



The John Fisher School

Behaviour for Learning Policy

(Incorporating the former Anti-Bullying Policy)

Responsible: Governors' SLAW Committee

Next Review Date: September 2021

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

1. Introduction

The promotion of positive standards of behaviour within the school community is based upon an acceptance of the Christian values of courtesy, service and unselfishness. These values are encapsulated in our Mission Statement, where it is stated that:

"We believe... that all aspects of the life of the school should be lived in a spirit of justice and charity, and that Christian selflessness should be part of all our dealings with one another."

The school believes that to fulfil its obligation to educate its students in all aspects of the curriculum and in the broader aims of its Catholic character, it must establish that it is the common duty of both students and staff to act together with care, consideration and respect. Accordingly, all the school's rules, rewards and consequences are intended to serve the fulfilment of that obligation. The moral code to be followed by students and staff within the school community is synonymous with the accepted mores 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 is reviewed in accordance with the Department for Education's published advice: 'Behaviour and discipline in schools. Advice for Headteachers and school staff' January 2016

2. Statement of intent

All pupils at the John Fisher School have an equal right to participate and enjoy their education, and to have the opportunity to fulfil their potential. 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. Principles

- 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 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 incidents of poor behaviour 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 poor behaviour is not tolerated and positive behaviour is rewarded.

4. 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 PSHE/Citizenship 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 PSHE/Citizenship programme, Assemblies, tutor time, House/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 the Inclusion Coordinator.

5. Criteria for success

This policy will be considered successful if the overwhelming majority of staff, parents 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.

6. 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' Student Learning, Achievement and Welfare Committee 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)

7. The role of the staff

A member of staff of 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 in the conduct of their lessons and in carrying out of their professional duties
- To act in partnership with parents and at all times seek to be open and responsive

- To follow the school's behaviour policy in lessons and uphold the staff charter
- The staff acknowledge that to fail to act in accordance with their commitments is to invite similar failure in the behaviour of the students. (APPENDIX C)

8. The role of our parents/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 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 Pupil Charter.

They should read and tick to acknowledge the Home School Agreement on Edulink.

Make sure the student attends school in correct uniform, arrives on time and is properly equipped for school

Encourage the students to work hard and support them in homework by checking Show My Homework regularly

Be aware of and support the schools' policies on Attendance and Punctuality

Agree to and support the school's implementation of the Behaviour for Learning Policy to include detentions and other consequences as well as requests for meetings.

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 Leaders and only in serious cases.

Full details of our expectations are contained with the Home School Agreement on Edulink and the website.

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.

Accordingly, the school has a clear set of rules that are designed to guide students in their pursuit of these aims. A comprehensive list of the school rules has been emailed home and are stored on the students' drive; but the following points represent their essential purposes. Students should:

- Be ready to learn and fully equipped
- Show respect for one another, staff and members of the public
- Support disruption free behaviour 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

9. 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.

Alongside consequences as outlined above, and the 'Behaviour for Learning' strategy, the school has developed an 'Achievement for Learning' strategy (APPENDIX G) which aims to promote and reward good behaviour. Achievement points are recorded for every student through the school's MIS system (SIMs) and this is monitored on a regular basis by Directors of Learning. Students' achievements are recognised, rewarded and celebrated not only through actions outlined in the 'Achievement for Learning' tables but also through year assemblies, end of term assemblies, and on the school website.

10. Procedures

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

11. Guidelines for dealing with negative behaviour

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. 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.

1. 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.
2. Step by step protocols have been drawn up and explained to all staff regarding incidents in lessons and the approach they should take and 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.
3. Staff record the relevant details of any negative behaviour in the 'SIMS' system and ensure that students are aware of any consequences. Any 20 minute detentions issued should be completed by the end of the next school day.
4. Via the Edulink platform parents/carers will be notified of any recorded incidents of negative behaviour and of central or SLT detentions issued.

If poor behaviour occurs in the classroom, staff will deal with any incident by referring to the agreed Behaviour for Learning strategy and consequence ladder. Incidents will be taken seriously and all details recorded for any Level 3 incident and above. This information will then be passed on to the relevant Director of Learning or senior member of pastoral staff within 24 hours.

12. 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 at the end of the school day)
2. Central Detentions. (1 hour detention on Mondays, Wednesdays and Thursdays in the school hall)
3. SLT Detention. (1½ hour detention on Thursdays in Room 4)
4. Saturday School (3 hour detention on Saturday mornings from 9.00am – 12.00pm)
5. 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 on Mondays, Wednesdays and Thursdays in the school hall. These detentions are issued for persistent negative behaviour and reaching Level 3 in class. They will also be given to students who fail to attend a teacher 20 minute detention. Parents will be notified of central detentions via a message from Edulink. Failure to attend a central detention will result in a student being issued with a SLT detention.

SLT Detention

SLT detention take place on Thursdays in Room 4 and last until 5.00pm. These will be supervised by a member of SLT. Students will be allocated tasks to occupy their time during these detentions. Failure to attend a SLT detention will result in Saturday School

Saturday School

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 letter from the Headteacher will be sent home / emailed usually, at least one-day before the detention.
3. Sufficient, appropriate work will be set to cover the three-hour session.

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

13. 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 to 3 days, although this may be extended 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 APISRE are at risk of a Fixed Term Exclusion.

14 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 any other offensive weapon to threaten or injure any member of the school community will not be tolerated and will result in the most severe consequence available to the Headteacher.

15. Poor Behaviour – Guidelines for By-Standers /Joint Enterprise

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. To this end the school will where appropriate adopt a "Joint Enterprise" approach.

To help with understanding of the concept of joint enterprise please see the follow video from the Met Police: <https://www.youtube.com/watch?v=EhLANgWzJMK>

16. Poor Behaviour - Guideline for Tutors

Tutors will look out for signs of poor behaviour in members of their form, especially if accompanied by a deterioration in work, disruption of others etc. They will alert to opportunities for poor behaviour using low level but persistent tactics. Pupil activities will be carefully monitored.

Tutor will regularly check “sims” and ensure that all students are aware of any central or SLT detentions set. Where a student has been issued with a central detention the Tutor will conduct a reflective conversation with the student.

17. Searching and Confiscation

All staff, authorised by the Headteacher, have the authority and statutory power to search students or their possessions, with or without consent, where they have reasonable grounds for suspecting students 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, stolen items, pornographic images**

Any article 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) will be confiscated.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If the search reveals an electronic device, they may examine the data or files on the device if they think there is good reason to do so. For incidents involving cyber bullying and/or sexting, a member of staff may confiscate the electronic device until such 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. Staff 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.

18. Sixth Form

In addition to the information contained in this Policy, students in the Sixth Form and their parents/carers should refer to the Sixth Form Handbook for expectations that are specific to the Sixth Form.

19. Monitoring the Policy

This policy will be formally reviewed every two years by the school’s Governing Body. As part of the review process, the Governors’ Student Learning, Achievement and Welfare 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. (e.g. school Council, staff meetings, parent consultations, etc.)

21. Dissemination of this Policy

This policy will be placed on the school website for parents 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 termly Key Stage assemblies so they are clear that poor behaviour will not be tolerated at The John Fisher School.

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 touch and 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 their sexuality.
- **Racial** - bullying as a result of someone's ethnic origins.
- **Cyber Bullying** - using technology such as e-mail 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 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 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 who 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, should have heightened awareness that the school offers a range of strategies to combat and banish bullying.

- Bullying is addressed through the curriculum.
- Bullying issues are explored specifically within the PSHE curriculum.
- The pastoral system provides a team of staff who can be approached including; Form Tutors, Directors of Learning, SLT Year links, the Inclusion Coordinator, and the Chaplaincy Team.
- 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 the bullying behaviour and use the data to plan future strategies.
- A Governors' Committee (Student Learning, Achievement and Welfare (SLAW)) 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 Personal 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 pupil, no parent, 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 student or intervene with an incident 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 responsibility and have coping strategies, this should be the Form Tutor, Director of Learning or other 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. Whole school monitoring should then occur for an agreed period.
8. Parents should be contacted and made aware of the incident and support put in place.
9. Any student found to ignore the warning over bullying behaviours will be issued with a Level 4 Consequence and parents 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 for learning 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 & reaction time between the Levels

| Level | Consequences/Behaviour | Behaviour Management Dialogue/Strategies |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Rule Reminder</p> <p>(Each student does not get a rule reminder)</p> | <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. "Simon, you are talking, what is the rule about talking? If you choose to keep talking that will be a W(arning)"</p> <p>Try and identify behaviour that is proactive/positive. "Andy, you concentrated really well at the start of the lesson, let's get back to that so you can make good progress."</p> <p>Redirect behaviour emphasising choice. "Paul, if you try to distract the other students you are stopping them from doing well, you don't want that."</p> |
| Warning Level | <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 recorded on Sims.</p> | <p>"Simon, you have continued to talk across the classroom so you are now on a W(arning)"</p> <p>"Paul, you are still trying to distract the other students who want to work, you are now on a W(arning)"</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> |
| <p>Level 1</p> <p>20 minute detention</p> | <p>Second negative behaviour</p> <p>Rudeness / Disrespect towards staff and Unkind action towards peers will automatically place the student on L1. L1 must be logged on Sims and a message will be sent to parents via Edulink. 20 minutes' detention issued to be completed same day or next wherever possible. (Failure to attend will result in 1hr central detention)</p> <p>Tutor informed.</p> | <p>"Simon, you have chosen to continue talking you have now moved to a L1"</p> <p>"Andy, you have chosen to ignore the reminders to do your best you have now moved onto L1" 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> |
| <p>Level 2</p> <p>1hr Central</p> <p>Subject leader</p> <p>Tutor to go over incident with Student with a brief reflective</p> | <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 will be messaged via Edulink regarding 1 hour Central detention. (Failure to attend</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>"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."</p> <p>"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"</p> |

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| conversation during form. | will result in 1½ hr SLT detention) Tutor Informed | If a student refuses to leave, staff should make use of Culture walk the student will be collected and placed in ASPIRE and issued with an SLT detention. |
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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 Director of learning.

| Level | Consequences/Behaviour | Behaviour Management Strategies & Support |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 3 SLT Detention Aspire Tutor & DOL | <p>Failure to attend a central detention. Failure of subject removal. Repeated negative behaviour 2 Subject removal for same subject /Term</p> <p>4 subject removals / Term</p> <p>Failure of DOL report</p> <p>First-time serious offence such as fights, offensive behaviour, rudeness to staff, homophobic or racist language, walking away from staff.</p> | <p>Subject leader to contact parents to discuss issues. Student re- seated in classroom, subject behaviour plan agreed.</p> <p>Tutor / DOL Report parents contacted to discuss. Break & Lunch Detention for 1st week of report.</p> <p>Student(s) to be placed in Aspire whilst DOL conducts investigation.</p> |
| Level 4 Saturday school DOL & SLT | <p>Failure to attend SLT detention Truancy from Lessons. Leaving school site without permission Serious disruption, disobedience or defiance Smoking / Vaping</p> <p>Repeated incidence of L3 negative behaviour</p> <p>Ignoring bullying warning (see anti bullying policy).</p> | <p>Parents must be contacted and reason for consequence explained.</p> <p>DOL to ensure student understands reasons for consequence and strategies to avoid the situation in the future.</p> <p>A restorative conversation may take place if appropriate.</p> |

| | | |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Level 5 Inclusion</p> <p>DOL & SLT</p> | <p>Persistent repetition of disruption in lessons Persistent defiance of staff instructions Persistently Ignoring school rules</p> <p>Repetition of a serious offence outlined in Level 3 or 4</p> <p>First time offences such as, serious vandalism, Theft, Threatening behaviour</p> <p>Physical Bullying (may escalate to level 6-7 depending on severity)</p> | <p>1 day Exclusion or Internal exclusion (agreed by Headteacher). Parents/carers contacted. Following any time in ASPIRE as a consequence (other than investigations) the DOL may choose to place student on report & be kept in for break and lunch for 5 days.</p> <p>SENDCO informed, initial student meeting set up as appropriate.</p> <p>Targets and Pupil support plan (PSP) to be drawn up and agreed. A student mentor may be allocated & inclusion meeting arranged.</p> |
| | <p>REFERRAL TO SLT LINK</p> | |
| <p>Level 6</p> <p>SLT</p> | <p>Incidents of: Gross rudeness or swearing at staff Premeditated theft Possession or distribution of indecent images Possession of restricted / age controlled items Bringing the school into disrepute Unprovoked assaults Threatening / malicious behaviour towards staff (to include false allegations against staff)</p> <p>Continued incidents of negative behaviour outlined in Level 5</p> | <p>2-3 day Exclusion (agreed by Headteacher). Parents/carers contacted. For any consequence to be issued at this level, a full investigation will be undertaken by a member of senior staff.</p> <p>A Re-admission meeting must take place with Parents/carers and DOL/SLT link</p> <p>Possible Managed Move may be Explored</p> |
| <p>Level 7</p> | <p>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.</p> | <p>3 - 5 exclusion which may include some days internal exclusion or school based community service Parents contacted by DOL or SLT Link Readmission by Associate Head and Head of Year. A Readmission meeting must take place with Parents/ careers and DOL & SLT link</p> <p>PSP is reviewed or set up if one is not already in place. SENDCO informed. Pupil put on report to Assistant Head & be kept in for break and lunch time for 5 days.</p> |
| | <p>REFERRAL TO HEAD</p> | |
| <p>Level 8</p> | <p>Repetition of occurrences outlined in level 5-7 or first offence of using and being under the influence of drugs in school time or on the journey to or from school</p> | <p>FINAL WARNING – Governors’ panel (An exclusion (agreed by the Headteacher) of up to 5 days may also occur at the same time)</p> <p>Potential Managed move will be arranged. (In accordance with protocols from the relevant Local Authority e.g. Sutton Vulnerable Pupil Panel, Croydon Fair Access Panel</p> |

| | | |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 9 | <p>Further Repetition of offences outlined in Level 5 onwards.</p> <p>Repeated occurrence of unprovoked assault, serious violent outburst or dangerous behaviour.</p> <p>Providing drugs for other students</p> <p>Threatening behaviour involving a weapon</p> | <p>PERMANENT EXCLUSION</p> <p>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.</p> |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 outline here 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.

APPENDIX C

The Staff at John Fisher 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.**
- **Ready to teach lessons that are well planned and reflect the needs of the learners.**
- **Including 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 for Learning Policy.**

APPENDIX D

A Student at John Fisher 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 pupils, 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.

Will 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.

| Stage | Consequences |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Warning</p> <p>First and only warning</p> | <ul style="list-style-type: none"> • ID taken • ID returned if no further offence committed • Students late to lesson will automatically be on stage 1 <p>No ID = automatic escalation to stage 2</p> |
| <p>Student chooses to ignore first warning</p> | |
| <p>1</p> <p>Teacher detention</p> | <ul style="list-style-type: none"> • Up to 20 minutes at break, lunch or after school • Behaviour point on SIMS & comment given with reasons for detention. • Points: disruption & disobedience, disrespect • Parents messaged |
| <p>Student persists with misbehaviour/disruption of learning</p> | |
| <p>2</p> <p>Subject Removal from class</p> | <ul style="list-style-type: none"> • One-hour Central detention in hall • Behaviour point on SIMS & comment given with reasons for detention • Points: Persistent disruption, persistent disobedience, serious disrespect. |
| <p>Student persists with misbehaviour/disruption of learning</p> | |
| <p>3</p> <p>Learning walk Removal</p> | <ul style="list-style-type: none"> • Student escorted from subject area to inclusion room. • 90 minutes Thursday SLT detention in hall • Behaviour point on SIMS |

APPENDIX F

Interventions & 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 & 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.

Whilst they are broadly groups relation to the behaviour levels in appendix B not all students will require all support & interventions at every level and students are able to move down as well as up the interventions levels. Each intervention will be used when and where most appropriate.

| Intervention & support | | Behaviour Levels | Staff |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------|
| Root cause analysis, Positive parental engagement Report & 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 HOD DOL |
| Root Cause analysis 2 SEND conversation Positive parental support EHAT SALT Personal Support plans School Nurse | Targeted youth support Education Psychologist Outreach work Team around the child CAMHS Turnaround Mash referral | 4-7 | DOL, SLT Link, SEND & AHI |
| Level Best program Personal support programs Adult Mentor Adjusted timetables Reduced timetables | Restorative justice Respite Managed moves Alternative provision | 6-9 | SLT, SEND, AHI, HM |

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 Pupil recognised verbally in team meeting |
| Level 4 | 50 | Praise letter sent home from DOL Name on the Year Noticeboard |
| Level 5 | 75 | Chocolate / sweets prize Achievement Star (Bronze) |
| Level 6 | 100 | Voucher given by HT in Team Meeting Achievement Star (Silver) |
| Level 7 | 150 | Queue Jump pass for ½ term? Achievement Star (Gold) |
| Level 8 | 200 | Headteacher Achievement award |

KS 4 Achievement point rewards.

| Level | Achievement Points | Action |
|---------|--------------------|------------------------------------------------------------------------------|
| Level 1 | 10 | Praise message / call home. |
| Level 2 | 30 | Praise letter home Name on Form Noticeboard |
| Level 3 | 30 | Certificate awarded in Assembly Pupil recognised verbally in team meeting |
| Level 4 | 40 | Praise letter sent home from DOL Name on the Year Noticeboard |
| Level 5 | 60 | Chocolate / sweets prize Achievement Star (Bronze) |
| Level 6 | 75 | £ Voucher by HT in Team Meeting Achievement Star (Silver) |
| Level 7 | 100 | Queue Jump pass for ½ term? Achievement Star (Gold) |
| Level 8 | 125 | Headteacher Achievement award |

REWARD SHOP

In addition to the specific rewards for a cumulative total, students will have the opportunity to use their Achievement points to purchase individual rewards from our rewards shop. The rewards available in the shop will change dependent upon demand and availability but a range of possible rewards

Positive message home

School supplies

Queue Jump pass for lunch

Computer time

Reward Post card

Reward Lunch

Lunchtime 5 a side

Rewards period

Free Gym Session

Queue Jump pass for break

Sports hall use

Lunch Film session

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 rewards trips for deserving students.

APPENDIX H

Sixth Form Behaviour Structure

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 Clinic | Underachievement e.g. <ul style="list-style-type: none"> Underachievement in an assessment need more support to access the work | Referred to subject clinic: after school session during study periods <i>'KS5 Underachievement Intervention recorded on Sims'</i> |
| First Chance (1 per year per teacher) | 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. <input type="checkbox"/> Targets and support agreed First chance recorded |
| Academic Catch-Up (ACU) | Repeated 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 failure to meet specific targets agreed at first chance stage incident of poor behaviour or truanting late 3 times to school | 1 hour Academic Catch-Up (ACU) <ul style="list-style-type: none"> Set and supervised by subject teacher After-school Recorded in student planner ACUs for lates are sat after school in Sixth Form and recorded on SIMS (Tuesday/Thursday) <i>'KS5 Academic Catch-Up' recorded on Sims'</i> |
| Every subsequent concern will result in a 1hr ACU to be set and supervised by the subject teacher. | | |
| Failure to attend an ACU results in an additional 1hr ACU. Both ACUs must be completed. | | |
| An accumulation of ACUs will result in progression through the stages of the consequence procedure as follows... | | |

| Stage | Concern | Action |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1 | 3 x ACU | <ul style="list-style-type: none"> • Phone call home Form Tutor • Issues and targets discussed with parent • Loss of sign-out privileges |
| Stage 2 | 6 x ACU | <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 privileges |
| Stage 3 | <ul style="list-style-type: none"> • 9 x ACU • Below 90% attendance¹ • failure to meet agreed targets | <ul style="list-style-type: none"> • Meeting with Assistant Director of Sixth Form, student, subject teachers & parent/carer. • Targets and support agreed and reviewed after 2 weeks. • Loss of sign-out 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 exclusion* 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 | <p>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.</p> <p>An incident leading to a 5-day exclusion* will place students on Stage 5</p> |
| 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 | <p>Referral to Final Warning with Headteacher</p> <p>Meeting with Headteacher, Director of Sixth Form, student, subject teacher(s) and parent/carer.</p> <p>Targets and support agreed are reviewed after 2 weeks.</p> <p>Failure to meet targets results in permanent exclusion.</p> |

¹ **Attendance** is looked at on an individual basis and takes into consideration any extenuating/medical circumstances. Attendance is monitored on a weekly basis and students who fail to meet 93% attendance will

have their sign-out privileges revoked. Sign-out privileges are reinstated once attendance improves above 93%.

²**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.

³**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.

***Exclusions** can be served in isolation within school, as an external exclusion, as community service on a Saturday or as supervised study after school. 5 hours is equal to 1 day of exclusion. 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.

NB: All meetings will be recorded by KCO and included in student file