



CHRIST THE KING CATHOLIC
COLLEGIATE

A Multi Academy Company



St John Fisher Catholic College



Behaviour for Learning Document

Revised December 2019

1.1 Context

The Behaviour for Learning Policy is underpinned by our school Mission Statement:

Via Veritas Vite:

Our Catholic Mission is:

"CHRIST'S WAY" - to follow the WAY of Jesus Christ in showing love, care, compassion and forgiveness for all members of the community

"HIS TRUTH" - to seek His TRUTH by providing a dynamic learning environment where each member can develop God – given gifts and talents

"YOUR LIFE" - to prepare for a LIFE of faith where Christ's Spirit is the essence of all that we do and enriches all whom we meet

1.2 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)

All behaviours exhibited by staff and learners at St. John Fisher Catholic College must always point towards and enhance positive learning opportunities. Engagement of staff and learners to the learning moments in the classroom underpins successful behaviour management.

It is imperative that every staff member and learner in our school community understands and is in communion with the school community on this key principle. Through this constructive learning environment, all members of the school community will grow and develop.

2.1 Responsibilities

"I will show you what someone is like who comes to me, hears my words, and acts on them. That one is like a man building a house, who dug deeply and laid the foundation on rock; when a flood arose, the river burst against that house but could not shake it, because it had been well built." (Luke 6:47-49)

2.2. Responsibilities of learners

The basic responsibilities of learners are:

- To attend school and be punctual;
- To work hard;
- To act sensibly and appropriately;
- To treat everyone and everything with respect;
- To seek reconciliation and forgiveness when disagreements arise;
- To accept responsibility for own actions and consequences of actions;
- To be positive in attitude;
- To avoid violence and seek peaceful solutions to problems.

In order to engage in Behaviour for Learning, learners are expected to abide by the following:

- **Respect.** Show respect and good manners towards peers, staff and the school ethos
- **Equipment.** Ensure that they have all the correct uniform, kit and stationery

- **Attitude:** Have a good attitude: be punctual, positive, polite and focussed
- **Learning:** Work hard to achieve full potential

2.3 Responsibilities of staff

With a consistent approach from all staff, more effective learning will take place at St. John Fisher Catholic College.

Every member of staff has a clear and direct responsibility for encouraging, enhancing and facilitating behaviour for learning. The teacher also has the responsibility of ensuring the progress of each learner is enhanced through this positive approach in the classroom. It is each member of staff's responsibility to lead by example in expectation, enthusiasm, engagement and consistency, and by wearing professional dress. It is the duty of all staff to lead the learner body in setting and maintaining a high standard.

All interactions between staff members and learners, whether in public or more privately, should be courteous. Over familiarity should be avoided as it can confuse and cause learners to overstep boundaries of appropriate behaviour. All staff members are expected to challenge learners to achieve the highest standard of behaviour throughout the school, and to meet expectations. This approach demands a consistent approach from all staff, which will reduce the effort required in the long run.

To support behaviour for learning, teachers must:

- **Support** learners to understand that the expectations of high standards of behaviour for learning has a clear and direct impact on their progress and achievements.
- **Utilise** the correct communication systems and procedures, e.g. SIMS and diaries to inform parents and staff of any issues.
- **Put** the rationale for communal standards and expectations into the context of the school Mission Statement.
- **Ensure** a seating plan is available for each class-best practice is a data-rich seating plan.
- **Readily** act to promote health, safety and good order and ensure that learners understand these issues.
- **Be** ready to ensure that learners are aware of what behaviour for learning entails regularly, including presenting themselves in accordance with school uniform standards.

3. Recording information on SIMs

Members of staff should understand that when recording information / incidents on SIMs, this is to facilitate a record of such information. Every incident placed on SIMs should be resolved through the normal school procedure, and nothing should be placed on SIMS that needs to be resolved. In instances of a subject referral or lesson exclusion, this will be recorded by the Inclusion Support Assistant.

Members of staff should be as accurate and objective as possible in recording information. There is no need for any subjective comments. All information on SIMs can be and is on occasion shared with parents of a learner. In a learner's SIMs record, a member of staff should not make reference to another learner. This is in adherence to GDPR regulations.

4. Praise learners engaged in Behaviour for Learning

"God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways."

(Galatians 5:22-23)

Where a member of staff has an opportunity, they should seek to affirm and reward learners for good progress, exemplary work, positive behaviour for learning, constructive behaviour for learning and cooperative behaviour in general. In the situation of outstanding service to the school community or to the local community, this should be recorded on SIMs and notified to the form tutor for future reward. Praise for learners who strive to meet high expectations is linked to improved progress.

Staff members should be proactive in encouraging positive behaviour for learning. Through this, it will 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. Praise should be one of the main elements of any good lesson. Staff can award reward marks on SIMs through quick clicks on registers. Rewards should be given for anything that is deserving of praise including (but not exclusive to) high standard of classwork or homework, test results, participation in lesson, evidence of progress, high standards of behaviour for learning/attitude etc.

The member of staff recording praiseworthy behaviour on SIMs or passing praiseworthy behaviour to be recorded by the Inclusion Support Assistant can do so under 6 different headings. This can be done via normal entry or through Quick Click entry via the register:

- Positive attitude
- Recent exam/test result
- Academic Achievement in lesson
- Improvement
- School Credit Mark certificate (for Office staff use only)
- Engagement with Learning and School Life

Learners should always be aware that they have been given a reward and what it has been given for. Rewards will add up to a hierarchical system of awards from bronze to platinum which will be allocated throughout the year. Recognition of such achievements will take place in praise assemblies and in rewards as and when they become available to the school. The data on rewards will be published periodically with behaviour points and will be shared with all necessary parties including form teachers, SLT, wellbeing, learners and parents/carers.

5.1 When a learner fails to meet expectations

“Be completely humble and gentle; be patient, bearing with one another in love.”
(Ephesians 4:2)

Staff members should be proactive in resolving minor levels of misbehaviour. Through an effective reprimand, the learner will be made aware of expectations and their failure on that occasion to meet expectations. If a member of staff deems that there should be a further sanction, the member of staff should set as they deem fit, in accordance with the rest of the policy. It is inappropriate in a positive, learning environment for a member of staff to set copying or repetitive tasks merely to occupy the learner’s time. Any sanction should relate to the offence and aim to conclude the matter, ideally with an apology from the learner, and a resolution to move forward in a constructive manner. This applies to minor incidents both in lessons and out of lessons.

As a last resort, SLT will be involved. Effective systems for behavioural and intervention purposes exist in school. It is the responsibility of staff members to follow these procedures. Through this, systems become more effective, and SLT will not be involved in many behavioural concerns. An

efficient school is one that empowers staff with systems to deal appropriately and consistently with learners, with strong leadership from SLT. A school that has SLT continually dealing with low level behavioural issues on a daily basis cannot be deemed efficient.

5.2 Subject Referral and Exclusions

“Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.”

(Luke 6:37)

In utilising subject referrals and exclusions, every action must be undertaken with the firm focus that as teachers, we are educators of the person as a whole, and must work with learners for the ultimate glory of God.

5.3 Subject Referrals

“For where two or three are gathered in my name, there am I among them.”

(Matthew 18:20)

If a class teacher deems that the behaviour displayed by a learner merits a referral to their Faculty Leader, they should fill in an online yellow subject referral form fully. Before notifying their Faculty Leader of this online referral, it is the responsibility of the teacher to engage the learner in the process, and the reason for why this step is being taken. Through this, the learner will have a greater awareness of their responsibilities within the classroom.

When the Faculty Leader has been informed of the online referral, they should discuss this with the class teacher, and decide upon the next course of action. The Faculty Leader must work with the class teacher in bringing this to a satisfactory resolution. In a situation where a Faculty Leader is the class teacher making the referral, they can use their Line Manager in place of Faculty Leader, or use an appropriate member of staff within their department i.e. second in faculty, member of faculty who is on the Progress Leaders team. The learner must be updated on this action, so that they are aware of their responsibilities in resolving the concerns. When the Faculty Leader has completed their parts of the online form, they should notify the class teacher for their records, the form teacher of the learner and the Progress Leader of the learner via email.

The form teacher must speak to the learner at the next available opportunity to support the learner in meeting their responsibilities as a result of the referral.

The Progress Leader will have an overview of the learner’s behaviour. At this point, the Progress Leader will engage with the learner in this process, or if necessary and appropriate, in discussion with the Assistant Headteachers responsible for Progress and Pastoral, they will identify another member of the Progress Leaders team or Pastoral team to work with the learner. At this stage, this member of staff will identify the amount of subject referrals received during the half term and confirm that form teacher dialogue has taken place. If this is the first referral or faculty behaviour for learning action, the Progress Leader/Pastoral member of staff will engage in a follow-up conversation to support interventions already taken. If the learner has received more than one referral, the Progress Leader/Pastoral member of staff will engage with the learner in further interventions, as outlined on the subject referral form. On completion of the form, the member of Progress Leader/Pastoral team must attach this to the learner’s SIMs record as a linked document.

In each of the above 4 steps, the teacher should feel empowered knowing that work undertaken by the Faculty Leader, form teacher and the Progress Leader/Pastoral member of staff supports their

work to resolve the situation. A subject referral should always be viewed as a process to a positive outcome, the end being that the learner exhibits positive behaviour for learning. A subject referral should not be viewed as an end in itself.

5.4 Exclusions from Lessons

“If anyone is caught in any transgression, you who are spiritual should restore him in a spirit of gentleness. Keep watch on yourself, lest you too be tempted. Bear one another’s burdens, and so fulfil the law of Christ.”

(Galatians 6:1-2)

If a teacher deems that the behaviour being exhibited by a learner makes their presence in a lesson untenable due to disruptive or unsafe behaviour, and the teacher has exhausted other strategies to engage the learner in behaviour for learning, they should exclude the learner. In this situation, the teacher must send the learner with work to be completed to the general office.

If a learner refuses to leave the classroom, the teacher should remain calm and send another learner to the general office to request the member of SLT on duty to attend the lesson, and help the teacher resolve this situation.

When the learner arrives at the general office, their details will be taken and entered into the exclusion book. Then the member of SLT on duty will be informed of the exclusion. The member of SLT will interview the learner and look at the learner’s general behaviour record. The member of SLT will, where appropriate and possible, speak to the teacher where the member of SLT believes that a swift resolution may be possible. If this is not appropriate and possible, the member of SLT will take appropriate action, as outlined on the blue exclusion form. Where there is an opportunity for initial resolution to the exclusion following the lesson, the member of SLT will briefly discuss this with the teacher. If however, this is not appropriate and possible, the teacher can find out from a colleague at reception the member of SLT who dealt with the exclusion and discuss the exclusion with this colleague.

The member of SLT will email the teacher and Faculty Leader, as well as the Line Manager for the department to tell them that the online exclusion form has been completed. On completion of the form, the Faculty Leader in conjunction with the class teacher will email the Progress Leader to notify them of the completion of their part of the online form. In a situation where a Faculty Leader is the class teacher making the lesson exclusion, they can use their Line Manager in place of Faculty Leader, or use an appropriate member of staff within their faculty i.e. second in faculty, member of faculty who is on the Progress team.

The Progress Leader will have an overview of the learner’s behaviour for learning. At this point, the Progress Leader will engage with the learner in this process, or if necessary and appropriate, in discussion with the Assistant Headteachers responsible for Progress and Pastoral, they will identify another member of the Progress Leader/Pastoral team to work with the learner. If this is the first referral or faculty behaviour for learning action, the Progress Leader/Pastoral member of staff will engage in a follow-up conversation to support interventions already taken. If the learner has received more than one exclusion or referral, the Progress Leader/Pastoral member of staff will engage with the learner in further interventions, as outlined on the online lesson exclusion form. On completion of the form, the member of the Progress Leader/Pastoral team must attach this to the learner’s SIMs record as a linked document.

Lesson exclusion should always be viewed as a process to a positive outcome, the end being that the learner exhibits behaviour for learning. Lesson exclusion should not be viewed as an end in itself. It is the responsibility of the teacher, working alongside the Faculty Leader, to achieve a resolution with the learner of more effective behaviour for learning.

5.5 Learners who have received more than one subject referral/exclusion

*“And let us consider how we may spur one another on toward love and good deeds.”
(Hebrews 10:24)*

The Progress Leader will review the situation with the teachers of the learner, via a round robin, and relevant Faculty Leaders. The Progress Leader should then contact parents and, if necessary and appropriate, identify a member of the Progress Leader/Pastoral Team to lead the monitoring of the learner. The Progress Leader/Pastoral Team will discuss any further intervention strategies.

Where problems persist and a learner does not respond to intervention, a meeting will be held with parents. The Progress Leader/Pastoral Team, including the Assistant Headteachers responsible for Progress and Pastoral, will consider setting up a Pastoral Support Plan (PSP). The initial Pastoral Support Plan meeting must be started by a member of the SLT initially, but can then be led by another member of the Progress Leader/Pastoral Team. Some learners known to Learning Express may already have a Pupil Passport that will need to be reviewed. These members of staff will be monitoring the involvement of any external agencies or in-house support staff. The identified lead member of the Progress Leader/Pastoral Team will maintain contact with parents. The Progress Leader will monitor academic progress and feedback from the form tutor and concerned subject staff.

In some cases, it may prove necessary for a senior leader to become actively involved in monitoring the learner and meeting with parents. For example, this involvement may extend beyond the initial Pastoral Support Plan meeting. The Headteacher may decide to impose a formal fixed-term exclusion at any point where this is an appropriate response. There is no inevitability about such an outcome.

The aim of these procedures is to find ways of helping learners to improve their behaviour and to make meaningful progress in their learning. Some learners need more intensive support and interaction than others. If every child matters, and they do, then the school, and the staff within, must engage with the learner to provide that support.

6. Fixed Term Exclusions / Permanent Exclusions

Fixed-term exclusions and permanent exclusion are sanctions of last resort taken by the Headteacher. Sometimes they are the most appropriate action, but only after every other avenue of intervention has been explored. These actions are never taken without considering the potential negative impact on the life of the learner. Provision of appropriate work is always required when a fixed-term exclusion has been used as a sanction.

A formal fixed-term exclusion of over six days statutorily requires the provision of a venue, the provision of appropriate work and the assessment of that work to determine learner progress. This is virtually impossible to organise other than by considerable expenditure in terms of staffing and venue.

7.1 Racism / Verbal Abuse / Physical Abuse

“Treat others as you would like to be treated.”

(Matthew 7:12)

The school is required to record and notify the local authority, on an annual basis, of incidents of racism or verbal abuse in accordance with statutory guidelines.

7.2 Inappropriate language

“Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.”

(Ephesians 4:29)

Learners are expected to speak to all other members of the school community with courtesy and respect. Inappropriate language is unacceptable in school.

If a learner uses inappropriate language or swearing in a lesson or outside of a lesson that is not directed towards anyone specifically, the member of staff who has heard the language is responsible for challenging this and making an appropriate reprimand, with sanctions where necessary. This should not automatically result in lesson exclusion.

If a learner uses inappropriate language towards a member of the school community with intent to offend or upset the person, serious action will follow. If this happens within a lesson and the class teacher establishes without doubt of such language being used, then lesson exclusion should follow, as such language is not conducive to behaviour for learning and is disruptive to the learning of others. In this situation, the learner will be removed from lessons for at least that lesson and the next lesson. If this happens during period 5, then isolation from lessons during period 1 and 2 on the next morning that the learner is present will take place.

If this happens outside of a lesson and the member of staff has heard such language being used, they should challenge the learner about this language and decide on the most appropriate course of action, whether this involves requesting support from the Team Leader on duty, a senior colleague, or a member of the Pastoral Team.

It is imperative that all learners understand that behaviour for learning starts with effective and appropriate communication. Members of staff are expected to model the highest standards of effective and appropriate communication.

7.3 Malicious accusations

Where learners are found to have made malicious accusations against a member of staff that are proved unfounded the school will take action against the learner, which will range from a serious reprimand to fixed term exclusion to permanent exclusion, dependent on the severity of the accusation and the distress caused.

8. Possession of Prohibited Items

“Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?”

(1 Corinthians 6:19-20)

If a member of staff is made aware that a learner maybe in possession of prohibited items (e.g. alcohol, illegal drugs, tobacco, 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 the learner's consent subject to current government advice and guidance. Staff will also confiscate high caffeine energy drinks, which are not permitted in school, and under new law must not be sold to people under the age of 16.

In the case of a search, it is important that the staff involved are wherever practicable of the same gender as the learner. If ever this is required staff must work together to ensure that any search is handled discreetly and with the absolute minimum of disruption to the learning of any other learners. All such instances must be immediately recorded on SIMS.

The intention to carry out a search must be notified to the Headteacher or her representative prior to the search taking place. 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.

Smoking on the premises is in direct contravention of health and safety legislation. As a result, when a member of staff directly observes a learner smoking, they must 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 the member of SLT on duty. The Team Leader/member of the Pastoral team/member of SLT will interview the learner, and adhere 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 now lose 5 days of lunchtimes as a result of their actions. With this action, the learner will be collected by a member of the Pastoral team in the lesson before lunchtime, and will spend the lunchtime in isolation.

There is a separate letter for learners who smoke outside school before or after the school day. This clearly outlines the school's expectations of the learner. This directly relates to section 10 of the policy.

9. Uniform/Jewellery and Make-Up

"Two are better than one, because they have a good reward for their toil! If they fall, one will lift up his fellow. But woe to him who is alone when he falls and has not another to lift him up!" (Ecclesiastes 4:9)

Consistent support for and implementation of school policy in relation to uniform is the duty and responsibility of all staff and learners.

All staff members are expected to challenge the wearing of visible and obvious make-up in school, which is not allowed.

Staff members are expected to challenge learners who wear jewellery, which must not be worn to school. Chains, bangles, rings, earrings and body piercings can pose a safety hazard and must not be worn.

An inconsistent approach by staff members will be manipulated by learners, but working together to instil the highest standards will ensure that learners present themselves with pride at all times.

10. Bringing school into disrepute: Expectations of Behaviour outside School Premises

St John Fisher Catholic College expects our learners to 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 that commitment. We expect respect to be shown in the courteous manner with which we treat the members of the public. A learner will be punished, where it is reasonable to do so, when their behaviour not on the school premises or under lawful control of a member of staff, could:

- have repercussions for the orderly running of the school
- pose a threat to another learner, a member of staff or of the public
- adversely affect the reputation of the school.

This 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 in accordance with the Newcastle Schools Agreement.

11. Mobile phones/electronic devices

11.1. Use of mobile phones/electronic devices by learners in school

The school strongly advises that mobile phones should not be brought into school at all. It is accepted that there may be particular circumstances in which a parent wishes their child to have a mobile phone for their journey to and from school. The school, however, accepts no responsibility for the loss, theft or damage of any electronic device brought into school.

Electronic devices which are brought into school must be turned off (not placed on silent) and stored out of sight immediately the learner arrives at the school gate. They must remain turned off and out of sight until leaving the school site at the end of the day.

11.2. Procedure for use of a mobile phone/electronic device by learners

In the first instance if staff notice an item which is not causing overt disruption at that time they must instruct the learner to turn off the device and put it away. If the device is being used for disruptive purposes and / or the learner refuses to cooperate then the item should be confiscated. A member of staff who confiscates a device should give it into the main office, stating who the device belongs to and a clear factual reason for its confiscation.

The main office will log details in a specific folder, put the device in envelope filling in label with Name, Registration Group, Date, Time and Reason. The device is then stored in a secure safe in the main office.

The device will be returned on the first occasion of confiscation, however, parents will be informed. On a second occasion of confiscation, parents/carers will need to collect the device from a senior member of staff. If they are unable or unwilling to collect, the device will be securely stored and will be returned at the end of the following school day. Queries will be followed up by the Pastoral team. On the third occasion of confiscation, the device will be retained for a period of seven (7) days as permitted under the Education and Inspections Act 2006. Any device confiscated for a period of 7 days before a holiday can be collected by the parent/carer from a senior member of staff on the day school breaks up.

Any learner who has their device confiscated for a period of 7 days on more than two occasions will be banned for bringing any device into school for a period of one (1) term.

A member of staff will hand out devices to learners that have been approved for return at the main office at 3.10pm every afternoon. Any device not collected will be stored securely. The folder will be updated stating when a learner has their device returned. The list of confiscated devices will be entered onto SIMS by administrative staff.

11.3. Intervention by Leadership team and Pastoral team

On rare occasions an adult might have reasonable grounds for suspicion (a hint from other children, the reaction of others etc) that inappropriate filming, recording or taking of photographs has taken place. The adult must seek the support of a member of the Pastoral team or Leadership team, who will then endeavour to resolve the situation.

It is illegal to film, record or to take photographs of staff or learners at any time without their explicit permission. Any learner caught filming another person (and/or uploading images or video onto the Internet) will have their phone confiscated. Parents of the learner will also be informed of this action. Where there are reasonable suspicions of inappropriate images / video content being accessed or inappropriate images / video content that contain material for which permission has not been sought from another learner by a learner, a member of the Leadership team or Pastoral team will confiscate a mobile phone / electronic device. With the express permission of the Headteacher or Deputy Headteacher, the learner will be asked to remove any inappropriate images / video content or inappropriate images / video content that contain material for which permission has not been sought from another learner. Parents of the learner will also be informed of this action. Whether overtly or of a serious nature, if the action is repeated, serious disciplinary repercussions will follow. In such circumstances, the child's parents will be informed and relevant safeguarding measures put in place.

The school maintains the right to search the content of a confiscated device where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying.

11.4.1 Sixth form learner use of mobile phones

Sixth Form learners are permitted to use mobile phones/electronic devices within the study areas for the purposes of enhancing their learning.

11.4.2 With the permission of the Headteacher, teachers can allow learners to use mobile phones/electronic devices in lessons for the specific purpose of learning, which must be part of planned activity. However, teachers and learners must still ensure that their use of electronic devices is in keeping with the spirit of the policy.

11.5. PE Changing rooms

The PE changing rooms are locked once learners have left to go to their activity and re-opened when they return. Learners are responsible for supervising their own belongings during the time in the changing facilities. Learners and parents should be aware that electronic devices are particularly vulnerable to being misplaced / damaged in changing rooms. Point 1 should be followed especially on a day when a learner has PE.

11.6. Maintaining contact without using mobile phones

If parents or learners need to contact each other during the school day, they should do so only through the School's telephone system via Reception and not via learner mobile phones.

11.7. Staff use of school mobile phones/electronic devices

No driver on school business or driving a school vehicle should use any hand-held mobile phone or other similar hand held device whilst driving or if the vehicle is stationary in a traffic jam or parked at traffic lights. Failure to comply with this policy will result in disciplinary action being taken.

11.8. Staff use of personal mobile phones/electronic devices

Members of staff must not use mobile phones/electronic devices for personal reasons during any learner contact time. If a member of staff is using mobile phones/electronic devices during this time, it should be for the clear purpose of teaching and learning as identified in planning or a scheme of work. If a member of staff uses their mobile phone/electronic device for school or other emails, they are responsible for the security for any school data in accordance with the CTKCC GDPR policy. Members of staff should read point 6 of the Safeguarding policy of staff use of social networking sites and electronic media with this section.

11.9. Safeguarding

Members of staff should only possess mobile phone numbers for learners with the knowledge and permission of the Headteacher. When this permission has been gained, then permission needs to be sought from parents. Should it be necessary to contact a learner on their own personal mobile phone, then this should be for professional purposes only (e.g. to make a single call to inform a learner that their lesson time the next day has been changed by half an hour could be acceptable for 6th Form lessons). It is not acceptable to make multiple calls or send numerous messages to learners or to make calls/send emails that are unconnected with professional duties. Similarly, members of staff should only give their personal phone numbers to learners with the knowledge and permission of the Headteacher and learner's parents.

12. Evidence of behaviour process

It is important that the behaviour for learning policy is carried out consistently by all members of staff. Through this, the policy becomes more effective.

It is imperative that there is an evidence trail to help all engage with behaviour for learning, and to ensure that processes have been followed accordingly, and that any trends/common concerns are identified and addressed where applicable.

Recording of evidence will also help praiseworthy efforts be identified and supported. Copies of evidence must be passed on to the appropriate member of staff.

Member of Staff	Examples of Sanctions: <i>These are intended to be hierarchical from Level 1 to Level 4. The lists are not exhaustive.</i>	Evidence trail
Level 1 Classroom teacher	<ul style="list-style-type: none"> • Discussions • Moved seat within class • Catch up/extra work sessions • Detentions • Engaging the learner actively in the lesson e.g. through direct questioning • Community service • Dialogue with parents/carers through diary 	<ul style="list-style-type: none"> • SIMS • Notes in learner planner/sent home (at least 2 notes before any referral to Faculty Leader) • Learner referral form to Faculty Leader
Level 2 Faculty Leader	<ul style="list-style-type: none"> • Discussion/warning • Faculty report (1st or 2nd) • Withdrawal from lessons • Detentions • Dialogue with parents/carers through diary/written communication/phone call 	<ul style="list-style-type: none"> • SIMs • Learner referral form (inform form tutor) • Letter to parent/note in planner/sent home • Recording of communication on SIMs
Level 3 Progress Leader Pastoral Team	<ul style="list-style-type: none"> • Discussion/warning • Communications with parents, including meeting with parents and/or learner • Progress report (whole school – used if Progress Leader receives subject reports from more than 1 subject) • Community service • Mentoring • PSP • Self esteem • Outside agencies 	<ul style="list-style-type: none"> • SIMs • Learner referral form • Report cards • Letters on SIMs linked documents • PSP
Level 4 SLT	<ul style="list-style-type: none"> • Removal from timetabled lessons • Report • Meeting with parents • Exclusion (this is the sole prerogative of the Headteacher) 	<ul style="list-style-type: none"> • SIMS • Report cards

N.B. The vast majority of situations can and must be resolved at level 1 and level 2 with appropriate records available on SIMs and via online forms to Progress Leader and SLT.

Summary

“Inconsistency on the part of teachers between what they say and what they do, between word and manner of life, is undermining the Church's credibility.”

“We all have the duty to do good.”

(Pope Francis)

Learners for the most part want and expect adults to set and insist on fair standards. It is imperative that staff reiterate these standards consistently and regularly. Staff will receive constant and consistent support in setting high expectations and in adhering to school policy and will be challenged where they fall short of the professional standards required.

Children are willing to accept correction where it is fair and consistent and where they do not perceive it to be personal. Physical chastisement of any sort must not be used. This includes striking, pushing, pulling prodding with a finger or implement. All these actions constitute assault that can lead to criminal charges. The same applies to bellowing or screaming in someone's face.

Staff should take great care to avoid physical confrontation. Advice is to walk away from volatile situations and enlist support rather than seeking confrontation, which may leave someone vulnerable to accusations of verbal or physical assault. Having the last word does not mean that the adult is in control.

In some rare circumstances it would be more appropriate to restrain a learner, ie for their own safety. Indeed, one could be more culpable in not restraining a learner than in restraining them. In all such situations it is vital that a clear, detailed, dated and signed account is written as soon as possible after the incident. Other witness accounts should be recorded. The Headteacher must be informed as soon as possible.