St John Fisher Catholic College

Behaviour Policy

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Links

SEND Policy

Supporting learners with medical conditions policy

Safeguarding policy

Antibullying policy

Attendance policy

KCSIE

Catholic Pupil Profile

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1. Introduction

St John Fisher Catholic College believes 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 love, joy and faith because we are an inclusive Catholic community". The Fisher virtues 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 work together 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 consequences of their actions;
- reinforce positive behaviour and give learners responsibility;
- encourage learners to take 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 St Gabriel the Archangel Catholic Multi academy trust (SGtA), a family of 64 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 SGtA 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 regarding behaviour management;
- Outline our system of rewards and sanctions.

2.2 It is the aim of SGtA 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.

2.4

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

2.5 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 love, faith and joy 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).

2.6 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.

2 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.

3 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 (including the use of AI to make and share inappropriate content);
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Vaping;
- Substance misuse;
- 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, nicotine based products 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • 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 and through the use of AI

A single incident may be defined as child on child abuse, which is dealt with according to the Child on Child Abuse policy and this policy (section 13).

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.

6.3 **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.

6.4 **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.

6.5 **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.

7.5 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. [Policies – Saint John Fisher Catholic College (saintjohnfishercc.co.uk)]

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. Truanting will result in two periods in Emmaus extending over break or lunchtime. Repeated truanting 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 may be issued with same-day lunchtime detention / a lunchtime detention the following day. Repeat offences lead 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 onto the MIS;
- 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 using shared language of the Fisher Way Behaviour for Learning policy in a page (appendix 1). 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;
- 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 consistently 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, with work provided by teachers.

- 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 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 spoken to privately and may be asked to move seats. A behaviour point is issued and the teacher communicates this home through MIS.

***REMOVAL*:** If a learner is still causing a concern and doesn't comply when the previous consequence has been issued, the learner will be withdrawn to a Faculty classroom as timetabled. The teacher emails the Faculty Lead with this information. The learner must be provided with work. The teacher contacts home, in the form of a phone call where possible, and explains to parents/carers the reason for the removal. A restorative conversation is to take place before the learner returns to the lesson, possibly during the Meet and Greet.

If a learner refuses to co-operate, this is non-compliance, and must be escalated to an Emergency Behaviour Alert. The relevant teacher presses the MIS Emergency button but does <u>not</u> communicate this to the learner at this point. Work is given to the learner

when SLT arrive. The initial teacher communicates this home, in the form of a phone call where possible, and records a behaviour point in addition to this to describe the situation and to outline next steps. 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. Failure to attend the detention will lead to a Faculty afterschool detention. Failure to attend the second detention may result in a day in the Bridge. (Faculties may work together to facilitate detentions). After three or more removals in a subject within a half term, 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 Faculty report after direct communication between the class teacher, the Faculty Lead and home. Two or more Faculty reports will result in a full school report with the Head of Year, and direct communication with home will take place. Failure on Faculty and full school report will lead to a referral to the Pastoral/Progress team for further intervention.

12.4 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 the learner refuses to follow the instruction, a warning is given of a call home where the learner is expected to talk to their parent/carer. *Other secondary behaviours to be ignored.*



If the learner refuses to follow the instruction, the member of staff takes the child to a Pastoral Lead triage point of contact who calls the parent/carer, explains the situation and that refusal to follow instructions results in a further sanction (breaktime or lunchtime detention). *Other secondary behaviours to be ignored.*



Where possible, opportunities for a restorative conversation must be taken. If the learner does not attend the detention, this can be escalated as per escalation procedures.

13 Zero tolerance approach to child on child abuse

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/

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.

The school acts in accordance with the DfE statutory guidance. These are a last resort and can only be agreed by the Headteacher, or a designated person in the Headteacher's absence. They are used in line with DfE statutory guidance and may be applied in response to a serious one-off incident or persistent breaches of the behaviour policy. 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 SGtA Suspensions and Exclusions Policy (legacy CtKCC Suspensions and Exclusion 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 may be 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. The process for searches are in line with the school Safeguarding policy.

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 with 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.

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 onto CPOMs including action taken, and to a member of the Pastoral team or SLT on duty. The member of the Pastoral team/SLT interviews the learner. This behaviour meets the threshold for suspension in line with the school's behaviour policy. This information is recorded on the learner's file.

17.6 Toilet cubicles must be used individually by learners. Where learners have shared a toilet cubicle, a search will take place for prohibited items. In this instance, learners will be expected to hand their mobile phones in until the end of the school day when they will be returned. There will be a graduated response in line with persistent or general disruptive behaviour for a learner who does not comply with this expectation.

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
    - Model expected behaviours

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 6.

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 9. Templates for recording information can be found in Appendix 10. This should be recorded as accurately and objectively as possible. The information should be in a format that

can be accessed by parents/carers and so should not give details that identify other learners. This is in adherence to data protection laws.

All instances of Bullying and Child on Child abuse should be recorded using CPOMS.

26 Monitoring arrangements.

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

Appendices

Appendix 1: Approach on a Page

LOVE 

I will show my academic excellence by living the Fisher Way values and following these rules:

Show **respect** for ourselves, our staff and our right to learn.

Be **ready** by having the right equipment and a positive frame of mind.

Take **responsibility** for my learning in school and at home, and school equipment.

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.

Take **pride** in my learning, completing work to a high standard and my appearance by adhering to the uniform policy.

Be **curious** by wanting to learn; asking and answering questions and engaging in tasks.

FAITH 

I will show my spiritual excellence by living the Fisher Way values and following these rules:

Show **respect** for all beliefs and views of others and treating others how I wish to be treated.

Be **ready** by having a reverent mindset.

Take **responsibility** for my own faith and beliefs.

Show **resilience** by reflecting on my own choices; treating others how I wish to be treated, showing compassion and forgiveness.

Take **pride** in the Catholic ethos of the school and being 'a Fisher'; being part of the act of Worship and supporting charities and those less fortunate than ourselves.

Be **curious** by learning about the beliefs of others; engaging in acts of worship; exploring our Catholic identity.

JOY 

I will show my social excellence by living the Fisher Way values and following these rules:

Show **respect** for, my peers, the staff and the school, following school policies.

Be **ready** following instructions first time, every time.

Take **responsibility** 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.

Show **resilience** by accepting that I might sometimes be in the wrong and accepting the consequences for my actions

Take **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.

Be **curious** by listening to and being open to the opinions of others

Appendix 2: Fisher Way Routines

The Fisher Way Routines

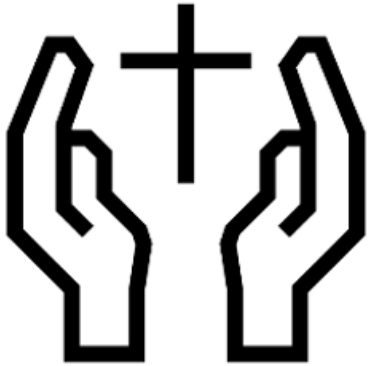
All members of the school community are clear in their expectations of themselves and of each other to ensure our school community is filled with love, faith and joy. All members of the school community consistently strive to be their very best version. This means that on a daily basis, every member of the school community works to live out their life in school filled with love, faith and joy. 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.

Ready to Learn



- Teacher consistently records lateness to lesson and puts in support to begin and catch up on work missed due to lateness.
- 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.

Safe and Calm Space, Place



- 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.

Ready to Listen, Speak and Love



- Consider the follow restorative questions:
  - 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.

Appendix 3: Summary Flowchart

The flowchart summarises *sanctions* at each stage as per the Sanction Ladder (Appendix 4). These are intended to be hierarchical sanctions with the majority of incidents dealt with at Stages 1 & 2. Strategies implemented are recorded on MIS 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

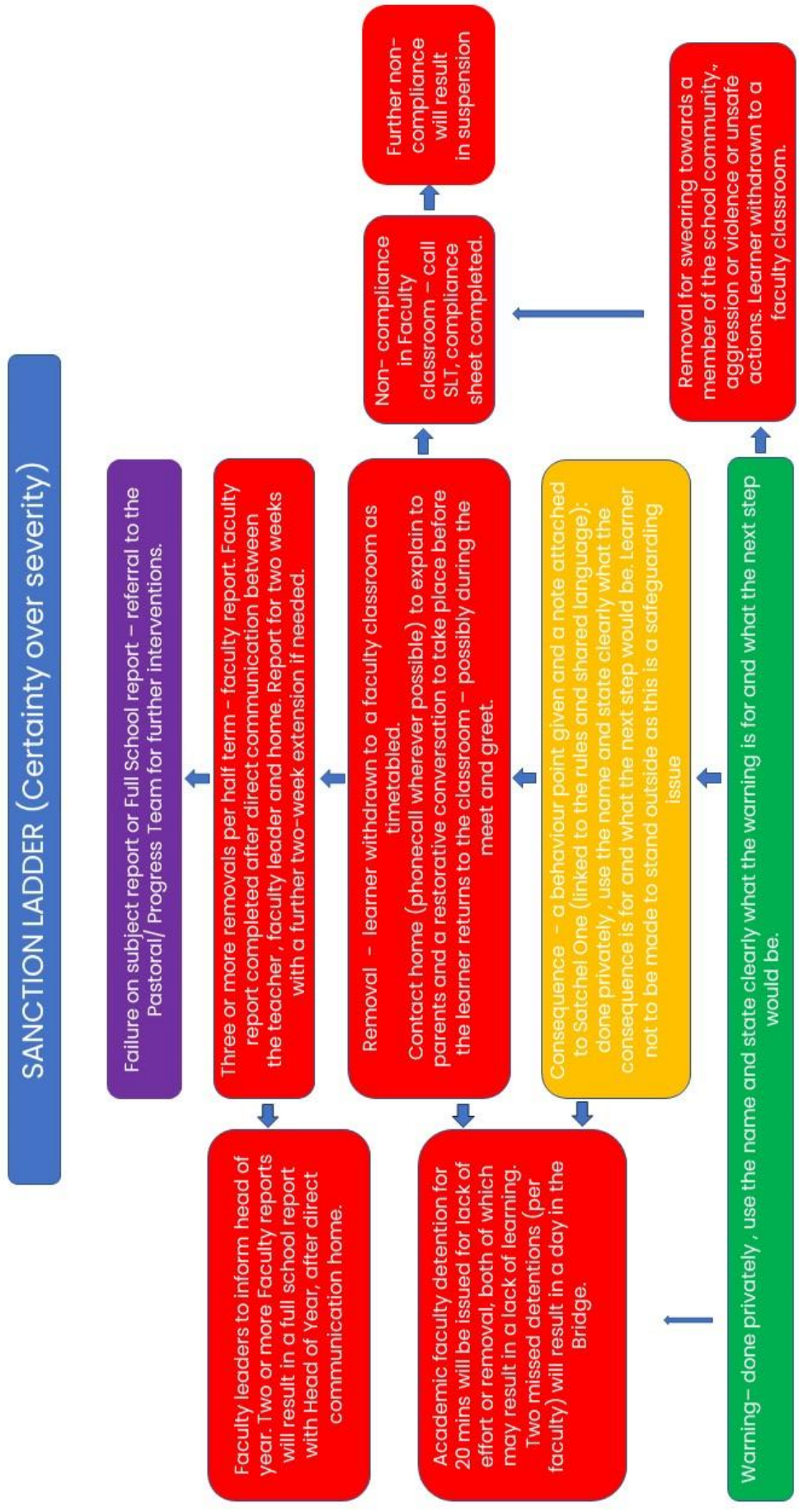
Discussion with learner \/ Dialogue and meeting with parents/carers \/ Detention
Full school report / Behaviour contract \/ Further support: external agencies
Mentoring \/ The Bridge

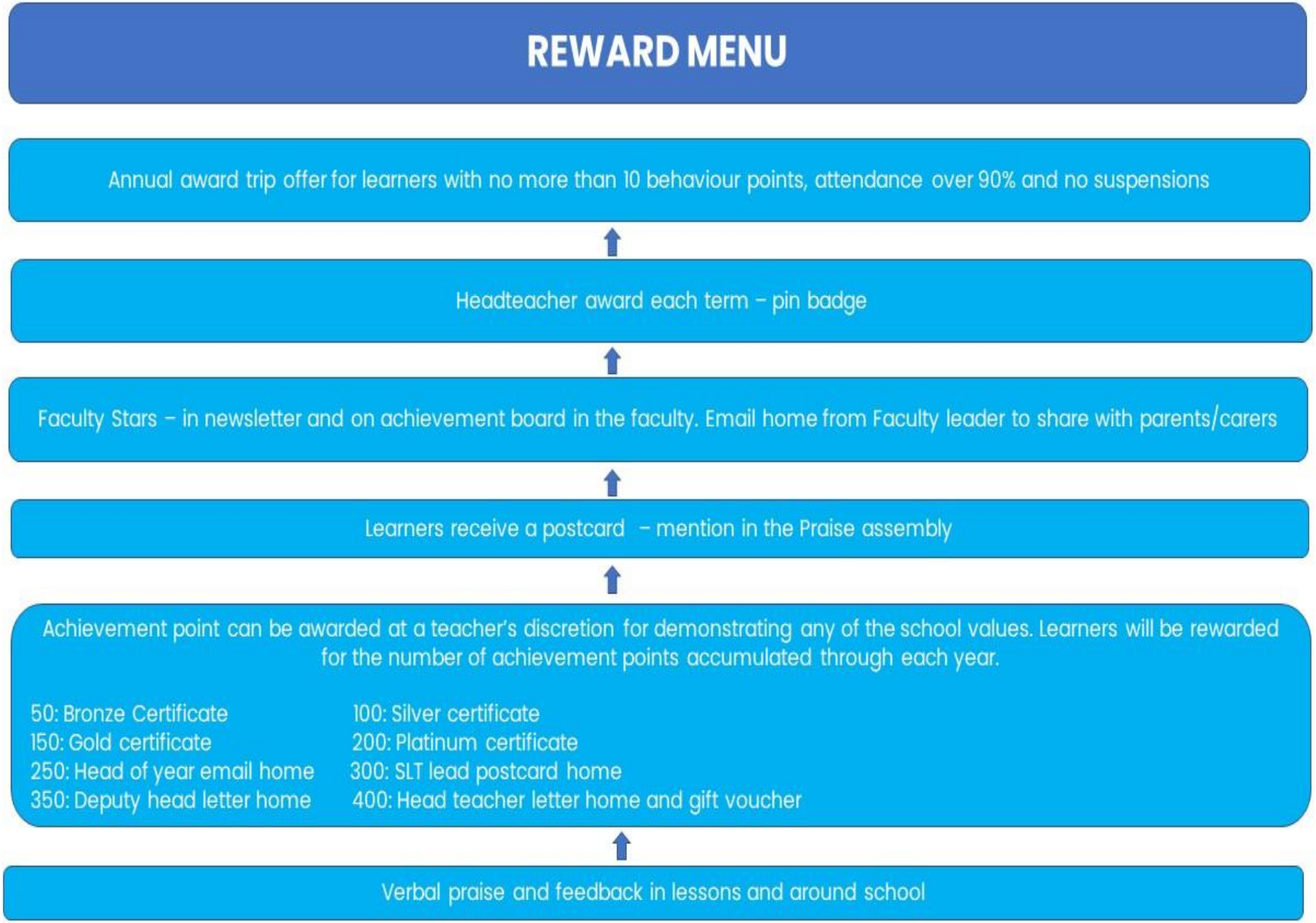


Stage 4: SLT

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

Appendix 4: Sanction Ladder (certainty over severity)




REWARD MENU
Annual award trip offer for learners with no more than 10 behaviour points, attendance over 90% and no suspensions
Headteacher award each term – pin badge
Faculty Stars – in newsletter and on achievement board in the faculty. Email home from Faculty leader to share with parents/carers
Learners receive a postcard – mention in the Praise assembly
Achievement point can be awarded at a teacher's discretion for demonstrating any of the school values. Learners will be rewarded for the number of achievement points accumulated through each year.
50: Bronze Certificate
100: Silver certificate
150: Gold certificate
200: Platinum certificate
250: Head of year email home
300: SLT lead postcard home
350: Deputy head letter home
400: Head teacher letter home and gift voucher
Verbal praise and feedback in lessons and around school

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 someone following the rules.

An example of using a micro script:

- **Thank you for demonstrating our values** through…(being ready, being resilient, showing respect, taking responsibility, taking pride, being curious) and working towards excellence.
- **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.

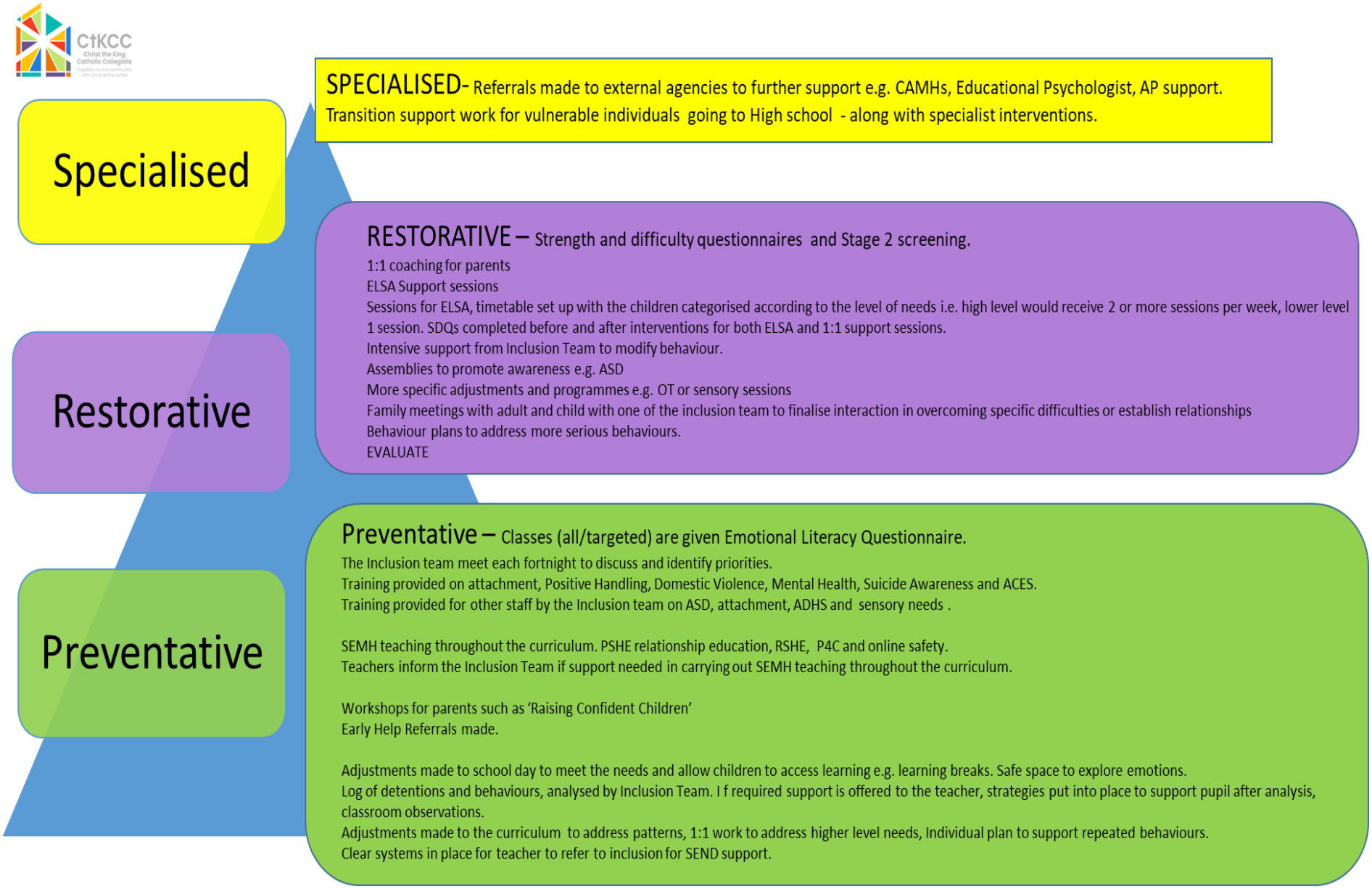
Restorative meeting

A restorative meeting with the learner should take no longer than 5 minutes and cannot be delegated to a colleague. It is not a prelude to the learner apologising. It should be a genuine conversation that reaffirms 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



Appendix 8: Home School Agreement

Home-school agreement

September 2026

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;
- Promoting high standards of behaviour in line with the Fisher Way, and outlining clear expectations in our behaviour policy so we can maintain a safe environment for all children;
- Providing clear and consistent expectations for behaviour and discipline;
- Monitoring and updating you on your child's progress at parent meetings and in written reports;
- Communicating any concerns with you about your child's attendance or punctuality;
- Communicating any concerns with you 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;
- Setting homework that supports the delivery of the curriculum and marking it where appropriate;
- Offering opportunities for parents/carers to get involved in school life;
- Communicating between home and school through Arbor;
- Responding to communications from parents/carers in a timely manner, following school policies;
- Providing a clear complaints procedure for parents/carers 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 understand that responses outside these hours cannot always be expected;
- 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 contribute to the school community by:

- Attending school every day unless there is a valid 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 Arbor (Management Information System) to record behaviour and achievement points, and incidents related. The school also uses CPOMs for safeguarding-related incidents, and Arbor as our MIS.

Appendix 10: Templates for recording Information

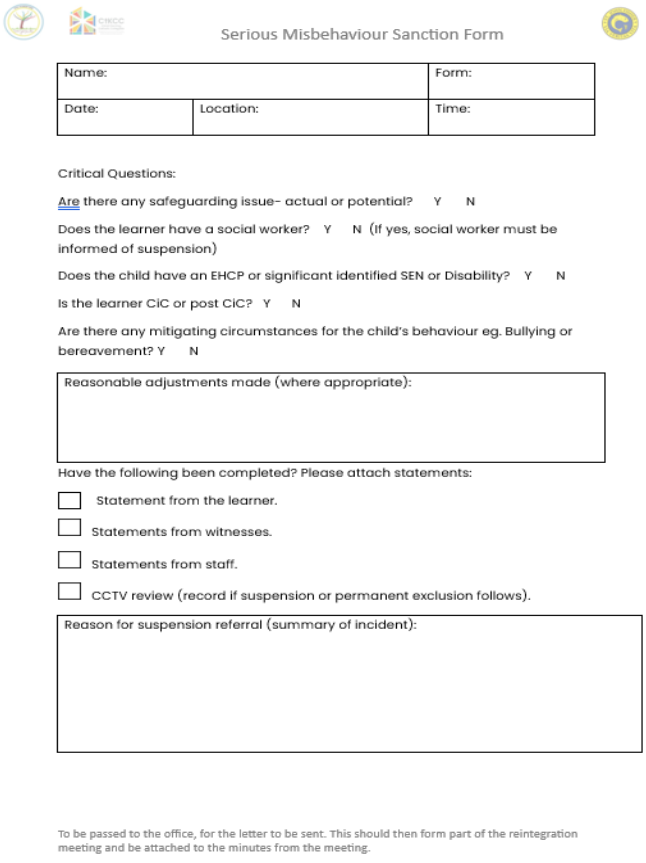
Learner Interview form.doc

Learner Intervention form.dc

Parental Meeting form.doc

Parental Contact form.doc

Parental Meeting - Reintegration Meeti



Serious Misbehaviour Sanction Form

Name:		Form:
Date:	Location:	Time:

Critical Questions:

Are there any safeguarding issue- actual or potential? Y N

Does the learner have a social worker? Y N (If yes, social worker must be informed of suspension)

Does the child have an EHCP or significant identified SEN or Disability? Y N

Is the learner CiC or post CiC? Y N

Are there any mitigating circumstances for the child's behaviour eg. Bullying or bereavement? Y N

Reasonable adjustments made (where appropriate):

Have the following been completed? Please attach statements:

☐ Statement from the learner.

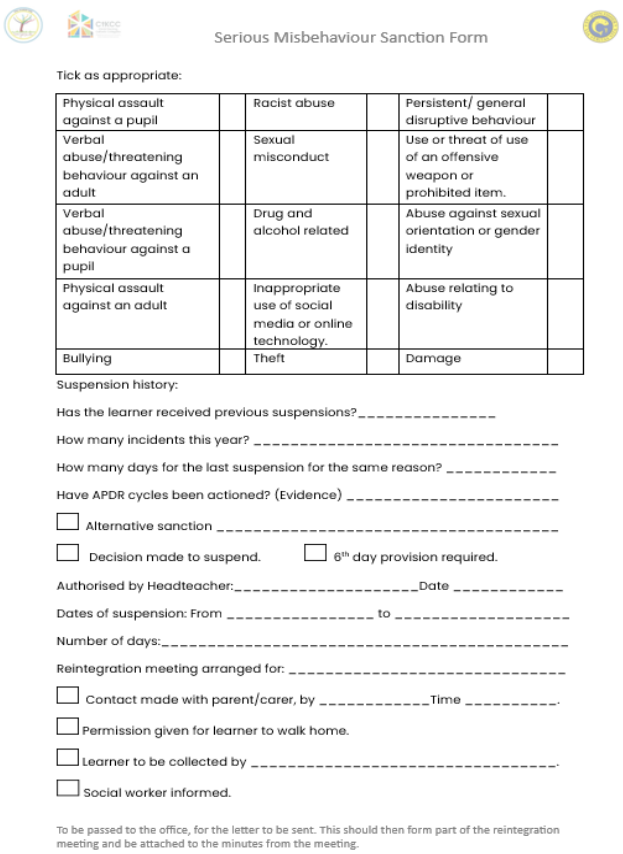
☐ Statements from witnesses.

☐ Statements from staff.

☐ CCTV review (record if suspension or permanent exclusion follows).

Reason for suspension referral (summary of incident):

To be passed to the office, for the letter to be sent. This should then form part of the reintegration meeting and be attached to the minutes from the meeting.



Serious Misbehaviour Sanction Form

Tick as appropriate:

Physical assault against a pupil		Racist abuse		Persistent/ general disruptive behaviour	
Verbal abuse/threatening behaviour against an adult		Sexual misconduct		Use or threat of use of an offensive weapon or prohibited item.	
Verbal abuse/threatening behaviour against a pupil		Drug and alcohol related		Abuse against sexual orientation or gender identity	
Physical assault against an adult		Inappropriate use of social media or online technology.		Abuse relating to disability	
Bullying		Theft		Damage	

Suspension history:

Has the learner received previous suspensions?_____

How many incidents this year? _____

How many days for the last suspension for the same reason? _____

Have APDR cycles been actioned? (Evidence) _____

☐ Alternative sanction _____

☐ Decision made to suspend. ☐ 6th day provision required.

Authorised by Headteacher:_____Date _____

Dates of suspension: From _____ to _____

Number of days:_____

Reintegration meeting arranged for: _____

☐ Contact made with parent/carer, by _____Time _____.

☐ Permission given for learner to walk home.

☐ Learner to be collected by _____.

☐ Social worker informed.

To be passed to the office, for the letter to be sent. This should then form part of the reintegration meeting and be attached to the minutes from the meeting.