



St John Fisher Catholic College

Behaviour Policy

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Links

[SEND Policy](#)

[Supporting learners with medical conditions policy](#)

[Safeguarding policy](#)

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1. Introduction

St John Fisher Catholic College believes that that each member of our community should be treated with equal respect and given equal opportunities regardless of: race, gender, identity, age, sexuality, religion or disability. They have the right to feel secure and happy, and share the responsibility to make sure that these are the experiences of all members of our community. The Behaviour for Learning Policy is underpinned by our school Mission Statement, “The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community”. The Fisher Values are love, joy and faith. These form the foundation of every action and system in school. This policy outlines systems to ensure provision of a high-quality Catholic education for all of our learners. All behaviours exhibited by staff and learners at St. John Fisher Catholic College must always point towards and enhance positive learning opportunities, in order to maintain a clear, fair and consistent approach to behaviour management.

Our behaviour policy will:

- ensure that all learners feel happy and safe in school;
- encourage staff to work and learners to learn, play and co-operate in an atmosphere of mutual respect and courtesy.
- encourage the learners to be aware of their responsibilities:
- enable the learners and staff to have a high level of personal self-esteem;
- enable the learners to understand and accept the consequence of their actions;
- reinforce positive behaviour and give learners responsibility;
- encourage learners to take a pride in themselves, their uniform and their school;
- recognise the effort and attainment of all learners, whilst also valuing their diversity both in academic and non-academic achievements.
- Recognise the importance of the development of the relationship between each member of staff and the child, with these relationships built on respect and the understanding that the member of staff (acting *in loco parentis*) has the responsibility,

authority and mandate to pass on the characteristics which will enable our learners to grow in 'love, joy and faith'. The relationship needs to be both warm and strict. Each child needs the security of knowing they are valued, accepted and cared for through praise and encouragement. Similarly, each child needs to understand the school's expectations of the development of character expected in each learner through the grace of God.

To achieve this, St John Fisher Catholic College's behaviour policy has the following features:

- A clear and consistent approach that everyone understands and is shared with all stakeholders in an appropriate format;
- A graduated response to behaviour which includes:
 - Rewards for appropriate behaviour;
 - A system for resolving poor behaviour choices;
- Increased support for those who have difficulty with their behaviour, particularly those identified as having SEMH;

St John Fisher Catholic College is part of CtKCC, a family of six Catholic schools working together as one multi academy. The mission of our family is built around our Gospel values of Love, Faith and Service to others and is intended to support our children/learners as they grow to develop the virtues of our Catholic Pupil profile, so that they become the person that God meant them to be. As a family of Catholic schools our approach to behaviour management must never conflict with the teachings of Jesus. Our behaviour management should provide a well-disciplined, Christian environment with rules which are meaningful and relevant so that all our learners become the person God meant them to be.

The impact of our policies and practices should be reviewed regularly to make sure we are doing all we can to promote good behaviour from all who are part of our CtKCC family. The advice, support and training of appropriate services will be engaged as

required to ensure that appropriate provision is available for all.

2. Aims

2.1 This policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Outline how learners are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions.

2.2 It is the aim of CtkCC and St John Fisher Catholic College that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all based upon the guiding principles of our mission statement. This policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure and to develop self-confident, caring learners who value themselves and others and take responsibility for their own learning through their attitude to work.

2.3 Our policy, which is based on Gospel Values, is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Whilst other values may be found within the four Gospels and New Testament it is the Beatitudes which depict the countenance of Jesus Christ and portray his charity.

The Beatitudes also reveal the goal of human existence, the ultimate end of human acts and as such are the objective 'values' given by Christ himself.

Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.

Faithfulness and Integrity

Blessed are those who mourn, for they shall be comforted.

Dignity and Compassion

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Truth and Justice

Blessed are the merciful, for they shall obtain mercy

Forgiveness and Mercy

Blessed are the pure in heart, for they will see God

Purity and Holiness

Blessed are the peacemakers, for they shall be called children/learners of God

Tolerance and Peace

Rooted in the teachings of Christ, these Gospel values should constitute the targets and outcomes of every Catholic school

2.4 The behaviour for learning policy is underpinned by the St John Fisher Catholic College mission statement.

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Rationale *"The Catholic School loses its purpose without constant reference to the Gospel. It derives its necessary energy for all its educational work from Christ."* (The Catholic School).

- 2.5 All behaviours exhibited by staff and learners in St John Fisher Catholic College must always point towards and enhance positive learning opportunities. The establishment of a calm and orderly learning environment in schools, in particular in the classroom, is key to effective teaching and learning. Incentives and rewards are crucial in this process.

3. Legislation and statutory requirements

This policy is based on advice from the DfE on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School suspensions and permanent exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children/learners, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

4. Definitions

4.1 **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, and at the end of the school day;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform;
- Non-compliance with instructions from staff.

4.2 **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments;
 - Sexual jokes or taunting;
 - Physical behaviour like interfering with clothes;
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- Vandalism;
- Theft;
- Fighting;

- Smoking;
- Vaping;
- Racist, sexist, homophobic or discriminatory behaviour;

4.3 Possession of any prohibited items.

The following are examples but prohibited items are not limited to these items:

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

5 Bullying

Bullying is defined as the **repetitive, intentional** harming of one person or group by another person or group, where the relationship involves an imbalance of power.

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: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

<https://saintjohnfishercc.co.uk/governance/policies/>

6 Who is Responsible for the Positive Behaviour of Learners?

6.1 St John Fisher Catholic College promotes a supportive climate at all levels and each member of the community is responsible for promoting positive attitudes to learning. All community members are responsible for promoting positive behaviours.

6.2 **The Local Governing Body** of St John Fisher Catholic College is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 **The Headteacher** is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 **Staff** are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular learners;
- Recording behaviour incidents in accordance with school policy;

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

6.4 **Parents/carers** are expected to:

- Support their child in adhering to the learner code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the formation teacher or relevant class teacher promptly.

7 Inclusion

- 7.1. The way we deal with behaviour always seeks to be fair and consistent, however St John Fisher Catholic College recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learner.
- 7.2 St John Fisher Catholic College's SENCo will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 7.3 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 7.4 When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that learner. We will work with parents to create the plan and review it on a regular basis.
- 7.2 Each case is treated individually. Generally, learners are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

8 Safeguarding

St John Fisher Catholic College recognises that changes in behaviour may be an indicator that a learner is in need of help or protection. We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy. [\[Inset link\]](#)

9 Code of conduct for learners

Learners are expected to:

- Attend school and be punctual. Learners who truant lessons catch up on their missed learning after school through extended school day with a member of SLT. Truancing may also result in a suspension or time in the Bridge. A graduated response of sanctions is used for repeat offences;
- Stay with the relevant member of staff if remaining after school in a supervised group or activity until they leave. Failure to adhere to this repeatedly results in the learner losing access to after-school provision;
- Follow the signing in and out procedures when attending appointments during school time.
- Work hard and use their God given talents;
- In class, make it possible for all children to learn
- Be courteous and well mannered;
- Act sensibly and appropriately;
- Show respect to everyone including themselves;
- Show respect to all materials, including the school building;
- Listen to what they are being told;
- Let others work and feel comfortable;
- Seek reconciliation and forgiveness when disagreements arise;
- Accept responsibility for own actions and consequences of actions;
- Be positive in attitude;
- To avoid violence and seek peaceful solutions to problems;
- Move calmly and quietly around the school;

- Remain in the hall or other designated areas during breaktime and lunchtime. Learners found out of bounds are issued with same-day lunchtime detention and an additional lunchtime detention the following day. Repeat offences leads to a graduated response of sanctions. During wet lunchtime, every learner remains in the hall or library.
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Follow seating plans in place by teachers for all groups, which is uploaded to Satchel One;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

10 Expectations of staff

10.1 Learners can expect staff:

- To be courteous, consistent and fair;
- To prepare engaging lessons and give constructive feedback;
- To be on time for lessons;
- To listen at appropriate times, to learners' explanations for behaviour;
- To recognise and reward good work and positive behaviour;
- To deal with inappropriate behaviour.

10.2 All staff are expected to deal with learners in a clear and consistent manner. In order to do this, they must:

- Support learners to understand that the expectations of high standards of behaviour for learning have a clear and direct impact on their progress and achievements;
- Utilise the correct communication systems and procedures to inform parents and staff of any issues;

- Put the rationale for communal standards and expectations into the context of the schools' mission statements;
- Ensure that learners are aware of what Behaviour for Learning entails and are reminded/ updated as appropriate;
- ensure that the learning space is clean and tidy, that desks or communal work areas are kept tidy so that all can use the space effectively as a learning environment.
- Readily act to promote health, safety and good order and ensure that learners understand these issues.

11 Rewards.

11.1 Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Text messages, emails, letters or phone calls home to parents/carers
- Special privileges
- Praise assemblies
- St John Fisher Catholic College Awards Evening
- Termly Form commendations
- Special mentions on social media
- Whole class recognition boards for exceptional work and behaviour for learning in a lesson
- Star learner recognition in the newsletter and on boards through school
- Subject-specific awards

- 11.2. Where staff have the opportunity, they should seek to affirm and to reward learners for good progress, exemplary work, and positive behaviour for learning, constructive behaviour for learning and cooperative behaviour in general. This should be done in the way that each school requires.
- 11.3 Staff should be proactive in encouraging positive behaviours. This will allow learners to strive to meet high expectations and create a positive environment in which praiseworthy behaviour is seen as the norm. Learners will also feel that their positive behaviour is valued within the school community. Rewarding learners and using a positive praise culture is key to ensuring learners achieve and meet their potential.
- 11.4 Praise should be one of the main elements of any good lesson. Praise should be given when it is deserved and learners always need to know if they have been rewarded in line with their school's expectations. Learners should understand why they have been rewarded.

12 Sanctions.

- 12.1 **If a learner fails to meet expectations** it must be dealt with fairly and in line with St John Fisher Catholic College expectations and procedures.
- 12.2 The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
 - Removing the learner to another lesson/location
 - Expecting work to be completed at home, or at break or lunchtime
 - Detention at break or lunchtime, or after school
 - Referring the learner to a middle leader or senior leader
 - Letters or phone calls home to parents/carers

- Agreeing a behaviour contract
- Putting a learner 'on report'

We may use the Bridge room in response to serious or persistent breaches of this policy. Learners may be sent to the Bridge during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

- There will be escalated sanctions for learners who do not attend a given detention. Repeated failure may lead to the learner spending time in the Bridge room.
- The Bridge room is managed by the Pastoral Team.

12.3 If any learner truants from lessons and refuses to follow staff instructions when directed, this will lead to a suspension. This suspension will follow a graduated response.

12.4 Warning – Consequence – Removal (WCR) system

WARNING: If a learner does not comply with classroom expectations, a warning is privately given to the learner that a particular behaviour is not acceptable and the learner is made aware of what the next step would be.

CONSEQUENCE: If the learner does not respond to the warning, a consequence is issued and the learner must be asked to move seats and also spoken to privately. A behaviour point is issued and the teacher communicates this home.

REMOVAL: If a learner is still causing a concern and doesn't comply when the previous consequence has been issued, then a Removal is issued within the Faculty and the learner be provided with work. If a learner refuses to co-operate, this is non-compliance, and must be escalated to an Emergency Behaviour Alert. The teacher presses the SIMS Emergency button but does not communicate this to the learner at this point. Work is given to the learner when SLT arrive. The teacher communicates this home and records a behaviour point in addition to this to describe the situation. The teacher can also issue a sanction, which may include a breaktime or lunchtime detention carried out by the teacher. Detentions are recorded by the teacher on the learner's record. After two Removals in a subject

within a 2-month period, then the subject referral form is filled in by the teacher and followed in line with the school's policy, which will lead to the learner being placed on subject report.

12.5 Outside of Classroom Behaviour Procedure

This procedure can be for any learner who is refusing to follow instruction but is not in a classroom at the time of refusal.

Learner is stopped, greeted warmly and asked for a pass. Where necessary, learner is given a clear instruction.
Time is given for the learner to respond.



If any learner truants from lessons and refuses to follow staff instructions when directed, this will lead to a suspension. This suspension will follow a graduated response.

12.6 If a learner is more than 5 minutes late for a lesson, in order to ensure that lesson disruptions are minimised, learners will be expected to spend the lesson in the Emmaus reflection room. Failure to adhere to expectations of silence and working in this room will lead to an immediate suspension.

13 Zero tolerance approach to child on child abuse and verbal abuse towards a member of the school community.

13.1 St John Fisher Catholic College will ensure that all incidents of child on child abuse are met with a suitable response, and never ignored.

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

The school's response will be:

- Proportionate

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

13.2 Sanctions for child on child abuse are outlined in the policy. <https://saintjohnfishercc.co.uk/governance/policies/>

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

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

Please refer to our child protection and safeguarding policy for more information <https://saintjohnfishercc.co.uk/governance/policies/>

13.3 if a learner uses foul language, makes any racist slur or swears whilst in school directed towards or about any member of the school community, this will lead to a 1 or 1.5 day suspension for verbal abuse towards a learner or adult.

14 Off-site behaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- sports fixtures in accordance with the Newcastle Schools' Agreement
- In any other way identifiable as a learner of our school

Sanctions may also be applied where a learner has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another learner or member of the public
- Could adversely affect the reputation of the school

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

15 Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, St John Fisher Catholic College will discipline the learner in accordance with this policy.

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

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

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

Please refer to our child protection and safeguarding policy <https://saintjohnfishercc.co.uk/governance/policies/> for more information on responding to allegations of abuse against staff or other learners.

16 School suspensions and permanent exclusions.

These are a last resort and can only be agreed by the Headteacher, or a designated person in the Headteacher's absence. They are only used when all other avenues have been explored. Provision for appropriate work is always needed and if a suspension lasts for more than 6 days there is a statutory requirement to provide a venue; provision of work and assessment of the work completed.

Any learner that has received a Fixed Term Exclusion in the academic year may lose the right to access enrichment activities and end of year trips/events.

For further information, please refer to the CtkCC Suspensions and Exclusions Policy.

17 Possession of prohibited items.

- 17.1 Under law, prohibited items that affect the safe, orderly running of a positive learning environment will not be returned to learners. If a learner is found with or to have consumed prohibited items such as drugs or alcohol, this may lead to a permanent exclusion.

- 17.2 If a member of staff is made aware that a learner maybe in possession of prohibited items (e.g. alcohol, illegal drugs, tobacco, vapes, weapons, lighters, matches, pornographic or other offensive materials) staff may be asked by the Headteacher to assist in or to witness a search with or without consent subject to current Government advice and guidance.
- 17.3 In the case of a search it is important that, where it is practical, the staff involved should be of the same gender as the learner. The intention to carry out a search must be notified to the Headteacher or an allocated representative of the Headteacher. It is possible that certain staff are privy to information relating to child protection/ safeguarding issues that affect that particular learner so an alternative procedure may be required.
- 17.4 Learners chewing gum are told to put it in a bin and may be set a detention. Staff confiscate and discard high caffeine energy drinks, which are not permitted in school and, under law, must not be sold to people under the age of 16. Large bottles of fizzy drinks are also confiscated by staff and discarded. All food and drink (excluding water) purchased must be consumed in the hall, canteen or designated catering areas. Learners are told to return to the hall or canteen and may be set a detention. Learners are encouraged to be proactive to ensure that litter is placed into bins provided around the school site. Learners who drop litter are told to pick it up and put it in a bin and are usually set a detention.
- 17.5 Smoking/vaping on the premises is in direct contravention of Health and Safety legislation, and is prohibited in school. Learners who are wearing the school uniform must not smoke/vape outside school. If a member of staff directly observes a learner smoking/vaping, they report this as soon as possible to the Team Leader on duty, or if this is not relevant, a member of the Pastoral team or SLT on duty. The Team Leader/member of the Pastoral team/SLT interviews the learner, and adheres to the following:
- 1st occasion:* letter home to parents/carers outlining concern and 1st warning.
- 2nd occasion:* letter home to parents/carers outlining concern and explaining repercussions with a final warning.

3rd and subsequent occasion: letter home to parents/carers explaining that their child will lose 5 days of lunchtimes as a result of their actions. The learner is collected by a member of the Pastoral team before their lunchtime, and spends lunchtime in detention. There is a separate letter for learners smoking/vaping outside school before or after school, which outlines school's expectations. This information is recorded on the learner's file.

17.6 If a learner is found with a vape and has been identified as using a vape in school, a suspension will follow.

18 Bringing the school into disrepute.

18.1 St John Fisher Catholic College expects that learners will show a high standard of behaviour beyond the school gates on the way to and from school. A high standard of uniform is part of the commitment.

18.2 Learners can expect to be sanctioned if they do something that could:

- have repercussions for the orderly running of St John Fisher Catholic College;
- pose a threat to another learner, a member of staff or of the public;
- adversely affect the reputation of St John Fisher Catholic College.

18.3 This also applies to:

- an organised school trip when the learner was under the lawful charge and control of a member of staff;
- when a learner's action took place while travelling to and from school or wearing uniform in a public place;
- the behaviour of learners when using electronic media and social networking sites;
- sports fixtures representing the school or collegiate.

19 Classroom management.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Staff will be supported by using the Micro Scripts provided in Appendix 6.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the learner code of conduct or their own classroom rules
- Develop a positive relationship with learners, which includes:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

20 Uniform.

Consistent support for and implementation of the expectations of uniform is the duty and responsibility of all staff and learners. All staff are expected to challenge infringements of the school's guidelines on uniform, make-up and jewellery. Jewellery can pose a

safety hazard and this is why it is not allowed. One small pair of stud earrings are permitted. Details are included in the St John Fisher Catholic College's uniform policy <https://saintjohnfishercc.co.uk/governance/policies/>

Staff will be supported by using the Micro Scripts provided in Appendix 3.

21 Physical restraint.

In some circumstances, staff may use reasonable force to restrain a learner to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents in accordance with the school's guidelines and procedures.

<https://saintjohnfishercc.co.uk/governance/policies/>

22 Confiscation.

Any prohibited items (listed in section 4.3) found in learners' possession will be confiscated. These items will not be returned to learners and may be passed to the Police. We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to learners after discussion with senior leaders and parents, if appropriate. Searching and screening learners is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

23 Transition.

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

24 Training

Our staff are provided with a CPD programme to support needs around behaviour management. Access to the National College is available for all staff. Our staff are also provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

25 Recording information.

All members of staff need to record information/ incidents in accordance with the school's guidelines and procedures. Detailed information about the processes for recording information can be found in Appendix 6. Templates for recording information can be found in Appendix 9. This should be recorded as accurately and objectively as possible. The information should be in format that can be accessed by parents and so should not give details that identify other learners. This is in adherence to data protection laws.

All instances of Bullying should be recorded using CPOMS

26 Monitoring arrangements.




This behaviour policy will be reviewed by the LGB and headteacher and annually. At each review, the policy will be approved by the LGB and the headteacher and shared with the Directors of Christ the King Catholic Collegiate.

Appendices

Appendix 1: Policy on a Page

		
<p>I will show my academic excellence by living the Fisher Way values and following these rules:</p> <p>Show RESPECT for ourselves, our staff and our right to learn.</p> <p>Be READY by having the right equipment and a positive frame of mind.</p> <p>Be RESPONSIBLE for my learning in school, at home and for school equipment.</p> <p>Show RESILIENCE by not giving up, being ready to respond to feedback and try again, and by ensuring that my attendance and punctuality is excellent.</p> <p>Show PRIDE in my learning, completing work to a high standard and my appearance by adhering to the uniform policy.</p> <p>Be CURIOUS by wanting to learn, asking and answering questions, and engaging in tasks.</p>	<p>I will show my spiritual excellence by living the Fisher Way values and following these rules:</p> <p>Show RESPECT for all beliefs and views of others, and treating others how I wish to be treated.</p> <p>Be READY by having a reverent mindset.</p> <p>Be RESPONSIBLE for my own faith and beliefs.</p> <p>Show RESILIENCE by reflecting on my own choices, treating others how I wish to be treated, showing compassion and forgiveness.</p> <p>Show PRIDE in the Catholic ethos of the school and being a fisher, being part of acts of Worship, and supporting charities and those less fortunate than ourselves.</p> <p>Be CURIOUS by learning about the beliefs of others, engaging in acts of Worship, exploring our Catholic identity.</p>	<p>I will show my social excellence by living the Fisher Way values and following these rules:</p> <p>Show RESPECT for my peers, the staff and the school, following school policies.</p> <p>Be READY following instructions first time, every time.</p> <p>Be RESPONSIBLE for my own actions and words, my behaviours by treating people how I wish to be treated, my safety and the safety of others by moving around the school calmly and quietly.</p> <p>Show RESILIENCE by accepting that I might sometimes be in the wrong and accepting the consequences for my actions.</p> <p>Show PRIDE in my ability to communicate with good manners and in our school environment by disposing of rubbish in the bins and not bringing prohibited items to school.</p> <p>Be CURIOUS by listening to and being open to the opinions of others.</p>

Appendix 2: Fisher Way Routines

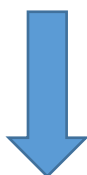
<h1>The Fisher Way Routines</h1> <p>All members of the school community are clear in their expectations of themselves and of each other to ensure our school community is filled with love, faith and joy.</p> <p>All members of the school community consistently strive to be their very best version. This means that on a daily basis, every member of the school community works to live out their life in school filled with love, faith and joy.</p> <p>All members of the school community live out their lives in our school community knowing that they are loved. All members of the school community know that if they need support, there is an expectation and they have a responsibility to seek support. All members of the school community also understand that they have a responsibility individually and collectively to ensure our school is an orderly and happy place to live, learn and love.</p>		
<h3>Ready to Learn</h3> 	<h3>Safe and Calm Space, Place</h3> 	<h3>Ready to Listen, Speak and Love</h3> 
<ul style="list-style-type: none"> Teacher implements sanction after school same day if recorded late for 2 lessons. Teacher on corridor greets learners to lessons. Uniform issues are addressed by the learner and teacher first time, every time. Calm and quiet entry to lesson completing "Do Now" Activity given by teacher. At end of lesson, teacher direct learners to make workspace neat, wait behind chair to be dismissed and put outdoor clothing over blazers. When dismissed by the teacher, learners leave lesson on the bell and move promptly onto next lesson. 	<ul style="list-style-type: none"> Learners walk calmly and quietly, with staff using words "calm and quiet, thank you." Staff direct learners to follow one-way system. Staff support each other to achieve calm corridors. Everyone has the right to personal space. Zero tolerance on violence towards members of our school community. Child on Child Abuse policy ensures all school members feel safe. Staff ensure that learners are in lessons during lesson time. 	<ul style="list-style-type: none"> Consider the follow restorative questions: <ul style="list-style-type: none"> What happened? What were you thinking? What were you feeling? Who has been affected and how? What needs to happen next? Learners listen to what is being said by staff. Learners acknowledge that they have listened by acting upon instruction and/or verbally acknowledging it. Learners respond appropriately to warnings from staff.
<p>What we do</p> <p>Staff consistently support and implement the school policy in relation to learners' uniform. Staff give calm and clear reminders about shirts tucked in, ties being worn and skirts being rolled down to learners. If a learner has an issue with their uniform, this is addressed with the formation teacher, and a uniform exemption is issued with a clear timed resolution. Hoodies are not allowed on school premises and must be removed as learners enter the school premises and put in school bags. Hoodies may be confiscated if worn beyond this. PE hoodies are worn only during PE lessons and sporting events. The wearing of visible and obvious make-up and jewellery is challenged. A watch and one small stud earring in each ear may be worn.</p> <p>Staff and learners are expected to be always on time to lessons. Formation teachers update learners about whole-year attendance percentage and share successes weekly. Attendance messages are shared in formation to emphasise expectations, explain the impact of good/poor attendance and to support individual learners with improving attendance. If a learner has a pre-arranged appointment in school, the staff member ensures that this information is on Satchel One for the teacher and the learner has a dated note to give the teacher if attending lessons late. If a learner is not in lesson, and they have been previously present during the school day, this is escalated as a safeguarding concern. If a learner is late to lesson, they are expected to apologise to the teacher upon entry. If a learner arrives more than 3 minutes after the body of the class group have arrived, staff tell the learner that they are being recorded as late. If a learner is told this at least twice in a day, they have a 20-minute after-school same-day detention which is communicated home. If this persists, the learner is placed on attendance report by their Pastoral Lead.</p> <p>Teachers greet learners at classroom doors. All learners remove outerwear (coats and jackets) before entering the classroom. For Formation, the DNA (Do Now Activity) every day is to ensure that equipment and timetable are on desks, and study of learner's choice if no activity is set. For period 1 to 5, there is a DNA ready for learners to complete upon entry to lesson. A positive attitude is brought into lessons, with manners displayed by all.</p> <p>Every learner brings to school a pencil case with a pen, a pencil, ruler, rubber, sharpener and calculator along with materials needed for lessons. Teachers issue a behaviour point for lack of equipment. Formation tutors and Heads of Year monitor this and intervene with learners where there is a persistent issue.</p> <p>Learners listen to staff instructions at the end of the lesson. Firstly, expectations are on lesson resources, exercise books and textbooks. Then staff ask learners to pack belongings away. Secondly, learners are asked to put on outerwear if required. Learners wear any outerwear over their blazer. Learners ensure that all uniform is worn appropriately. Thirdly, learners stand and tidy around their workspace, including pushing their chair in. Finally, staff dismiss the class group punctually. Staff end every lesson with a greeting "Good morning Year..." "Good afternoon Year..." or another formalised address, and expect a similar response back. Staff repeat this until an acceptable response is given. Staff dismiss the class group row by row or similar, and move the class away from the door—learners must not wait for peers. Upon leaving, learners and staff respond warmly to each other.</p>	<p>What we do</p> <p>All members of the school community challenge anyone who does not respect the right to personal space. All members of the school community understand the responsibility to challenge and report any behaviour/language classed as child on child abuse. Learners report this to a member of staff and staff follow this up through the Child on Child abuse policy.</p> <p>When there is any violence displayed, where safe to do so, staff call for help through learners or colleagues and intervene. Where necessary, staff physically restrain or use breakaway techniques to stop violent behaviour. This is subsequently reported to the Headteacher. Where it is not safe to intervene, staff do not intervene but ensure that bystanders are swiftly moved. Learners engage with staff instructions immediately and respond positively to any requirement for assistance.</p> <p>Learners understand the expectation to be in lessons when it is lesson time. Learners have the right to be in lessons. Staff direct any learner not in lesson to their lesson and learners follow this instruction immediately. Lesson removal is always a last resort after every other action has been exhausted. Lesson removal breaks the relationship between the learner and teacher down, and restorative practice is required to begin to repair this. When a learner is removed from a lesson, the teacher is responsible for the learner having access to the curriculum. Removal from a lesson does not mean removal from access to the curriculum.</p> <p>Around the school premises and on the school corridors, Learners receive regular reminders to be calm and quiet when this is not the case. These reminders do not exemplify the noise but remedy to reduce or remove the noise. Staff only raise their voice at a group of learners if it with clear purpose and without aggression. Staff challenge in a calm manner any learner not following the one-way system. At busy times, staff and Sixth Form learners use the one-Way system.</p> <p>Learners support the expectations of staff. Learners and staff are consistent in this approach.</p> <p>Learners are provided with a corridor pass for any learner to leave the classroom. Learners are required to show their corridor pass to any staff who request to see their corridor pass. Failure to have a corridor pass leads to a breaktime/lunchtime sanction.</p> <p>Learners and staff respond warmly to each other.</p>	<p>What we do</p> <p>There is a sanction set if there is no engagement from a learner. Where a situation involves a sanction, the member of staff contacts home. If a learner fails to respond, staff seek support from a colleague. If this does not resolve the situation, the situation is escalated to a middle leader and then a senior leader as appropriate.</p> <p>Where a learner has been removed from a lesson, the member of staff may take an opportunity with the learner at some point to follow some aspects of restorative practice to achieve a resolution to moving the relationship forward. Both the staff member and learner engage proactively and calmly with the process.</p> <p>The 5 questions (listed above) can be used in other interactions between staff and learners and help develops the staff-learner relationship through restorative practice rather than sanction. If a restorative conversation or restorative practice is not effective in restoring relationships with members of the school community, this leads to further actions including pastoral support, detentions, behaviour or subject report, attendance report among other actions. These sanctions are also used alongside restorative practice.</p> <p>Staff use calm and clear language with learners. This serves as clear role modelling. Staff use positive body language to convey expectations. Staff do not use aggressive language, tone or behaviour or sarcastic language, tone or behaviour. Staff challenge learners to follow this example. Staff are clear in expectations with the learner.</p> <p>The language of the school mission is used in setting expectations to the learner. Expectations are repeated if required. If a learner does not respond, staff seek support from a colleague. If this does not resolve the situation, the situation is escalated to a middle leader or when required a senior leader as appropriate.</p> <p>There is a sanction set if there is no engagement from the learner. Where a situation involves a sanction, the member of staff contacts home.</p>

Appendix 3: Summary Flowchart

The flowchart summarises sanctions at each stage as per the Sanction Ladder (Appendix 2). These are intended to be hierarchical sanctions with the majority of incidents dealt with at Stages 1 & 2. Strategies implemented are recorded on Satchel One before progressing to the next stage.

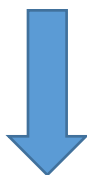
Stage 1: Classroom teacher

Discussion with learner \ / Communication home \ / Behaviour Point
Detention \ / Lesson removal



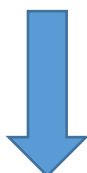
Stage 2: Faculty leader

Discussion with learner/teacher \ / Dialogue with home \ / Detention
Lesson exchange \ / Subject report



Stage 3: Pastoral / Progress Team

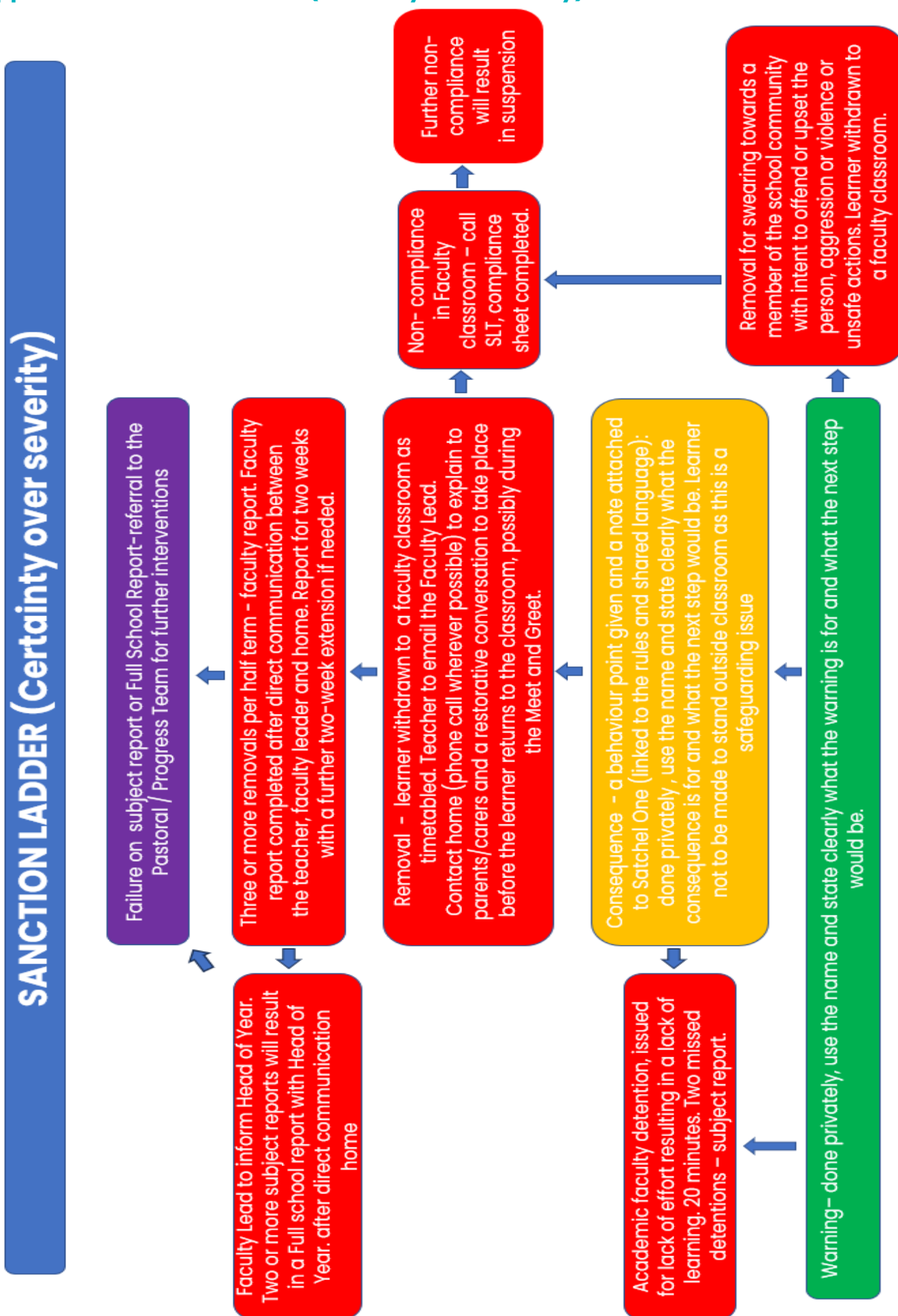
Discussion with learner \ / Dialogue and meeting with parents/carers \ / Detention
Full school report / Behaviour contract \ / Further support: external agencies
Mentoring \ / The Bridge \ / Emmaus Provision

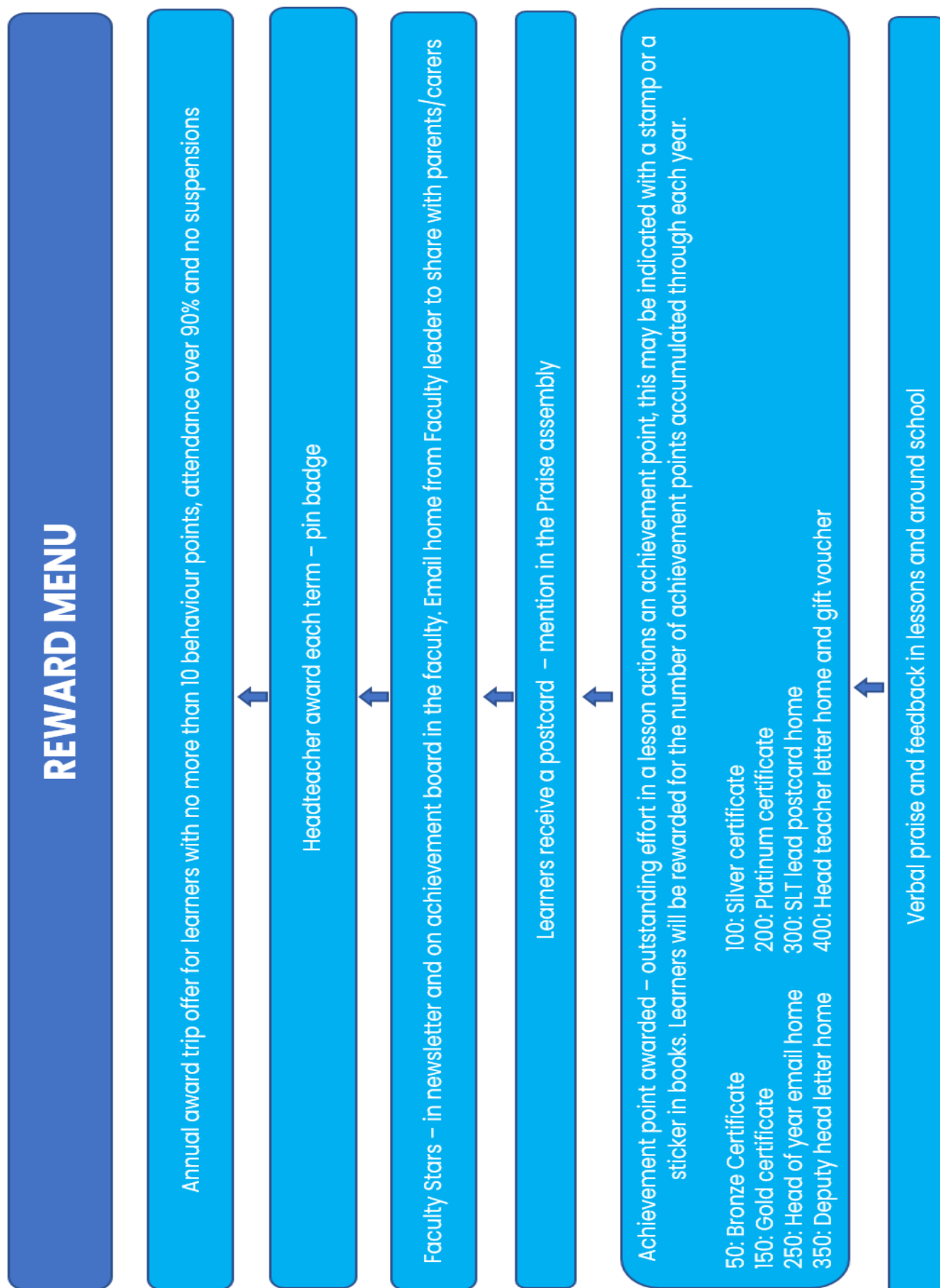


Stage 4: SLT

Meetings with parents/carers/learners \ / Detention \ / SLT contract \ / The Bridge
Emmaus Provision \ / SEN Inclusion Panel referral
Exclusion (sole prerogative of Headteacher)

Appendix 4: Sanction Ladder (certainty over severity)





Appendix 6: Micro Scripts

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

An example of using a micro script:

- **I have noticed that you are** (having trouble getting started, wandering around, playing with apparatus) right now
- **You are not showing our ...**(rules)
- **You have chosen to...**
- **Because of that you need to ...** (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- **Do you remember when you...?** (refer to previous positive behaviour)
- **This is what I need you to see today.**
- **Thank you for listening**

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.

- Walk away as soon you have finished speaking

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be.

Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that learner to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
' 'It's boring.'	" 'Be that as it may...
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on? Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think*

about your behaviour. I know that when I come back we can have a polite, productive conversation."

Restorative Practice/Conversations

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology. We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the learner that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference. With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast. Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

Restorative meeting

A restorative meeting with the learner should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage. The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

A good restorative meeting is often structured in 5 steps:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected and how?
5. What needs to happen next?

Appendix 7: Graduated Emotional Response



CtKCC Graduated Emotional Support

Level 1

Quality First teaching with areas that have been highlighted from the data to be incorporated into the planning of PSHE.

These could be themes that have emerged for the year or class.

Level 2

Group or individualized work by class LSA or ELSA.

This would be for individuals or groups of children that have the same area of need identified.

ELSA Lead and SLT would support teachers with ideas for work and progression

Level 3

Higher needs individual support.

This would be with ELSA Lead and SENDCo

Standardised questions would be used before and after to show progress.

Specialised

SPECIALISED- Referrals made to external agencies to further support e.g. CAMHs, Educational Psychologist, AP support.
Transition support work for vulnerable individuals going to High school - along with specialist interventions.

Restorative

RESTORATIVE — Strength and difficulty questionnaires and Stage 2 screening.

1:1 coaching for parents

ELSA Support sessions

Sessions for ELSA, timetable set up with the children categorised according to the level of needs i.e. high level would receive 2 or more sessions per week, lower level 1 session. SDQs completed before and after interventions for both ELSA and 1:1 support sessions.

Intensive support from Inclusion Team to modify behaviour.

Assemblies to promote awareness e.g. ASD

More specific adjustments and programmes e.g. OT or sensory sessions

Family meetings with adult and child with one of the inclusion team to finalise interaction in overcoming specific difficulties or establish relationships

Behaviour plans to address more serious behaviours.

EVALUATE

Preventative

Preventative — Classes (all/targeted) are given Emotional Literacy Questionnaire.

The Inclusion team meet each fortnight to discuss and identify priorities.

Training provided on attachment, Positive Handling, Domestic Violence, Mental Health, Suicide Awareness and ACES.

Training provided for other staff by the Inclusion team on ASD, attachment, ADHS and sensory needs .

SEMH teaching throughout the curriculum. PSHE relationship education, RSHE, P4C and online safety.

Teachers inform the Inclusion Team if support needed in carrying out SEMH teaching throughout the curriculum.

Workshops for parents such as 'Raising Confident Children'

Early Help Referrals made.

Adjustments made to school day to meet the needs and allow children to access learning e.g. learning breaks. Safe space to explore emotions.

Log of detentions and behaviours, analysed by Inclusion Team. If required support is offered to the teacher, strategies put into place to support pupil after analysis, classroom observations.

Adjustments made to the curriculum to address patterns, 1:1 work to address higher level needs, Individual plan to support repeated behaviours.

Clear systems in place for teacher to refer to inclusion for SEND support.

Appendix 8: Home School Agreement



Home-school agreement

The school will support parents/carers and learners by:

- Providing a clear statement of the school's aims and values, The Fisher Way.
- Supporting your child's wellbeing and safety by providing a safe, supportive and caring environment
- Helping and encouraging your child to reach their full potential so that they become the person God meant them to be.
- Promote high standards of behavior, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all children
- Providing firm and clear guidelines on behaviour and discipline.
- Monitoring and updating you on your child's progress at parent meetings and in written reports
- Communicating with you, any concerns about your child's attendance or punctuality.
- Communicating with you, any concerns about your child's behaviour or wellbeing.
- Responding to any concerns raised by you or your child.
- Providing a broad and balanced curriculum that caters for all children, including when delivered remotely
- Set homework that supports the delivery of the curriculum and mark it where appropriate
- Offering opportunities for parents and carers to get involved in school life
- Communicating between home and school through Satchel One and SIMS Parent App
- Responding to communications from parents in a timely manner, following school policies
- Providing a clear complaints procedure for parents to use if they are dissatisfied

Parents/carers will support our child and the school by:

- Supporting the aims and values of the school.
- Encouraging my child to try their best so they become who God meant them to be.

- Ensuring my child attends school regularly and on time, notifying the school if my child will be absent.
- Making sure my child is dressed in the correct uniform and brings the necessary equipment to school, informing the school immediately if this is not possible.
- Supporting the school to make sure my child maintains a consistently high standard of behaviour, following school rules and guidelines.
- Communicating to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Making sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Understanding that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that
- Making sure that my child completes their homework on time and raises any issues with their teachers
- Treating all members of the school community with care and respect
- Engaging in parent meetings and working together with the school in order to achieve the best outcomes for my child
- Reading any communications sent home by the school and respond where necessary

As a learner I will support myself and others by:

- Attending school every day unless there is a good reason such as genuine illness.
- Getting to school and my lessons every day on time and ready to learn
- Bringing the correct equipment that I need each day
- Wearing the correct school uniform at all times
- Following the school rules and behaviour expectations at all times
- Always trying my best to do my work and asking for help if I need it
- Doing my homework on time and raising any issues with my teachers
- Speaking to an adult about any issues I'm experiencing that may affect my work or behaviour
- Speaking to an adult about any concerns I have about my or other learners' safety
- Treating all members of the school community with care and respect
- Speaking respectfully to staff and other learners at all times.
- Looking after school equipment, and showing respect for the school environment and local community

Appendix 9: Recording information about behaviour

The school uses Satchel One to record behaviour and achievement points, and incidents related. The school also uses CPOMs for safeguarding-related incidents, and SIMS as our MIS.

Appendix 10: Templates for recording Information

				
Learner Interview form.doc	learner interview form nov 19.doc	Learner Intervention form.d	Parental Meeting form.doc	Parental Contact form.doc