BEHAVIOUR FOR LEARNING POLICY

St John Fisher Catholic High School

School:	**St John Fisher Catholic High School**
Date adopted by Governing Body:	**November 2021**
Signed (Chair):	**Mr D Mallin**
Signed (Headteacher):	**Mrs A Rigby**

Produced by:	**Mr J Maw**

Date to be reviewed	**Comments**
November 2022	

At St John Fisher High School we will ensure that at every level, in all our work and throughout all aspects of School community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our School will tackle the barriers, which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our School community. The School will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

RATIONALE

St John Fisher Catholic High School is a Christ centred community guided by Gospel values. We recognise that each child is an individual created in the image and likeness of God and is therefore valuable and worthy of respect and dignity. Our school seeks to support each pupil in developing their God-given talents and is committed to providing opportunities for spiritual, moral, social, cultural and physical growth in an atmosphere of mutual trust, respect, love, forgiveness and reconciliation. Pupils are entitled to a safe, purposeful and orderly learning environment and we aim to respond to the needs of each individual child and assist them in achieving their full potential as learners and citizens.

Our policy should be considered in the light of the school's mission statement, 'Learning together as a community in Christ,' and it seeks to provide a clear framework of what is acceptable in terms of behaviour, attitude and activity. It is our intention to work in close partnership with families and parishes in our community to provide appropriate support for all pupils.

This policy is based on the premise that all staff, pupils and parents have a clear understanding of what constitutes acceptable behaviour in SJF and that all staff are committed to working together to ensure that the school provides an orderly environment in which effective teaching and learning can take place. We aim to embrace difference and for our pupils to be tolerant of each other's ideas, views and opinions. We adopt a zero tolerance approach to any form of bullying.

All staff are entitled to good behaviour, full cooperation and effort from pupils both in and outside the classroom. We expect all staff to carry out their duties in a professional manner and set high standards for the benefit of pupils and the school.

By choosing to send their child to St John Fisher Catholic High School, parents become part of the school community and are therefore expected to support our Behaviour Policy. On entry to school, parents and pupils are asked to sign the Home-School Agreement (Appendix 1) which encapsulates the aims and values of the school and rights and responsibilities. The signing of this document signifies commitment to, and acceptance of, the principles and details of the behaviour policy.

Our Behaviour Policy has been produced in consultation with staff, pupils and other stakeholders, in addition to reflecting national/local agendas and current best practice and new legislation (statutory duties).

AIMS

- To provide a safe and orderly environment free from disruption, bullying and any form of harassment, including extremism and radicalisation, and in which the well-being of pupils and staff is paramount.
- To empower staff with the confidence, skills and knowledge to manage behaviour in a consistent and effective way.
- To ensure all pupils are treated equally, fairly and with respect.
- To provide clear guidelines for staff on the consistent use of rewards and sanctions and to further enhance our culture of praise and rewards.
- To promote confidence and self-esteem in all pupils and ensure they are provided with appropriate support to improve their behaviour.
- To instil in all pupils a sense of self-discipline, acceptance of personal responsibility for actions and proper regard for authority.
- To ensure pupils demonstrate care and respect for the property and belongings of others and the school environment.

- To support parents as primary educators and strengthen the partnership between school and home, further developing effective working relationships.
- To provide an environment in which effective teaching and learning can take place and that provides equality of opportunity for all.
- To acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

IMPLEMENTATION

A copy of this policy will be available on the 'staff' L drive and school website. The 'Code of Conduct' will be displayed in classrooms and in pupil diaries/planners. Assembly and Form Time will be used to inform and reinforce our expectations to pupils.

This policy should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- Anti-bullying Policy
- Attendance Policy
- Online Safety Policy
- Mobile Phone Policy
- Searching & Confiscation Policy
- Reasonable Force Policy
- Single Equality Policy
- Internal Exclusion Policy

ROLES AND RESPONSIBILITIES

All members of the school community have a responsibility in ensuring a safe and orderly climate for learning in St John Fisher and all stakeholders are expected to contribute to promoting the necessary ethos for outstanding learning and behaviour. We believe it is the shared responsibility of all staff in ensuring all pupils adhere to the school rules.

The **Governing Body** is responsible for defining the general principles that inform the Behaviour for Learning Policy and for ensuring that all aspects of the policy and its application promote equality for all members of the school community. The Governing Body will support the school in maintaining exemplary standards of behaviour.

The **Head teacher** and **Senior Leadership Team (SLT)** will be responsible for the implementation and day to day management of the policy and procedures. It is the responsibility of the Head teacher and SLT to coordinate support for staff, provide necessary training and to ensure consistent application of the policy. The Head teacher and SLT will be a visible presence around school, especially at key times of the day (break, lunch, lesson changeover etc.) to support staff and maintain a sense of calm and order.

Staff will be responsible for ensuring that the policy and procedures are consistently and fairly applied in line with our ethos. Staff share the responsibility for creating a safe and purposeful learning environment, teaching positive behaviour and ensuring that the agreed standards of behaviour are consistently upheld across the

school. Teaching staff are responsible for managing the behaviour of pupils in their lessons and for reporting more serious issues to the Head of Department (HOD).

The **Form Tutor** (FT) plays a key role within the school's pastoral structure and is responsible for the development of the whole child; the FT is responsible for monitoring the academic progress, attendance, punctuality and general wellbeing of pupils. The FT is responsible for maintaining high standards of behaviour and appearance and encouraging full participation in school life.

The **Head of Year** (HOY) and **Pastoral Coordinator** (PCo) are responsible for leading and managing a team of Form Tutors and support staff. The HOY and PCo are responsible for providing a clear vision for the year group, identifying key areas for pastoral and academic improvement and implementing strategies to bring about improvements.

The **Head of Department** (HOD) is responsible for providing support for subject teachers in the management of behaviour and ensuring rewards and sanctions are applied fairly and consistently within the department. The HOD is also responsible for setting clear expectations of behaviour within the department in line with whole school policy.

Parents are expected to support the Catholic ethos of the school and to take responsibility for the behaviour of their child. Parents also have a responsibility for working in partnership with the school to maintain high standards of behaviour and in notifying school early about any issues concerning their child.

Pupils are expected to take responsibility for their behaviour and to accept the consequences for their actions by following the 'Code of Conduct.' Pupils have a responsibility to contribute to a safe and calm environment and to cooperate with, and respect the authority of, St John Fisher staff.

EXPECTATIONS OF STAFF

All staff will be expected to:

- Model exemplary behaviour at all times in their interactions with pupils.
- Support pupils in learning how to behave appropriately by teaching them the difference between right and wrong.
- Help to eliminate internal truancy by taking a register at the start of a lesson and reporting any 'missing' pupil(s).
- Insist on pupils following the 'Code of Conduct.' (Appendix 2)
- Ensure lessons are well prepared etc. and pupils complete all work set to an acceptable standard.
- Deal with issues themselves in the first instance and refer to more senior staff where appropriate.
- Take appropriate action to deal with incidents which they witness within the course of their daily work.
- Try to avoid leaving pupils unsupervised at any time during a lesson.
- Ensure a fair and consistent approach to the issuing of rewards and sanctions.
- Treat all pupils with respect and expect the same from them.
- Actively monitor and support with pupils' out-of-class behaviour by being a visible presence at the changeover of lessons. Any unacceptable behaviour should be dealt with by the attendant member of staff. All staff should take responsibility for behaviour around the school.

- Insist pupils are dressed appropriately at the start, during and at the end of lessons. Uniform rules regarding top buttons being fastened and the wearing of blazers *during* a lesson may be relaxed in times of extremely hot weather.
- Be rigorous when dealing with pupils' unsatisfactory behaviour – it is not the severity of the sanction but the certainty that it will happen.
- Only allow pupils to leave class with a valid reason and then only with an 'out of class pass.' Ensure classrooms are left clean and tidy and 'fit' for the next class.

EXPECTATIONS OF PUPILS

At St John Fisher we expect the highest standards of behaviour. Our school is dedicated to achievement for all and we firmly believe that every pupil has the 'right to learn' and every teacher has the 'right to teach'. All our pupils are expected to behave in a manner which does not bring the name of our school into disrepute, or threaten the health and safety of other pupils, staff or members of the public. This includes the journey to and from school and any school visits. With this in mind, it is important that pupils have a clear understanding of what is expected of them, in terms of behaviour and attitude, and are aware of the boundaries of acceptable behaviour. This is encapsulated in the 'Code of Conduct' which is displayed in all classrooms and Year bases and is to be found in all pupil diaries/planners. They are based upon fairness, tolerance and respect for others and establish clearly the standards of behaviour expected in our school community.

We expect all pupils to act with courtesy, respect and consideration for other members of our school community at all times. There is also an expectation that our pupils will be helpful, co-operative and will look to support fellow pupils.

Our expectations are reinforced at the start of each academic year and term by senior staff, Heads of Year and Form Tutors. In addition to this, there is an expectation that all staff will reinforce our standards on a daily basis in their interactions with pupils.

EXPECTATIONS IN THE CLASSROOM

All pupils will be expected to:

- Arrive on time to all lessons with a bag and necessary equipment, including diary/planner
- Wear full school uniform correctly at all times (Appendix 3)
- Enter and leave the classroom, when asked to by staff, quietly and sensibly
- Stand behind their desk to be welcomed by the teacher
- Sit where they are asked to
- Cooperate fully and follow staff instructions and requests at the first time of asking without argument
- Complete all tasks to the best of their ability
- Behave in a polite, courteous and respectful manner with staff and peers
- Participate fully in lessons and cooperate with their peers
- Remain attentive and not distract others from getting on with their work
- Raise their hand when they wish to speak or answer a question and not shout out

- Keep their exercise/text books in good condition and 'graffiti-free'
- Complete all classwork and homework on time to the highest standards

EXPECTATIONS WHEN MOVING AROUND SCHOOL

All pupils will be expected to:

- Follow the school's movement policy (one-way system) when entering and leaving buildings
- Move in a calm and orderly manner, avoiding physical contact with others
- Move quickly and quietly to lessons
- Keep to the left on stairways and corridors
- 'Give way' to members of staff and visitors at doorways
- Not drop litter - respect the school environment
- Wear uniform correctly at all times

EXPECTATIONS IN THE DINING HALL

All pupils will be expected to:

- Follow the movement policy
- Queue in an orderly manner and not 'jump the queue'
- Sit down to eat and use correct table manners
- Clear the table and place rubbish in a bin – respect the school environment.
- Wear uniform correctly at all times

EXPECTATIONS WHEN TRAVELLING TO AND FROM SCHOOL

All pupils will be expected to:

- Maintain a good standard of personal appearance
- Respect the local community and not cause a disturbance
- Follow school rules
- Walk on the pavement
- Be respectful to the driver if travelling by public transport
- Be positive ambassadors for St John Fisher and not bring the reputation of the school into disrepute

There is a code of conduct for those pupils who travel on school buses and public services which outlines the school's expectations (Appendix 4).

EXPECTATIONS – UNIFORM & PERSONAL APPEARANCE

Outlined in Appendix 3 and on the school website are our extremely high expectations regarding the wearing of school uniform. We believe there is a direct correlation between standards of dress and appearance and standards of behaviour and readiness to learn. The uniform is very important to us and the school has a healthy reputation for the standards of presentation of our pupils; we hope that each member of our school community wears their uniform with pride, since it marks us as distinctive from other schools and affirms our Catholic ethos. We encourage and insist that all pupils wear their uniform correctly and present themselves as smart, professional and business-like individuals. High standards of uniform and presentation are a key feature of successful schools and we want our pupils to take responsibility for, and pride in, their appearance. Smartly dressed pupils give a positive first impression of not only themselves but also the whole school community.

Our rules on uniform and appearance should be seen in the context of the school wanting to do the best for its pupils. Upholding and maintaining the very high standards of uniform and appearance is the collective responsibility of pupils, parents and staff.

Where pupils arrive at school wearing uniform that does not meet our regulations, parents will be contacted with an expectation that the uniform is changed. Pupils who frequently contravene the uniform policy or fail to rectify a uniform/appearance issue within an agreed time frame will be issued with an appropriate sanction.

The Head teacher or a person authorised by the Head teacher may ask a pupil to go home briefly to remedy a breach of the school's rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach. The pupil's parents must be notified and the absence should be recorded as authorised. When making this decision, the pupil's age, vulnerability, how easily and quickly the breach can be remedied, and the availability of the parent, will need to be considered.

Staff should be considerate and discreetly try to establish why a pupil is not appropriately dressed. A pupil should not be made to feel uncomfortable, nor discriminated against, if their parents are unable to provide them with the required items of school uniform. The school will give pupils time to purchase the required items.

The reasons why the school insists on high standards of uniform and appearance are given below:

- It creates an identity for our school
- It promotes self-respect and self-discipline
- It offers a sense of pride, belonging and community
- Behaviour improves when standards of dress and appearance are high
- It makes children feel equal to their peers in terms of appearance
- It minimises the opportunities for peer pressure and bullying

The school reserves the right to prohibit any item of clothing, make-up, jewellery or hairstyle which is considered unsuitable for school, and will expect the pupil and parent to accept that judgement.

REWARDS & SANCTIONS

We have in place a range of rewards to reinforce and praise good behaviour, and clear sanctions for those pupils who do not comply with the school's behaviour policy. Any sanction given should be a proportionate and reasonable response and may vary according to the age of the pupils, any special educational need or disability or religious requirement they might have (Section 91 of the Education and Inspections Act 2006). We will always consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

The school will closely monitor the impact of rewards and sanctions for all pupil groups.

REWARDS

At St John Fisher we recognise the importance of rewarding good behaviour in addition to effort, progress and achievement and appreciate the motivational role they have in making pupils realise that good behaviour is valued. We believe that acknowledging, encouraging and rewarding positive behaviour and service to the school is one of the most effective ways to promote and develop outstanding behaviour and we will look to reward our pupils at every available opportunity. Integral to our system of rewards is an emphasis on praise, both formal and informal, to individual pupils and groups and all staff have a responsibility in giving this where appropriate.

Our rewards can take the form of:

- Recognition in assemblies
- Recognition in briefings
- Recognition on school website and/or internal school TVs
- Subject certificates
- School certificates
- 'Achiever of the month' recognition
- Praise postcards
- Letters/texts/phone calls home
- Verbal praise
- Written comments in books and diaries/planners
- Formal recognition at our annual whole school Awards Evening
- Invitation to the 'summer BBQ'
- Rewards trips/events
- Enhanced status – School Council representative, Chaplaincy Team member, prefect in Yr11
- Invitation to the Leavers' Prom in Yr11

SANCTIONS

All pupils in our school community have the right to learn and therefore poor and disruptive behaviour is neither tolerated nor ignored; it is always challenged and pupils who wilfully fail to comply with school rules and regulations are issued with appropriate sanctions. At all times we will encourage pupils to make the right choices and explain clearly that their actions have consequences. When pupils do behave inappropriately, the school expects them to show remorse for their actions and to make reparation for their mistakes. The emphasis is placed on the pupil to take responsibility for her or his actions. It is important that pupils perceive any sanction issued to them to be fair and proportionate.

The Education and Inspections Act 2006 gives all teachers and other staff in charge of pupils a power to discipline pupils for breaches of school rules, failure to follow instructions, or other unacceptable behaviour provided that the sanctions are reasonable and proportionate to the circumstances (Appendix 6). In St John Fisher this power also applies to Teaching Assistants and Cover Supervisors.

The school recognises the professional integrity of its teachers and the behaviour policy allows staff to exercise professional judgement on the most appropriate methods and sanctions to address pupils' inappropriate behaviour. Staff should always bear in mind that an appropriate sanction is one which is designed to put

matters right and encourage better behaviour in the future; it should not be designed to embarrass or humiliate a pupil. It is important for staff to remember that when a pupil misbehaves, it is the behaviour that is seen as unacceptable, not the child.

When applying sanctions staff should:

- Avoid confrontation and attempt to deescalate the situation;
- Avoid early escalation to severe sanctions, reserving them for more serious and/or persistent behaviours;
- Encourage the pupil to reflect on the impact of their poor behaviour on themselves and others in the school community;
- Use them to impress upon the pupil that their behaviour/action is unacceptable and use it to deter the pupil from repeating that behaviour;
- Take into consideration the age, special educational needs or any other particular circumstances regarding the individual;
- If necessary, depending on the severity, notify parents;
- Avoid whole group 'blanket punishments' where innocent as well as guilty are punished;
- Ensure they are fair, reasonable and proportionate;
- Ensure they are seen to promote fairness and justice, be rationally imposed and convey a sense of forgiveness and reconciliation/rehabilitation.

The list of sanctions shown below can be used as broad guide to the possible actions that may be taken when dealing with inappropriate behaviour, however the following information is not exhaustive or restrictive as it cannot possibly take account of all circumstances or the needs of each individual pupil.

- Verbal reprimand
- Completing extra work or repeating unsatisfactory work until it meets an acceptable standard
- Loss of privileges
- Entry in standards card
- Break/lunch time detentions
- After-school detentions (Appendix 7)
- Temporary/permanent removal of property
- School based community service (e.g. removing graffiti, tidying a classroom)
- Working in isolation
- Internal exclusion – Remove
- Placement exclusion

- Fixed period exclusion (Appendix 8)
- Respite placement (Faith Consortium school)
- Pastoral Support Plan (PSP)
- Permanent exclusion (Appendix 8)

Detentions (Appendix 7)

- School staff have a statutory power to put pupils in detention during the school day (break & lunch) and after school.
- In St John Fisher, this power will be limited to teaching staff and Cover Supervisors. Teaching Assistants may also issue a detention following discussion with department members.
- Parental consent is not required for detentions; however, staff will always endeavour to cooperate with parents to find a mutually convenient time in exceptional circumstances.
- Staff will give parents at least 24 hours' notice of an after-school detention through ClassCharts or a phone call.
- Parents do not have the right to overturn the school's decision to issue a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- HODs and HOYs will monitor all pupils given after-school detentions.
- After-school detentions should be recorded on ClassCharts.
- Staff should not issue 'blanket' detentions to a whole group.
- When issuing after-school detentions, staff will take into consideration the age of the pupil, travel arrangements for those pupils requiring public transport home and any special educational need or disability the pupil may.

Internal exclusion

- Other than a fixed period exclusion, internal exclusion (Remove) is the most serious sanction the school would impose on a pupil. This is when pupils are taken out of class and work in isolation.
- Whilst in Remove, pupils would be supervised by teaching staff or Cover Supervisors.
- Pupils would be set work from their class teachers.

- Pupils would be given time to reflect on their behaviour and the consequences of their actions.
- Remove could be used as a planned response as an alternative to a fixed period exclusion.
- Remove could be used as a short-term reactive sanction.
- The most common length of time in Remove is 1 day, however some pupils may be referred for multiple days.
- SLT are the 'gatekeepers' for Remove and authorise any referrals.
- Some pupils may be in Remove at break and lunchtime only but be in all lessons.
- Parents would always be informed if their child was placed in Remove.
- Reasons for pupils being placed in Remove may include:

- Involvement in a serious incident
- Persistent disregard for school rules
- Verbal or physical abuse towards a member of staff or another pupil
- Extreme defiance towards a member of staff

Pastoral Support Plan (PSP)

A PSP is a 16-week plan of support and high-level monitoring for an individual child designed to bring about significant improvements in behaviour and conduct. The programme incorporates an initial meeting, mid review and conclusion meeting. A PSP is used when there are significant concerns about a child's continued disruptive behaviour which may lead to permanent exclusion from school. A PSP may also be arranged for a pupil involved in a serious one-off incident, or for a pupil whose behaviour is deteriorating rapidly and is not seen to respond to high-level interventions organised by HOY/SLT. A multi-agency approach will be taken for a pupil moving towards or on a PSP, typically involving EPS, SENDCO, Startwell and TESS.

At the initial meeting to set up the PSP, three clear, precise and achievable targets for improvement are agreed within the 16-week period. Parents will be kept informed of the pupil's progress towards achieving their targets. At the conclusion meeting after 16 weeks, the school will make a decision as to whether the pupil has passed or failed the PSP and may consider extending the PSP. Failure to respond to a PSP would ultimately lead to, in effect, a permanent exclusion.

Respite placement

This is a strategy within the Wigan LA protocol for managing pupils at risk of permanent exclusion. If a pupil is displaying behaviour that persistently challenges the schools 'Behaviour for Learning' policy they will be sent to a Faith Consortium school for a period of around 6 weeks in an attempt to bring about improvements in their behaviour, which may lead to them maintaining a place in St John Fisher. The school will consider arranging a second respite placement if the first is not considered to be successful or if the pupil is not on target to successfully complete the PSP. The Wigan schools within Faith Consortium group are:

St Peter's Catholic High School – Orrell

St Edmund Arrowsmith Catholic High School – Ashton

St Mary's Catholic High School – Astley

The Deanery C of E High School – Wigan

A respite placement may also be considered by the school if a pupil's behaviour is of such a concern that a PSP may be inevitable. This is an attempt to prevent the pupil moving onto a PSP.

Inclusion Provision

A pupil may be referred into the school Inclusion Provision if it is deemed necessary by SLT that additional strategies/interventions, above and beyond those capable by the HOY, are required to support pupils to engage with their education. This may involve pupils requiring significant wellbeing support as well as pupils at risk of permanent exclusion. In the Inclusion Provision reasonable adjustments are made, with the support of parents, to ensure appropriate educational provision is in place for the pupils. All pupils in the Inclusion Provision are extensively monitored (both academic and pastoral) and are placed on the inclusion PSP monitoring report.

Pastoral Support Systems

The school is passionate about supporting its pupils to remove potential barriers to learning that could result in deteriorating behaviour. Primarily, this support comes from the Pastoral Coordinators within the school's Pastoral HUB department. These specialist non-teaching members of staff work closely with our pupils to support a wide range of both academic and pastoral issues ensuring a solution focussed approach. We also have designated pastoral support from our Lay Chaplain. The school utilises the Zumos online platform to provide signposted support for a wide range of topics around mental health and wellbeing prior to providing more extensive 1:1 support from pastoral staff. The Zumos online platform is endorsed by both CAMHS and the NHS. The school, where necessary, will liaise with external agencies to ensure the appropriate support is available to both our pupils and their families. All staff will be provided with appropriate and relevant CPD with regards to all aspects of effective management of pupil behaviour, mental health & wellbeing, rewards and sanctions.

LINES OF COMMUNICATION & REFERRAL ROUTE FOR STAFF

Referral route for classroom-based incidents

The majority of behaviour issues are a matter of classroom management and as such will be dealt with by the class teacher. Minor incidents and low-level disruption should be dealt with at the time and as appropriate. The teacher should impose their own range of sanctions for unacceptable behaviour that happens in the classroom (Appendix 9). Many issues can be quickly resolved by a discreet gesture or quiet word with the pupil concerned. Advise could be sought from the Form Tutor at this stage. Examples of low-level disruption/minor incidents could include:

- Chewing in class
- Lateness to lesson
- Uniform violation
- Insufficient work completed
- Failure to complete homework
- Off-task chatter/lack of concentration/distracting others
- Interrupting teacher/shouting out
- Being uncooperative
- Not having all equipment

In the case of repeated minor offences or more serious incidents of disruption/behavioural concerns the HOD should be informed. At this point it is advisable to involve parents and inform the HOY. The HOD will use their professional judgement and take appropriate actions. More serious incidents should be recorded on ClassCharts. Examples of more serious behavioural concerns could include:

- Physical contact with another pupil
- Defiance shown towards the class teacher
- Failure to attend break/lunch/after-school detentions
- Constant lateness to lessons
- Refusal to cooperate and follow reasonable teacher requests
- Use of inappropriate language
- Walking out of class without permission
- Minor damage to another pupil's or school equipment or property
- Refusal to hand over a mobile phone
- Continued failure to complete homework/ class work
- Repeated low level disruption that affects the learning of the pupil concerned and others in the class

If a pupil is misbehaving in one curriculum area, it is the HOD who is responsible for implementing appropriate strategies, including a meeting with parents, and organising a period of close monitoring that may involve an individual subject report. However, if the pupil is behaving in a negative manner across a number of subjects, the HOY will be responsible for monitoring him/her on a report.

If, following HOY monitoring and intervention, a pupil's behaviour continues to be a cause for concern the SLT link for the year group should be informed.

Should a member of staff encounter a serious disciplinary problem within a lesson, the HOD should be informed immediately. The pupil should not be sent out of the classroom and remain unsupervised. If the HOD cannot resolve the issue, 'on-call' should be requested. The pupil will be issued with an appropriate sanction and the HOY and parents informed. The HOD/SLT should arrange a restorative meeting in which the pupil is given the opportunity to provide assurances that their behaviour would meet the standards expected before being allowed back into class in the following lesson. It may be appropriate for the pupil to be put temporarily in another group. Examples of more serious incidents that may be referred to 'on-call' following unsuccessful HOD intervention could include:

- Verbal or physical abuse towards a member of staff or another pupil

- Extreme defiance towards a member of staff

Referral route for non-classroom based incidents

Staff are on duty each day before school, at break and lunch times to manage pupil behaviour around the school site. All staff should also have a presence around their teaching rooms whenever possible at the changeover of lessons. There is an expectation that all staff are 'on duty' throughout the day and should a member of staff witness a pupil(s) engaged in inappropriate behaviour outside the classroom, she/he would take appropriate action to deal with the incident. For minor, non-classroom based incidents staff should sign the standards card of the pupil involved in the incident. Alternatively, more serious incidents would normally be referred to the FT or HOY, however in the case of very serious incidents a member of SLT should also be informed.

Form Tutor →	HOY →	SLT link →		Head teacher – will be kept informed of more serious incidents
Subject teacher →	2nd in dept/HOD →	HOY/SLT link →		
Cover Supervisor →	Subject teacher →	2nd in dept/HOD →	SLT link →	
Supply staff →	2nd in dept/HOD →	SLT link →		
Lunchtime Supervisor →	SLT on duty	HOY →	SLT link →	

BULLYING (see Anti-Bullying Policy)

All pupils in St John Fisher have a right to be taught in a safe, secure and caring environment, away from the threat of psychological and physical abuse. Bullying of any kind is regarded as a serious breach of our behaviour policy, it is unacceptable and will not be tolerated.

The school takes preventative action to reduce the likelihood of any form of bullying from occurring. Stereotypical views are challenged and pupils are taught to appreciate and view positively differences in others, whether arising from race, gender, sexual orientation, ability or disability**.**

All incidents should they occur will be investigated and, where appropriate, perpetrators will be educated and guided as to why their actions are inappropriate. Where necessary the perpetrator will receive sanctions in line with the school's behaviour policy and restorative work may be carried out.

The school has a separate Anti-Bullying Policy that can be accessed in full on the website.

SEXUAL ABUSE AND SEXUAL HARRASSMENT

All pupils in St John Fisher have the right to be free from all forms of sexual abuse and sexual harassment, both

offline and online.

The school has a strong culture of safeguarding in which sexual abuse and sexual harassment will never be tolerated or accepted. The school will never act on the assumption that its students are not affected by sexual abuse and sexual harassment adopting a proactive and vigilant approach. This ethos is shared across the school by all members of the school community. All staff will complete appropriate training on this subject annually.

All incidents will be thoroughly investigated and recorded. Perpetrators will be educated and guided as to why their actions are inappropriate. The perpetrator will receive sanctions in line with the school's behaviour policy. Appropriate support and guidance will always be put in place for the victim.

SUPPORT SYSTEMS FOR PUPILS

We acknowledge that the behaviour of some of our pupils can deteriorate over time and is affected by both in school and external factors. Schools by themselves cannot resolve all the issues that some children come to school with and there may be occasions when it is appropriate to involve external agencies. The school works closely with the following agencies:

- Wigan Startwell Team
- Targeted Education Support Service (TESS) team
- Anger management (WFW)
- Wigan Family Welfare
- TYSS (Community anti-social behaviour support)
- DIAS (Domestic abuse counselling)
- Willow Counselling Service
- Wigan We are with you (substance misuse)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service (EPS)

In addition to the external support services, the school provides a range of internal support structures including:

- Mentoring – pastoral and academic
- Formal monitoring by staff (behaviour improvement plans)
- In-class support
- Time-out passes
- Reduced/modified timetable
- School Chaplain
- Curriculum flexibility
- Counselling

Staff should be vigilant and look for changes in pupils' behaviour patterns. The school will always strive to identify behavioural issues early and implement appropriate early interventions.

PUPIL MONITORING (Appendix 10)

Pupils will be monitored when concerns are raised about their behaviour, conduct or attitude to learning. Pupils may be monitored by a Form Tutor, Head of Year or SLT for a fixed period of time, typically for a minimum of two weeks depending on the nature of the concern. There may be occasions when there is a specific issue in one curriculum area rather than more general concerns with a pupil. Should this be the case, the HOD is expected to coordinate a period of monitoring within the department, keeping the FT and HOY informed of developments. Parents will always be informed when their child will be monitored in school and are encouraged to support their child during this process by keeping in regular contact with school and signing the monitoring report each day.

Pupils who are 'on report' will be given up to three specific targets for improvement; subject teachers will comment on these in each lesson and the HOY will check the report twice each day. The reports we have in operation in school are shown below:

Report	**Reason for being monitored**	**Monitored by**
Form Tutor (purple)	Low level concerns	Form Tutor
Yellow Report	More persistent low-level concerns	FT/HOY
Red Report	More serious concerns with behaviour/conduct	HOY
Behaviour improvement plan – Blue Book	Significant concerns with behaviour/conduct	SLT
Pastoral Support Plan (PSP)	Persistent high-level concerns with behaviour	SLT

Each term HOYs, HODs and SLT carry out a detailed analysis of the interim assessment levels for behaviour for learning. The analysis involves looking at holistic patterns within and across year groups, plus looking at outcomes at an individual pupil level. If there are concerns about a pupil's BFL they may be monitored for a period of time on a Yellow or Red Report by FT/HOY/SLT. Parents will be informed if a poor interim assessment triggers an intervention in school.

STANDARDS CARDS

- Standards cards are used to maintain high standards of behaviour and pupils' adherence to school rules.
- Pupils get a new standards card each half term.
- Staff will sign a pupil's standards card should they not meet one of the six standards.
- If a pupil receives five staff signatures, they will be issued with a HOY detention.
- If a pupil does not have the standards card on their person without an acceptable reason, they will be used with a HOY detention.

- Pupils will be given an achievement point by their FT each week if they have no signatures on their standards card.

The six standards are listed below:

- Uniform violation, jewellery & make-up
- Chewing gum
- Not following Healthy School policy
- Eating food outside the canteen & dropping/leaving litter
- Not being prepared for lessons (no pen, etc.)
- Not following the one-way system when moving about school

SUPPORT SYSTEMS FOR STAFF

All staff are encouraged to deal with minor and occasional misbehaviour wherever it occurs in school. The Head teacher and SLT will ensure that appropriate support will be available whenever staff have tried a range of strategies or feel that a situation is beyond their scope. Staff should not consider it to be a sign of weakness if individual students or classes present them with behavioural problems. Listed below are key staff who could be approached for support and advise on strategies to assist with particular pupils or classes who are presenting behavioural difficulties:

- Head of Department
- Head of Year
- Pastoral Coordinator
- SENDCO
- Inclusion Manager
- TESS
- SLT

The school will ensure appropriate training is provided for staff.

MONITORING & EVALUATING THE POLICY

The effectiveness of the policy will be monitored and evaluated in the following ways: -

Through departmental reviews and analysis of:

- evidence of good relationships between pupils and staff
- evidence of good classroom behaviour
- evidence of use of school rewards
- evidence of use of school sanctions
- pupil progress and achievement

Through year group reviews and analysis of:

- evidence of improved attendance and punctuality
- evidence of good and sustained relationships with FTs and HOYs
- evidence of effective pastoral records
- evidence of use of rewards
- evidence of use of sanctions

Through:

- Reports at support meetings from the SENDCO and Heads of Year
- Reports to Senior Leadership Team
- Reports to Governors Committee

SEARCHING & CONFISCATION (see Searching & Confiscation Policy for further information)

- St John Fisher Catholic High School is committed to safeguarding the welfare of its pupils and as part of our duty of care it may be necessary, in rare circumstances, to search a pupil and/or their possessions (including bags and lockers etc.).

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a **prohibited item** (alcohol, knives and weapons, illegal drugs etc.). In reality, in St John Fisher a search would be carried out by a member(s) of the SLT with a HOY acting as an adult witness.

- The teacher carrying out the search will be the same sex as the pupil and the witness, if possible, should also be the same sex as the pupil being searched.

- Before any search is undertaken consent will be sought from the pupil (the ability to give consent may be influenced by the child's age or other factors). If consent is refused, or if the pupil refuses to hand over a prohibited or banned item, the pupil will be asked to give a reason for the refusal and this will be recorded. This will be seen as a serious act of defiance and an appropriate sanction will be given for the refusal to cooperate. Parents would also be contacted at this point. It may also be appropriate to contact the police.

- Schools are not required to inform parents before a search takes place or to seek their verbal or written consent to search their child. However, we would always contact parents whether or not a prohibited or banned item was found during a search.

- Reasonable force may be used to conduct the search.

- Searches are permissible on school premises or where teachers have responsibility for pupils, such as on school trips and visits.

- The school has a **banned** list of items for which staff undertake searches on children either with or without their consent. These include:

- Excessive amounts of sweets, crisps and drinks suspected to be sold to other pupils or which have been sold;
- Make-up & nail varnish;
- Jewellery;
- Energy drinks;
- Chewing gum;
- Aerosols;
- E cigarettes
- Mobile phones when used during the school day
- Items which may be used to damage the school building or property, or contravene good order and discipline in school e.g. marker pens, paint, stink bombs, water bombs, lasers pens, etc.

- If a member of staff has reasonable grounds for suspecting a pupil has a **banned item** in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. A refusal would incur an appropriate sanction. **Force would not be used to search for items banned by the school.**

- The school reserves the right to respond to the changing nature and types of banned items if we feel they pose a risk to the welfare and safety of staff and/or pupils.

Confiscation.

- Staff can seize any prohibited item found as a result of a search and dispose of it according to legal requirements and as defined in the DfE document "Searching, screening and confiscation" February 2018.

- Staff can seize any item, however found, which they consider detrimental to school discipline.

- Confiscated items will be stored safely within school.

- Pupils should expect that certain banned items will be returned at a later time, unless there is a persistent abuse of the school rules regarding banned items, for example, repeated selling of food/drink on school premises for personal gain.

- Parents will be informed by the school if their child has any prohibited or banned items confiscated.

REASONABLE FORCE (see Reasonable Force Policy for further information)

- We are committed to safeguarding the welfare of all pupils and as part of our duty of care the school does not operate a 'no-contact' policy. There may be exceptional circumstances where a member of staff may need to physically intervene with a pupil or pupils in order to control or restrain.

- 'Reasonable force' is a broad range of actions that can be used by staff that involves a degree of physical contact with a pupil or pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Staff in St John Fisher have the power to use reasonable force in the following circumstances:

- to prevent pupils committing an offence;
- to prevent pupils from injuring themselves or others;
- to prevent pupils from damaging property;
- to remove a pupil from a classroom where they have ignored several requests by staff;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school trip or event.

- 'Reasonable in the circumstances' means using no more force than is needed.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should try to intervene verbally before resorting to the use of reasonable force and it should only be used as a last resort.

- Reasonable adjustments will be made for pupils with special educational needs and/or disabilities.

- The force used should be the minimum necessary and any force be in proportion to the consequences that it is intended to prevent.

- If staff fear for their own safety and the pupil is not responding to a verbal request, the staff member should always seek help from colleagues before attempting to intervene if possible. It is advisable to have another member of staff to offer support. Members of staff are on duty before and after school, at break and lunchtime plus the school operates an 'on-call' system during lessons.

- Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

- Force will not be used to search for banned school items.

- Reasonable force is not the use of physical punishment, which is not only completely contrary to the school's values and Mission Statement but also illegal.

- The school does not require parental consent to use control or restraint on a pupil, however parents will always be informed when reasonable force has been used in relation to their child.

SCREENING

The school does not screen any pupils but reserves the right to do so without consent.

MALICIOUS ALLEGATIONS

Allegations made against members of staff will be taken very seriously and will be referred to DOA (Designated Officer for Allegations). Any allegation made will be responded to quickly and treated confidentially, with fairness and consistency ensuring a balance of support for the pupil and for the member of staff who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Allegations made against staff will be handled by a member of the Senior Leadership Team with support from Wigan Local Authority and Professional Associations when necessary.

St John Fisher will not tolerate malicious allegations against staff or pupils. Should a pupil make a malicious allegation that proved to be unfounded following investigation, the pupil may be subject to the school's most serious sanctions available including fixed period or even permanent exclusion.

APPENDIX 1

HOME – SCHOOL AGREEMENT

PARENT / CARER ➔ I / We will:

- Ensure that my child attends school regularly, on time, and properly equipped for all lessons.
- Ensure that my child always adheres to school uniform and appearance guidelines.
- Avoid taking my child out of school during term-time.
- Inform school of my child's absence on the first day and if they will be late to school.
- Inform school of any concerns, problems or changes of circumstances (e.g two emergency contact numbers) which may affect my child's work or behaviour.
- Take an active and supportive interest in my child's life at school and, when appropriate, make an appointment with school staff.
- Support all the school's policies relating to my child's behaviour and attitude to learning.
- Try to attend Parents' Evenings and other organised meetings concerning my child's progress.
- Show respect to school staff in dealing with issues concerning my child and encourage my child to show respect to all members of the school community and all facilities in school.

SCHOOL ➔ The school, its governors, teachers and support staff will:

- Provide an education based on the school's mission statement and support the social, moral, spiritual and cultural development of each pupil.
- Treat pupils and parents/guardians with dignity and respect at all times.
- Provide a safe, secure and caring environment in which pupils can develop and be happy.
- Provide regular updates on each child's progress, attendance and punctuality and provide appropriate rewards and sanctions.
- Ensure that our pupils achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility for themselves and others.
- Be open and welcoming at all times, responding to concerns and offering opportunities for to become actively involved in the life of the school.
- Provide a broad and balanced curriculum in accordance with National Curriculum requirements to meet individual needs.
- Encourage pupils to participate fully in a wide range of extra-curricular and enrichment activities.

PUPIL ➔ I will:

- Attend school and lessons regularly and on time, bringing all the books and equipment I need.
- Wear the correct school uniform with pride around school and also to and from school.
- Treat all members of the school community with respect and dignity at all times.
- Work to the best of my ability in all lessons and completing all homework tasks.
- Not engage in or encourage any form of bullying against a member of the school community.
- Always report immediately any act of bullying relating to myself or others.
- Do my best by cooperating with my teachers and other pupils to develop my abilities and talents fully.
- Behave in an appropriate manner at all times, following the school's Code of Conduct.
- Be a positive and active member of the school and make a valid contribution to school life, engaging in a wide range of extra-curricular and enrichment activities.

Signed by:

Head teacher _____. Date _____.

Parent / Carer _____. Print name _____.

Pupil _____. Print name _____.

APPENDIX 2

CODE OF CONDUCT

CLASSROOM EXPECTATIONS

- Have all the necessary equipment.
- Arrive on time to lessons.
- Follow teacher instructions, first time and every time.
- Have a positive attitude to learning - work to the best of my ability in every lesson and complete all homework on time and to the best of my ability.
- Don’t shout out or distract others. Raise your hand to ask or answer a question.

GENERAL EXPECTATIONS

- Be respectful and courteous at all times to staff and other pupils. Respect school property.
- Wear full school uniform correctly and be positive ambassadors when representing our school.
- Do not bully: do not use or encourage physical and verbal aggression against others.
- Attend school regularly and on time.
- Eat and drink in line with our Healthy School Policy and only in permitted areas.

OUT-OF-CLASS EXPECTATIONS

- Move around school in a calm, quiet and orderly manner following the school’s movement policy. Keep to the left and hold doors open for staff.
- Move quickly to lessons using the toilets only with staff permission.
- While travelling to and from school behaviour should be of the highest standard.
- Respect the school environment – keep it clean and tidy and do not drop litter. This is particularly important in the canteen.

- Cigarettes and E-cigarettes are not permitted in school; mobile phones are permitted in school providing they are switched off and are not visible.

APPEARANCE EXPECTATIONS

- Wear school uniform with pride. For example, appropriate skirt length and shirt tucked in at all times.
- Hair gel/wax and extensions are not allowed. Hair which is longer than shoulder length must be tied back.
- Extreme hairstyles are not allowed: hair must be the same length all over and no shorter than a N° 3 cut.
- School shoes must be worn at all times – trainers and pumps are not allowed.
- Jewellery, nail varnish, false nails, make-up and fake tan are not allowed.

APPENDIX 3

UNIFORM & APPEARENCE EXPECTATIONS

The full uniform list for boys and girls is on the school website and in pupil diaries/planners. General guidance on uniform/appearance is given below:

- **Outdoor Wear:** Outdoor coats should not be worn inside the school buildings. Track-suit tops/hoodies/denim/leather coats are forbidden.
- **Jewellery:** No jewellery whatsoever is allowed except a watch (not a SMART watch)
- **Shirts:** Shirts must be tucked into trousers/skirts with top buttons fastened. Fitted shirts/blouses are not allowed. Brightly coloured T-shirts should not be worn underneath the school shirt.
- **Ties:** should be worn to the correct length with the school crest visible below the fastened knot.
- **Skirts:** should be knee length and should not be 'rolled up'.
- **Shoes:** should be plain black. Boots and shoes with heels are not allowed. Trainers and pumps are not allowed.
- **Hair Styles:** Hair styles must be neat and tidy and of natural colour. (Hair should not be shorter than No. 3 and should be of uniform length). Long hair must be tied back at all times. Fashionable extremes will not be permitted. Mousse/gel/hairspray should not be used.
- **Facial hair:** pupils must be clean shaven at all times.
- **Make-up:** Make-up, false nails and nail varnish are not allowed. Any body adornment must not be visible e.g. tattoo.
- **Optional seasonal pullover:** These should not be worn instead of the blazer.

APPENDIX 4

CODE OF CONDUCT – SCHOOL BUS & PUBLIC TRANSPORT

Introduction

We know that the vast majority of pupils behave well on school transport but, occasionally, the behaviour of a few can make the journey unpleasant for everyone. This can sometimes endanger others and negatively impact on the school's reputation. We have this code of conduct relating to travel on school buses because we want everyone to stay safe and travel in comfort. To make sure this happens we need all young people to follow our code of conduct.

Our code of conduct does give you a clear idea of what is expected of you and, if you follow the guidelines it contains, your journey to school will be safe and enjoyable. We all have a responsibility to make sure this is the case. If you don't keep to the code of conduct you will potentially face a range of sanctions.

Waiting for the bus

- Arrive promptly at the bus stop. The buses have to leave on schedule and it is your responsibility to get there as soon as possible at the end of the school day
- Queue sensibly, keep away from the road. Be careful not to block the path for members of the public. If the bus is late be assured that the school will do everything it can to get you home as soon as possible. Please don't take your frustrations out on school staff and the driver.
- Always get on the bus calmly, without pushing.

On the bus

You must present your bus pass or correct fare to the driver. Try to have these ready before getting on the bus.

- Treat the driver and all other passengers with respect. Do not use foul or abusive language.
- Find a seat and stay seated for the journey. If you have been told to sit in a particular seat, please respect this decision.
- Do not distract the driver unless in an emergency.
- Do not damage the bus or graffiti.
- Always behave sensibly throughout your journey. You must not throw any items on the bus at other pupils or from the bus at members of the public.
- Never touch the emergency exit.
- Never leave your bag in the aisle.
- Take any litter home with you.
- On school trips you could be asked to fasten your seatbelt. Please remember that this is a legal requirement.

Getting off the bus

- In the morning, when the bus drops you off at school you must go into school and not go to the shops.
- When your stop is next, ring the bell once. If this has already been done, you do not need to ring it again.

- Do not restrict the ability of pupils to get off at their designated stops.
- If you have to cross the road after you get off the bus, wait until the bus has moved off and you can see the road clearly in both directions, or go to the nearest available crossing.

Do not run across a road without looking and be particularly careful if you are crossing a road from behind a bus.

APPENDIX 5

REWARDS –

The school operates an 'achievement points' system as part of the range of rewards available to pupils. This basically involves both teaching and non-teaching staff issuing pupils with points each week for their effort/performance in the classroom and general conduct around school. Form Tutors may issue points for the following:

- 100% attendance & punctuality
- Perfect 'standards card'
- No uniform violations
- Up-to-date diary/planner
- Courtesy & respect

All staff may give points for the following:

- Focus
- Integrity
- Service
- Good homework
- Effort
- Resilience

Depending on the total number of achievement points gained each term, pupils may be awarded various celebratory certificates. Pupils may also be rewarded with a variety of prize vouchers.

The total number of points gained by a pupil is displayed on their interim assessment, together with the average number of points for the year group at that particular time in the academic year.

Further information on our rewards systems is on the school website.

APPENDIX 6

DISCIPLINE IN SCHOOLS – TEACHERS' POWERS

Staff may discipline a pupil for:

Any misbehaviour when the young person is:

- Taking part in any school-organised or school-related activity, or
- Travelling to or from school, or
- Wearing school uniform, or
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another pupil (e.g. bullying) or member of the public, or
- Could adversely affect the reputation of the school

Teachers also have statutory authority to:

- Impose detention outside school hours;
- Search, confiscate, retain and dispose of pupils' property (see policy);
- Use Reasonable force to control or restrain pupils in certain circumstances (see policy).

APPENDIX 7

DETENTIONS – SUBJECT

Subject detentions are issued by the class teacher and may be for break time, lunchtime or after school. Afterschool detentions would usually be for 30 minutes or 1 hour at the discretion of the teacher. It is normal practice to issue a 30-minute detention in the first instance. If a pupil fails to attend a 30-minute detention they would then be issued with a 1-hour detention. The teacher will give parents 24 hours notice of an after-school detention via ClassCharts or a phone call. The detention will be recorded on ClassCharts.

Head of Department detentions are given by the HOD for more serious or persistent negative behaviour. The class teacher will make a referral to the HOD to request an after-school detention. A HOD detention will also be issued for a failure to attend a subject detention. It is advisable at this stage for the HOD to give at least 24 hours notice to parents via ClassCharts or a phone call. If a pupil chooses not to attend a HOD detention they will be referred, by the HOD, to the SLT link who will then issue the pupil with a Head teacher detention on a Friday. Any referrals to SLT for a Head teacher detention should be followed up by a phone call to parents by the HOD, explaining the reason for the Head teacher detention. The detention will be recorded on ClassCharts.

DETENTION – PASTORAL

Form Tutor detentions are given by the FT and may be for break time, lunchtime or after school. These detentions may be issued for negative behaviour during form periods or failure to carry out reasonable FT requests such as not getting the diary/planner signed, uniform violations, not returning reply slips etc. The detention will be recorded on ClassCharts if it is after school.

Head of Year detentions are given by the HOY but may be recommended by the FT. The HOY detentions are issued for Tuesday evenings for 1 hour (3 – 4pm) and are supervised by HOYs and SLT on a rota. A HOY may issue a detention for more serious or persistent negative behaviour during registration or out of class, repeated failure to get a report signed and arriving late for registration two or more times in a 1-week period. If a pupil chooses not to attend a Head of Year detention they will be referred to the SLT link who will then issue a Head teacher detention.

Senior Leadership Team (SLT) detentions are given by members of the SLT but may be recommended by a HOD or HOY. The Head teacher detention is the most serious sanction given to pupils other than an internal or external exclusion. A SLT detention will be issued when a pupil chooses not to attend a HOY or HOD detention, or for serious breaches of the Code of Conduct. If a HOY or HOD makes a referral for a Head teacher detention, there is an expectation that parents will have been informed by a phone call (and notified by ClassCharts). Pupils who are found to be smoking or congregating in out of bounds areas will be issued with a SLT detention in the first instance. Repeated smoking or congregating in 'no-go' areas in school may result in an internal exclusion. Some of the following examples are reasons a pupil may be issued with a SLT detention:

- Failing to attend previous detentions
- Significant or repeated disruptive behaviour in lessons
- Smoking or being in the company of smokers
- Fighting
- Bullying
- Internal/external truancy
- Inappropriate language to staff

- Repeated failure to follow reasonable requests
- Vandalism
- Reckless behaviour

If a pupil chooses not to attend a SLT detention they may be issued with two SLT detentions or be referred to Remove. This is dependent, to some extent, on the pupil's behaviour record. The SLT link will contact parents by phone call.

The SLT detention takes place each Friday evening 3 – 4pm.

APPENDIX 8

EXCLUSIONS

- Only the Head teacher, or Deputy Head teacher in the absence of the Head teacher, can exclude a pupil from school. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The decision to exclude should be lawful, reasonable and fair.

- Prior to a decision being made by the Head teacher to exclude, a thorough investigation of the incident will be conducted by a member(s) of the SLT and HOY. The Head teacher's decision to exclude will be taken on the balance of probabilities. Pupils will remain in isolation whilst the investigation takes place and until a conclusion is reached. Parents will be informed when a serious incident has occurred involving their child which could possibly result in a fixed period or permanent exclusion.

- The length of an exclusion will be determined by the severity of the incident and the previous record of the pupil.

- The Head teacher will inform parents if their child is given a fixed period or permanent exclusion; it will be made clear to parents that they can, if they wish, appeal against a decision to exclude to the Governing Body.

- Fixed period exclusions will be used in response to serious breaches of the school's behaviour policy. Examples of reasons for a fixed term exclusion include:

  - Verbal abuse towards a member of staff
  - Vandalism
  - Fighting
  - Persistent use of foul and abusive language
  - Persistent defiance of school rules
  - Persistence defiance shown towards members of staff – repeated failure to follow reasonable requests
  - Verbal and/or physical abuse of another pupil
  - Bringing the school into disrepute

- Following a fixed period exclusion the pupil and his/her parents must attend a reintegration meeting with the Head teacher or member of the SLT. This will give an opportunity to discuss how best the pupil can successfully return to school.

- Permanent exclusion is a sanction that would only be used in exceptional and extreme circumstances; it is very rarely used in St John Fisher and all steps are taken to avoid this. Permanent exclusion would only be used as a last resort in response to a serious breach, or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

- There are exceptional circumstances where, in the Head teacher's judgement, it may be appropriate to permanently exclude a pupil for a first or 'one-off' offence, even if the child has no history of disruptive behaviour. These could include:

  - Sexual abuse or assault
  - Serious actual or threatened violence against another pupil or member of staff
  - Supply of an illegal drug or the misuse of an illegal drug
  - Carrying an offensive weapon, or the use of any implement as an offensive weapon

- These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the well-being of members of the school.

- Work will be set for any pupil who is excluded and their absence would be recorded with a 'E' code.

- Should a pupil be given a fixed period exclusion beyond five days, the school will arrange a provision in another setting. This would probably be a school within the Faith Consortium (St Peter's, St Edmund Arrowsmith, St Mary's and the Deanery). Work would be provided by St John Fisher for the duration of the exclusion.

- For the first five school days of a fixed period exclusion parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification; parents may be given a fixed penalty notice or prosecuted if they fail to do so.

- The Head teacher would inform the Governing Body and Local Authority should a pupil be permanently excluded or issued with a fixed period exclusion beyond five days in any one term.

- The school regularly carries out an analysis of the fixed period exclusions in terms of pupil groups and produces reports for the Governing Body.

APPENDIX 9

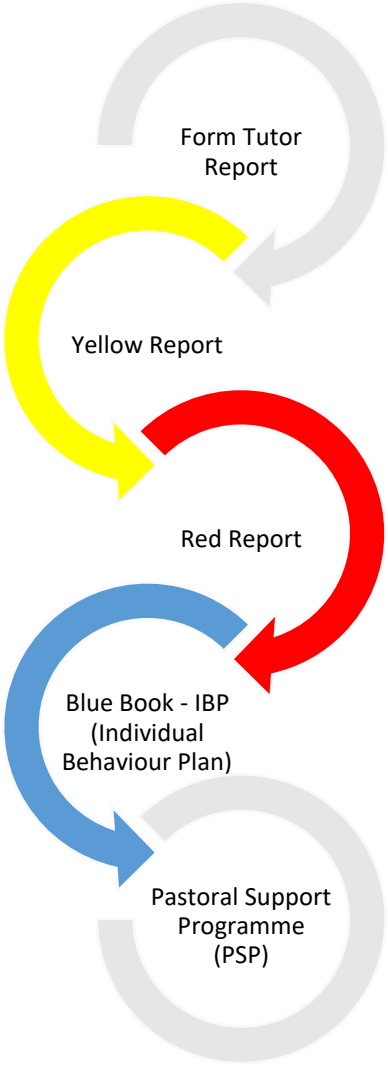
CLASSROOM MANAGEMENT STRATEGIES

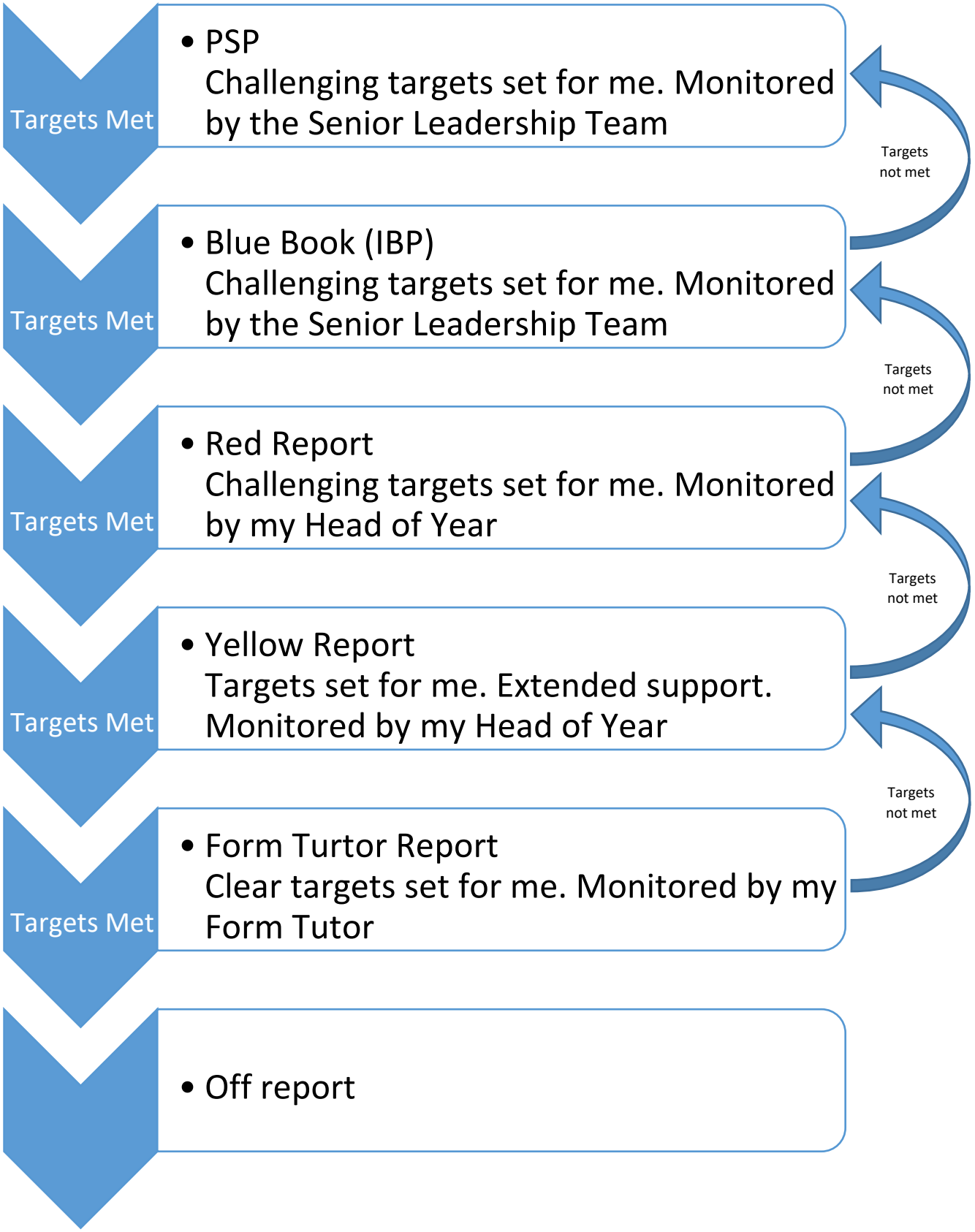
In keeping with our rationale and objectives, teaching and support staff are committed to using positive behaviour management strategies as follows:

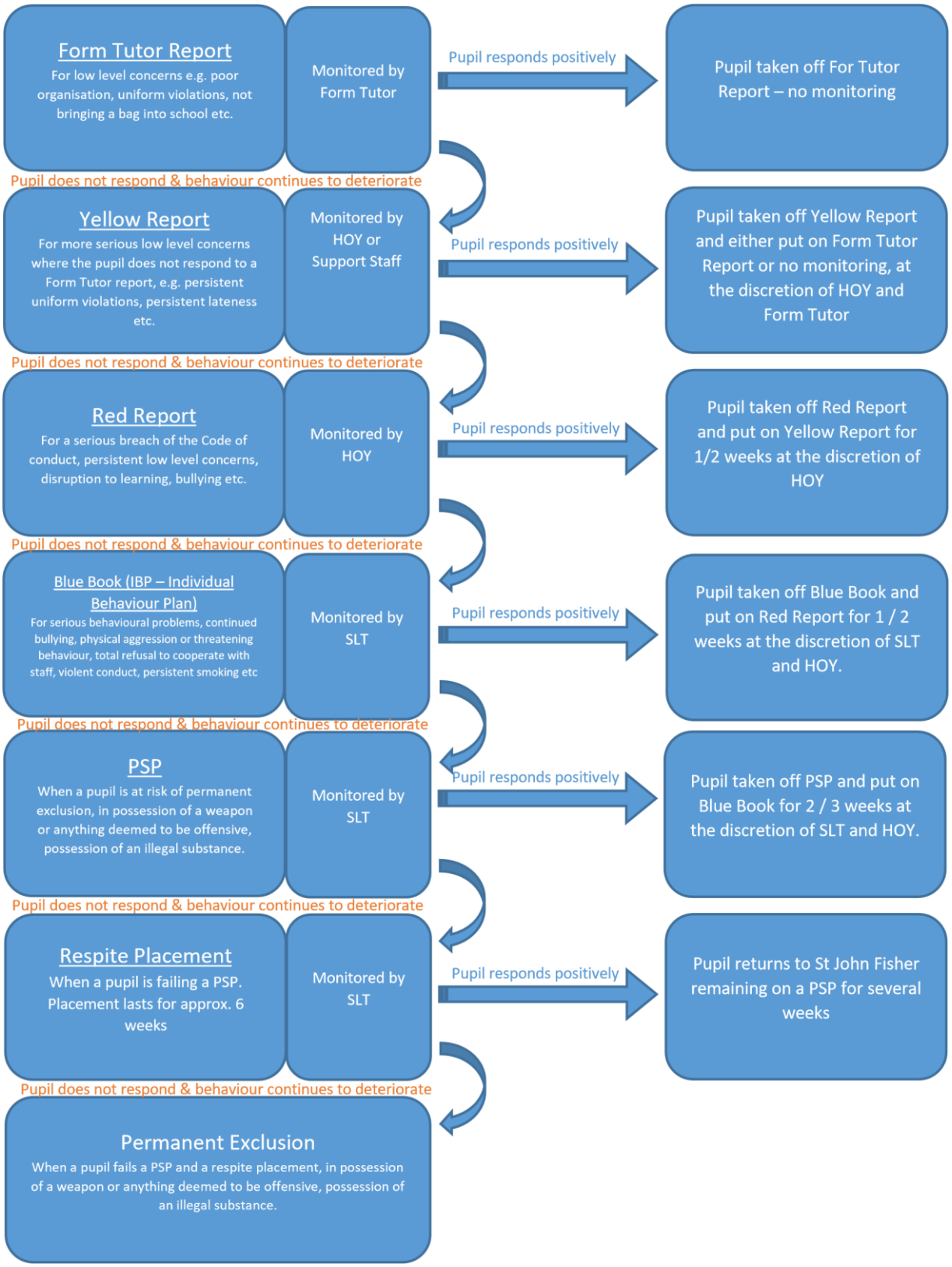
- Meet and greet classes and pupils with an appropriate word or gesture of welcome.
- Use a seating plan when it is considered necessary.
- Manage your verbal communication with pupils - the tone, pitch, emphasis and volume all convey meaning to pupils.
- Be consistent in employing classroom rules and routines.
- Make it clear to pupils that they have choices which have consequences.
- Impose the appropriate sanction when necessary in line with the guidance in this policy.
- Praise and reward positive behaviour as often as possible.
- Plan lessons well to ensure that pupils are engaged in learning at all times.
- Employ a variety of teaching styles to meet the range of learning needs.
- Ensure that activities are stimulating, differentiated and provide appropriate challenge.
- Ensure pupils understand boundaries: “If you do A then B will happen, but if you do X then Y will happen.”
- Use non-verbal clues e.g. facial expressions, nods and gestures rather than spoken instructions. A look of disapproval can sometimes be enough. Be conscious of your body language.
- Focus on the primary behaviour and try to ignore the secondary behaviour e.g. if a pupil mutters under her/his breath yet has followed your instructions, tactfully ignore the muttering.
- Move disruptive pupils away from their peers to another location in the classroom where it is easier to manage the situation.
- Ensure pupils enter the teaching area with uniform correctly worn.
- Have an aesthetically pleasing and functional classroom.
- Ensure pupils leave classrooms neat and tidy.
- Ensure pupils are dismissed on time and in an orderly fashion.
- Lateness to lessons should be monitored and punished where appropriate.
- Give pupils positions of responsibility in class where appropriate.
- Be aspirational – have the highest of expectations in terms of behaviour and attitude to learning.
- Describe the behaviour you wish to see and then reinforce positively when it happens.
- Regularly refer to the 4 R’s in the classroom, Rules, Routines, Rights and Responsibilities.

APPENDIX 10

PUPIL MONITORING




Targets Met
• PSP
Challenging targets set for me. Monitored by the Senior Leadership Team
Targets not met
Targets Met
• Blue Book (IBP)
Challenging targets set for me. Monitored by the Senior Leadership Team
Targets not met
Targets Met
• Red Report
Challenging targets set for me. Monitored by my Head of Year
Targets not met
Targets Met
• Yellow Report
Targets set for me. Extended support. Monitored by my Head of Year
Targets not met
Targets Met
• Form Turtor Report
Clear targets set for me. Monitored by my Form Tutor
• Off report


Form Tutor Report
For low level concerns e.g. poor organisation, uniform violations, not bringing a bag into school etc.
Monitored by Form Tutor
Pupil responds positively
Pupil taken off For Tutor Report – no monitoring
Pupil does not respond & behaviour continues to deteriorate
Yellow Report
For more serious low level concerns where the pupil does not respond to a Form Tutor report, e.g. persistent uniform violations, persistent lateness etc.
Monitored by HOY or Support Staff
Pupil responds positively
Pupil taken off Yellow Report and either put on Form Tutor Report or no monitoring, at the discretion of HOY and Form Tutor
Pupil does not respond & behaviour continues to deteriorate
Red Report
For a serious breach of the Code of conduct, persistent low level concerns, disruption to learning, bullying etc.
Monitored by HOY
Pupil responds positively
Pupil taken off Red Report and put on Yellow Report for 1/2 weeks at the discretion of HOY
Pupil does not respond & behaviour continues to deteriorate
Blue Book (IBP – Individual Behaviour Plan)
For serious behavioural problems, continued bullying, physical aggression or threatening behaviour, total refusal to cooperate with staff, violent conduct, persistent smoking etc
Monitored by SLT
Pupil responds positively
Pupil taken off Blue Book and put on Red Report for 1 / 2 weeks at the discretion of SLT and HOY.
Pupil does not respond & behaviour continues to deteriorate
PSP
When a pupil is at risk of permanent exclusion, in possession of a weapon or anything deemed to be offensive, possession of an illegal substance.
Monitored by SLT
Pupil responds positively
Pupil taken off PSP and put on Blue Book for 2 / 3 weeks at the discretion of SLT and HOY.
Pupil does not respond & behaviour continues to deteriorate
Respite Placement
When a pupil is failing a PSP. Placement lasts for approx. 6 weeks
Monitored by SLT
Pupil responds positively
Pupil returns to St John Fisher remaining on a PSP for several weeks
Pupil does not respond & behaviour continues to deteriorate
Permanent Exclusion
When a pupil fails a PSP and a respite placement, in possession of a weapon or anything deemed to be offensive, possession of an illegal substance.