items such as water hoses, fire extinguishers, or fire alarms.
- Report potential hazards immediately to a member of staff, such as broken windows, liquid spills on stairs, loose flooring, damaged fencing, or faulty electrical fittings.
- Refrain from bringing laser pointers or similar items onto school premises, as they can cause serious harm, including loss of vision.

7. Rewards

At The John Fisher School, we are committed to fostering a positive culture in which praise and recognition are central to daily practice. Staff are expected to actively notice, acknowledge and celebrate good behaviour and achievement, ensuring that positive feedback significantly outweighs corrective actions. Through consistent, specific and genuine praise—whether verbal, non-verbal or through initiatives such as the Friday Phone Call—we reinforce our values, strengthen relationships, and create an environment where every pupil feels recognised, motivated and encouraged to contribute positively to school life.

Formal recognition

In addition to the rewards in KS3 and KS4 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 assembly's/Kennedy Cup assembly for 50 Achievement Points
Silver certificate	Awarded during assembly's/Kennedy Cup assembly for 100 Achievement Points
Gold certificate	Awarded during assemblies and in the draw for further opportunities such as morning breakfast.
Diamond Certificate	Awarded during Kennedy Cup assembly for 200 Achievement Points

The 'Golden Scheme'

Golden stars are given to teaching staff every half term. Staff are to reward pupils in conjunction with a directed teaching and learning drive. Stars are placed directly on pupils work where excellence or effort is identified. This will ensure every teacher has the opportunity to praise a child and ensure they receive instant reward when swapping their star, into the treat locker for a treat that day.

Golden ties are rewarded to pupils weekly by the head of year. In pupils' weekly assembly they will be rewarded with the year groups 'Golden tie'. This will be conjunction with a pastoral drive ensuring, pupils are being recognized for excellence or effort. The tie will indicates that a pupil has been recognized as 'Pupil of the Week', allowing them to benefit from certain privileges during that week and facilitating public recognition of their good application and positive attitudes.

Golden badges will be rewarded to pupils who are identified as going over and beyond across academic and pastoral endeavors. Each term, pupils will be nominated by staff and one per year group will be part of a Golden badge draw. This will lead to a breakfast with SLT and/or the Head Teacher and rewarded with a Golden badge to wear and to be proud of.

The other ways in which excellent behaviour is recognised include: Tutor group of the Month, Punctuality and Attendance awards and recognition breakfasts.

8. Sanctions

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.

8.1 Demerits/Behaviour Points

Demerits may be given by teachers in respect of poor behavior in class or around the school. A demerit is worth 1 behaviour point. Demerits are used to signal to a pupil that the choices they are making or have made, are not in line with the standards and expectations of the school. The table below shows sanctions for 'low-level' misbehavior:

Sanction to be entered on Bromcom	Behaviour Points	Notes
Classwork	1	Lack of effort or engagement in class. Warning to be given beforehand.
Homework	1	Failure to complete homework punctually and to an acceptable standard
Equipment	1	Failure to bring correct equipment to a lesson.
Uniform Failure	1	Uniform failure may be given for any breach of uniform expectations (see para 6.2), including wearing headphones, earbuds, earrings, durags or non-school jumpers.
Late to Class	2	Automatic sanction triggered by recorded late to lesson on register. Where a pupil arrives late through no fault of their own, they should not be marked as late.
Loss of Learning	2	Disruptive behavior of any kind which disturbs the learning of others.
Unkind	2	Unkind behaviour towards peers

Physical Contact	3	Inappropriate physical contact, e.g. playfighting, pushing, grabbing. This may be given in or out of class.
Defiance	3	Refusal to follow instructions or cooperate. Oncall/referral should be used in more serious cases: e.g. persistent defiance or aggravating factors such as bad language.
Subject Removal	3	Where disruptive behavior continues after a Loss of Learning sanction has been given, the pupil concerned should be removed.

8.2 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
- Maintain a high level of conduct in learning environments
- 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 an alternative destination in the department.

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 via MCAS and Subject removal behaviour point.

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

- Any pupils who engage in negative behaviour should be given 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 Bromcom.
- 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 Subject removal.

If a pupil refuses to leave, or in cases of more serious misbehaviour, Oncall should be called and asked to remove the pupil. In this case, an Oncall behaviour point should be placed on Bromcom for recording the brief facts of what and the attention of SLT.

8.3 Behaviour Support Room (BSR)

If a pupil does get removed by Oncall from the classroom or a social space in school, they will be admitted to the BSR for a minimum of 3 hours. This will allow for pupils to regulate their behaviours, investigations where necessary to take place, and for further decisions to be discussed and arranged where further sanctions need to occur.

The BSR is also used for Internal suspension, where a pupil has been removed from circulation to work independently in the BSR for a specified period of time. This is a support mechanism to avoid suspensions, and it is used where a suspension may otherwise have been used.

8.4 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 MCAS. Pupils will be informed by their P6 teacher if they have a detention set for that day. These lists are also published at 3:10 on the student window in reception and outside the detention hall. Pupils are expected to question their P6 teacher if the information is not disclosed, failing this, they are able to check the published list.

Behaviour points	Further consequence
Two behaviour points in one day	20-minute central detention
Three behaviour points in one day	40-minute central detention
Four behaviour points in one day	1-hour central detention
Five or more behaviour points in one day	1-hour central detention BSR for investigation
Missed 60 min detention	2-hour detention on a Friday

Wherever possible, detentions will 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 or carer prior to the detention date.

This may be discussed through the KS admin in reception or by HOY. KS admin will inform the HOY. Detentions will take precedence over sporting fixtures.

Where a pupil is frequently awarded detentions and larger sanctions, further interventions will be explored for appropriate options of support. These include:

Stage 1: Tutor support

Stage 2: HOY support

Stage 3: Inclusion and offsite provisions

Stage 4: SLT support

Stage 5: Head and Governors review

Each stage above has a range of behaviour responses to help support pupils to be successful within our behaviour policy.

9. Restricted items

Possession of any prohibited items. These are:

- Knives, weapons or sharps of any sort
- Alcohol or Illegal drugs
- Stolen items
- Smoking items, E-cigarettes, vapes or related paraphernalia
- 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)

10. Serious Sanctions

10.1 Suspension and Permanent Exclusion

The school may use suspension or permanent exclusion in response to serious incidents or persistent poor behaviour that has not improved following the use of in-school sanctions and interventions. The decision to suspend or permanently exclude a pupil is made solely by the Headteacher and only as a last resort.

Further details can be found in the **Suspension and Permanent Exclusion Policy**

10.2 Supporting Pupils Following a Sanction

Following any sanction, the school will consider appropriate strategies to help the pupil understand how to improve their behaviour and meet school expectations. Strategies may include:

- Reintegration meetings involving parents/carers and the pupil upon return from a suspension.
- Placement on a behaviour report for pupils receiving frequent behaviour points and/or detentions. If improvement is not evident, a Behaviour Review will take place, which may result in a pre-suspension meeting and the setting of clear behavioural targets.
- Behaviour mentoring sessions, where appropriate. These are designed to address specific issues and support pupils in reflecting on their behaviour over several weeks through timetabled sessions with key staff.
- The use of targeted support mechanisms from the school's graduated response to assist pupils in reintegrating and correcting previous behaviours or habits.

III. Responding to misbehaviour from pupils with SEND

When applying sanctions, especially those with serious consequences, the school will take reasonable steps to ensure that no student with a Special Educational Need (SEND) or particular vulnerability is placed at a disadvantage, in line with the Equality Act 2010.

This means:

- Considering whether a student's behaviour on a given occasion may have been affected by their SEND, based on the facts of the situation.
- Where SEND has contributed to the behaviour, determining whether it is appropriate and lawful to impose a sanction.
- Considering whether any reasonable adjustments to the sanction are needed to account for the student's SEND.

It is important to note that students with identified SEND are not exempt from sanctions at The John Fisher School. However, all sanctions are carefully considered to ensure they are fair, proportionate, and mindful of the student's individual needs.

12. Safeguarding

The school recognises that changes in behaviour may indicate that a pupil needs help or protection. Staff will consider whether a pupil's misbehaviour may be linked to them suffering, or being at risk of suffering, significant harm.

Where such concerns arise, the school will follow the **Child Protection and Safeguarding Policy**, and will consider whether pastoral support, early help, or a referral to children's social care is required.

Further information can be found in the **Child Protection and Safeguarding Policy**.

13. Searches and Confiscations

13.1 Safeguarding and proportionality principles

- The school reserves the right to search pupils and confiscate prohibited items to ensure the safety and wellbeing of all members of the school community. This includes removing items that pose a safeguarding risk, could cause harm, or threaten the safe running of the school.
- The primary purpose of using search and screening powers is safeguarding: to maintain a safe environment for pupils and staff.
- Searches must be proportionate, non-discriminatory, and conducted with respect for pupil dignity and rights. Schools must consider the welfare of the pupil being searched, including after-care if needed, especially if sensitive items are found.
- Where a pupil has additional needs (e.g. SEND), or may be vulnerable, reasonable adjustments should be made when conducting searches or screenings.
- The school may impose a requirement for pupils to undergo screening (e.g. via hand-held wands) — even if there is no specific suspicion. Compliance may be required for entry to or presence on school premises.

13.2 Conduct of searches

- All searches must be carried out with the express permission of the Headteacher or a Deputy Headteacher, regardless of whether a pupil has given their consent.
- Where a pupil has not given consent, a pupil (or their possessions) may only be searched if there are reasonable grounds to suspect that they are carrying a “prohibited item” as defined in Section 8 of this policy.
- A search must be carried out by a staff member of the same sex as the pupil in the presence of a witness who, ideally, should be of the same sex – unless the risk of serious harm makes delay inappropriate.
- Only outer clothing may be required to be removed, i.e. coat, blazer, hat. Staff should not require removal of undergarments or request a strip-search.
- Staff must explain to the pupil the reason for the search, what it involves and where it will take place. The pupil should be given the opportunity to ask questions.

13.3 After the search

- Any prohibited item, or any item deemed harmful or detrimental to discipline, can be confiscated.
- Parents should be informed as soon as practicable if a search for a prohibited item has taken place and told whether or not anything was found.
- A Record of Search form (see Appendix 3 to this policy) should be completed after every search.

14. Off-Site Misbehaviour

Pupils are expected to uphold the same high standards of conduct, respect, and integrity when off-site as they do within school. This includes behaviour when travelling to and from school, attending school events, or interacting within the wider community. The school's behaviour expectations apply beyond the school premises, ensuring pupils positively represent themselves and the John Fisher community at all times.

15. Online Behaviour

The school may issue sanctions for online behaviour if it harms others, disrupts school operations, damages the school's reputation, or involves pupils identifiable as members of the school. Sanctions will only be applied when the pupil is under the lawful control of school staff, whether on school premises or during school activities.

16. Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will assess whether the matter should be reported to the police and will preserve any relevant evidence. The Headteacher or Designated Safeguarding Lead (DSL) will make the report if necessary.

The school will not interfere with police investigations but may conduct its own internal investigation and apply sanctions where appropriate. Where required, the DSL will also refer the matter to children's social care.

Further guidance is available in the **Child Protection and Safeguarding Policy**.

17. Malicious Allegations

If a pupil makes an allegation against a member of staff that is proven to have been deliberately fabricated or malicious, the school will treat this as a serious breach of discipline, which may result in a significant sanction, such as suspension.

If a pupil makes a deliberately invented or malicious allegation of sexual violence or sexual harassment against another pupil, the school will consider whether disciplinary action is appropriate in line with this policy.

In all cases where an allegation is found 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 requires support. If so, referral to children's social care may be appropriate.

For more information on responding to allegations of abuse against staff or pupils, please refer to the **Child Protection and Safeguarding Policy**.

18. Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents

- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching 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 use of system
- 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.

19. Athletes' Charter

The Fisher Athlete High Performance Charter establishes the mandatory expectations, standards, and values required of all student-athletes representing the school. Compliance with this policy is a condition of participation in any school team or high-performance programme.

The Charter sets out clear expectations in the following core areas:

1. Attendance
2. Behaviour and Conduct
3. Punctuality and Appearance
4. Commitment to Team and School Values

This Charter functions as an official policy framework rather than a simple set of rules. It defines the standard of excellence expected of all student-athletes and reflects the honour and responsibility associated with representing the school.

All student-athletes are required to uphold these standards at all times, both within the school environment and in the wider community. Adherence to the Charter supports the development of young men who demonstrate discipline, teamwork, integrity, and pride in representing John Fisher School.

20. 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.

Policy:	Behaviour Policy
Date of latest revision:	November 2025
Version:	I
Changes made during latest revision:	Complete re-write
Governors' Committee responsible:	TLS
Date Approved by governors:	
Date of next review:	November 2026

Appendix I: Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

Appendix 2: Anti-bullying procedures

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
Prejudice-based and discriminatory, including: 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)

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

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.

Appendix 3: Record of Search Form



THE JOHN FISHER SCHOOL
FOUNDED 1929

Record of Search

Name of pupil	
Year group / form	
SEND / vulnerabilities	
Consent obtained?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If NO, authorised by (name/role)	
Reason for search	
Items suspected:	
Staff conducting search (name/role)	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Witness present	<input type="checkbox"/> Yes <input type="checkbox"/> No
Witness name / gender	
If no witness, reason	
Date / Start–End time	
Location	
Details of search <i>E.g. What was searched – outer clothing, bag, locker?</i>	
Physical contact required?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, provide full details	

Items found?	<input type="checkbox"/> Yes <input type="checkbox"/> No
List of items	
Action taken	<input type="checkbox"/> Retained <input type="checkbox"/> Police <input type="checkbox"/> Returned <input type="checkbox"/> Disposed <input type="checkbox"/> Other
Safeguarding concerns?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, details	
Pupil distressed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Support offered	
Parent informed (date/time/method)	
Staff member contacting parent	
Disciplinary action resulting from search?	
Further referrals/actions	

Signatures

Staff conducting search / date	
Witness / date	
Senior leader review / date	

Appendix 4: 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) I Hour Academic Support Session on a Tuesday,	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 	I 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

<p>Wednesday or Thursday Evening: 3:30 - 4:30pm</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Information shared with Sixth Form Team and parents/carers.
<p>Sixth Form Pastoral Support (SFS)</p> <p>I Hour Pastoral Support Session on a Tuesday, Wednesday or Thursday Evening: 3:30 - 4:30pm</p>	<p>Pastoral concern:</p> <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 	<p>I hour Pastoral Support (SFS)</p> <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.
<p>Failure to attend an ACU results in an additional 1 hour 30 minutes SLT detention.</p>		
<p>The leaving of school site during a lesson, registration, break or private study is a safeguarding concern.</p> <p>This will result in a Saturday Detention (Saturday School).</p>		
<p>An accumulation of ACUs will result in progression through the stages of the sanctions procedure.</p>		
<p>Very serious misconduct or concerns will escalate immediately to Stage 4</p>		

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 <p><i>Meeting will be recorded by KCO for student file</i></p>
Stage 4	<p>Very serious concern:</p> <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	<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.