



## **The Fisher Way – St John Fisher Catholic College – Behaviour for Learning Policy**

Date: September 2021

Adopted: September 2021

Review: September 2022

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### **Links**

SEND Policy

Supporting pupils with medical conditions policy

Safeguarding policy / KCSIE

Antibullying policy

Attendance policy

Catholic Pupil Profile



St John Fisher Catholic College is part of CtKCC, a family of six Catholic schools working together as one multi academy. The mission of our family is built around our Gospel values of Love, Faith and Service to others and is intended to support our children as they grow to develop the virtues of our Catholic Pupil profile, so that they become the person that God meant them to be.

As a family of Catholic schools our approach to behaviour management must never conflict with the teachings of Jesus. Our behaviour management should provide a well-disciplined Christian environment with rules which are meaningful and relevant so that all our children become the person God meant them to be.

CtKCC believes that effective behaviour policies should:

- encourage staff to work and pupils to learn, play and co-operate in an atmosphere of mutual respect and courtesy.
- encourage the children to be aware of their responsibilities;
- enable the children and staff to have a high level of personal self-esteem;
- enable the children to understand and accept the consequence of their actions;
- reinforce positive behaviour and give children responsibility;
- encourage children to take a pride in themselves, their uniform and their school;
- recognise the effort and attainment of all pupils whilst also valuing their diversity both in academic and non-academic achievements.

To achieve this, our school policy requires the following features:

- A clear approach that everyone understands;
- Rewards for appropriate behaviour;
- A system for resolving poor behaviour choices;
- Increased support for those who have difficulty with their behaviour.

We believe that each member of our community should be treated with equal respect and given equal opportunities regardless of race, gender, identity, age, sexuality, religion or disability. They have the right to feel secure and happy, and share the responsibility to make sure that these are the experiences of all members of our community.

The advice, support and training of appropriate services should be engaged as required to ensure that appropriate provision is available for all.

The impact of our policies and practices should be reviewed regularly to make sure we are doing all we can to promote good behaviour from all who are part of our CtKCC family.

## Legislation and Statutory Requirements

This policy is based on advice from the DfE on:

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

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

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

## Peer on Peer Abuse

St John Fisher Catholic College will ensure that all incidents of peer-on-peer abuse are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Sanctions for peer-on-peer abuse will be in line with the behaviour for learning policy below but may include fixed term or permanent exclusion.

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

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

Please refer to our child protection, safeguarding policy and peer on peer abuse policy for more information.

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

## **1.1 Context**

*The Behaviour for Learning Policy is underpinned by our school Mission Statement. 'The Fisher Way' outlines what it means to be a member of our school community, the expectations of all stakeholders and the rationale behind these expectations. It refines and reinforces existing systems to ensure that we provide a high quality Catholic education for all of our learners. All behaviours exhibited by staff and learners at St. John Fisher Catholic College must always point towards and enhance positive learning opportunities. The aim is to maintain a calm, cooperative, consistent and proactive approach to behaviour management. With excellent relationships between staff and learners at the heart of our systems, our intent is to provide an inclusive school community where our learners are safe, healthy and able to thrive.*

## **2 The Fisher Values**

The Fisher Values are the standards and expectations that all members of our school community must uphold. These form the foundation of the reward and sanction systems used in school. The tables below show these expectations for learners and for staff, in line with the *Staff Code of Conduct* policy.

### **2.1. Rewards**

#### **2.1.1. Behaviour for learning scores**

For each lesson that they attend, a learner is awarded Behaviour for Learning (BfL) score ranging from 1 to 4. A BfL score of 2 indicates that the learner is meeting expectations and a BfL score of 1 would indicate that the learner is surpassing these expectations. A BfL score of 3 would indicate that a learner is not meeting expectations in this particular lesson, and a BfL score of 4 would suggest there is serious cause for concern. All learners start each lesson on a '2'. Teachers are expected to update this at least at the end of the lesson. A score change with a reason must be communicated to learners. Any learner that achieves five '1' scores in a week will be awarded with an achievement point. Furthermore, any learner that achieves ten '1' scores in a week will receive communication home to parents/carers to praise them for their efforts. This will be sent by the Assistant Headteacher responsible for Behaviour for Learning. Progress Leaders will also use this information in praise assemblies and will praise learners who have an excellent average score. Progress Leaders also send termly letters to praise (approximately) 10 learners from each year group.

#### **2.1.2. Achievement points**

All staff are able to award an achievement point to any learner who is meeting the Fisher Values under 5 headings:

*Positive attitude; Recent exam/test result; Academic Achievement in lesson; Improvement; School Life and Engagement with learning.*

Any learner who has 100% attendance and punctuality for a term will receive 10 achievement points. Form tutors monitor and promote excellent uniform and equipment standards daily. At the end of each week, they should award 1 achievement point for each learner that has attended in the correct uniform each day and one achievement point for each learner that has brought correct equipment each day. Every month, a learner in each year group will be chosen to receive the student of the month award. This will take place from September to May inclusive (9 months). Each award winner will receive 100 achievement points. At the end of each term, achievement points take monetary value and learners are able to "cash-in" points for a voucher.

#### **2.1.3. Other areas**

We will always look to praise learners for meeting or exceeding 'The Fisher Values,' both in lessons or within the school community. The following are other ways in which learners may receive praise (this list is not exhaustive):

- Special mentions in praise assemblies
- St John Fisher Catholic College Awards Evening
- Form commendations

- Special mentions on social media or through newsletters
- Progress profiles (sent home termly)

## 2.2 Sanctions

If learners do not meet the Fisher Values, it is the duty of staff to not only inform but to teach the behaviours expected. A sanction can be: a reminder, a re-instruction, a conversation or an explanation. All sanctions put in place by staff must always point towards and enhance positive learning opportunities for learners. Any sanction should relate to the offence and aim to conclude the matter, ideally with a resolution to move forward in a constructive manner. This applies to minor incidents both in and out of lessons. Staff should be proactive in resolving minor levels of misbehaviour. If a member of staff deems that there should be a further sanction, the member of staff should set as they deem fit, in line with the rest of the policy.

## 2.3 Learner Responsibilities

Value	Expectation	Why we have this?	Praise, Sanctions & Notes
A St John Fisher Catholic College learner is <b>faith-filled</b> in recognising the dignity of the person, through appropriate words, actions and interactions.	Bullying in any form is not tolerated.	Everyone has the right not to be bullied and everyone has the duty and responsibility not to bully others. This means that we should treat people as we ourselves would want to be treated. We expect every learner to show respect for all other learners and for all adults with whom they come into contact.	A learner will be punished, where it is reasonable to do so, when their behaviour not on school premises or under lawful control of a member of staff, could: Pose a threat to another learner, member of staff or the public; Have repercussions for the orderly running of the school; Adversely affect the reputation of the school or Multi-Academy. The Anti-Bullying Policy must be read in addition to this for details of sanctions.
	Every learner will make positive contributions to assemblies, form mass, liturgies and form prayer.	Teamwork and communication are important skills. This is also our way to show that we contribute to the Catholic ethos of the school.	
	Every learner will welcome and positively engage with external visitors and guests.	You should show our gratitude for anyone who is giving up their time to spend with us and help us be the best version of ourselves.	
	Every learner will help people less fortunate than themselves by supporting charitable causes.	To show that you understand how fortunate you are and you are caring and compassionate towards others.	
A St John Fisher Catholic College learner is <b>active</b> in developing	Every day, every learner will attend school punctually.	Learning to manage your time is an important skill. When you have a job, you will have to be on time and you will be responsible for this.	Form teachers may place the learner on punctuality report if there is continued lateness. If a learner is late to registration, a 20 minute late detention is issued, which takes place on a Wednesday afternoon. Failure to attend will result in an extended detention.
	Every day, every learner will attend all lessons and form periods	We need to know your whereabouts so you are safe when	Teachers will set detentions for learners who turn up late to lessons, especially after break time and lunchtime. This

their personal, spiritual and moral character	punctually.	in school. You need to be in lesson on time so that you can maximise learning time and make excellent progress.	will be at least a 5 minute detention.
	Every learner remaining after school in a supervised group or activity must remain with that member of staff until they leave.	This is to ensure that you are safe at all times and that we know where you are if a parent needs to make contact.	Failure to adhere to this repeatedly will result in the learner losing access to after-school provision.
	No learner must leave the school premises without permission.	This is to ensure that we know who is on the school site at all times and that we can account for everyone in an emergency situation.	Learners who abscond from school will catch up on their missed learning after school. This may result in fixed term exclusion or a period of time in reintegration. A graduated response of sanctions will be used for repeat offences.
	Every learner must follow the signing in and out procedures when attending appointments during school time.	When you arrive or leave school during normal school hours, you must sign in and out at the attendance office so we know where you are in case of emergency.	This is a health and safety requirement.
	Every learner must bring to school: - Pencil case; including a pen, a pencil, ruler, rubber, sharpener and calculator. - School planner. - All materials needed for lessons.	This is so that you are ready to learn as soon as you enter a classroom, and also to ensure that you are organised for the day ahead, taking responsibility for yourself.	Teachers will issue a behaviour point for lack of equipment. Form tutors and Progress leaders will monitor this and intervene with learners where there is a persistent issue.
	A St John Fisher Catholic College learner holds a sense of self-worth and self-discipline in all that they do, behaving <b>eloquently</b> and in a <b>truthful</b>	During break-time and lunch-time, every learner must be in the hall or other designated areas.	We need to know your whereabouts so that you are safe when you are in school. We also need to minimise disruption where lessons are continuing in school.
	During wet lunch-time, every learner must be in the hall or library.	We need to know your whereabouts so that you are safe when you are in school. We also need to minimise disruption where lessons are continuing in school.	
	Every learner must wear correct school uniform.	This is so that you have an identity as a learner, that everyone feels part of the same community and that you take pride in your appearance and follow the policy.	Until the issue is resolved, sanctions will follow in the form of break time and lunchtime detention with the pastoral team.
	Every learner must follow the	In our school environment,	Until the issue is resolved, sanctions will follow in the form

manner.	policy for jewellery and makeup.	jewellery such as earrings can be a hazard.	of break time and lunchtime detention with the pastoral team.
	Smoking is prohibited in school. Learners who are wearing the school uniform must not smoke outside school.	<p>Smoking on the premises is in direct contravention of Health and Safety legislation.</p> <p>One aspect of our school's identity is that we encourage and promote healthy living. Smoking goes against this aspect of our identity.</p>	<p>If 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:</p> <p>1st occasion: letter home to parents/carers outlining concern and 1st warning.</p> <p>2nd occasion: letter home to parents/carers outlining concern and explaining repercussions with a final warning.</p> <p>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 lunchtime in the detention room.</p> <p>There is a separate letter for learners who smoke outside school before or after the school day. This outlines the school's expectations of the learner.</p>
	Mobile phones must not be used on the school site.	<p>This is to minimise distractions to learning during the school day. It also reduces the opportunity for cyber-bullying and minimises the effects of social media to ensure that everyone feels safe in school.</p> <p>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. Electronic devices are particularly vulnerable to being misplaced / damaged in changing rooms.</p>	<p>The school strongly advises that mobile phones, electronic devices, wireless headphones and smart watches should not be brought into school at all. Smart watches may be worn but must not be used for any other purpose than checking the time. The school, however, accepts no responsibility for the loss, theft or damage of any electronic device (mobile phones, smart watches and wireless headphones) brought into school. Wireless headphones, mobile phones and electronic devices which are brought into school must be turned off (not placed on silent) and stored out of sight immediately as the learner arrives at the school gate. They must remain turned off and out of sight until the learner has left the school site at the end of their day. In all examinations, school and public, no electronic devices, including smart watches, wireless headphones and mobile phones can be brought in.</p> <p>If parents or learners need to contact each other during the school day, they should do so only through the School's</p>

			<p>telephone system via Reception and not via learner mobile phones.</p> <p>On rare occasions a member of staff 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.</p> <p>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 Head of School, 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.</p> <p>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.</p>
	Bicycles and scooters must not be used on the school site.	This is to ensure the safety of all members of the school community.	Persistent occasions will result in the learner not being allowed to bring a bicycle or scooter to school.
	Valuable personal items must not be brought into school at any time.	Schools are busy environments and accidents can occur.	The school cannot take responsibility for any damages to personal items.
	Chewing gum is not allowed in the	Chewing gum causes a mess,	Learners will be told to remove any chewing gum and may

	school at any time.	makes our environment look untidy and is expensive to remove.	be set a detention.
	High energy drinks and large bottles of fizzy drinks are not allowed in the school at any time.	These contain huge amounts of caffeine and sugar, which can have negative neurological and cardiovascular effects on children and young adults.	Staff will 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.
	All food and drink purchased must be consumed in the hall, canteen or designated catering areas.	This is for health and safety reasons and to minimise the potential for litter around the school site.	Learners will be told to return to the hall or canteen and may be set a detention.
	Every learner must ensure that no litter is left around the school site.	We want to provide the best possible environment for learning.	Learners who drop litter will be told to pick it up and put it in a bin and may be set a detention.
	Every learner must walk on the left hand side of corridors and follow all one-way systems.	This ensures all safely manoeuvre around the school site in an efficient manner guaranteeing the personal safety of all members of the school.	
	Every learner must enter classrooms in a calm and mature manner.	This ensures a formal start to every lesson where every learner can start learning as quickly as possible.	
	Every learner must follow instructions from all members of staff.	This is so that learning can take place without disruption and also allow for important information to be relayed to you in the event of an emergency. Defiance will be treated as a learner refusing to follow a member of staff's instructions.	The school will take action against a learner where they are found to make malicious accusations against a staff member proved unfounded, 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. When learners waste time of staff, serious sanctions will be put in place, including an after-school detention. When a learner refuses to follow a member of staff's instructions outside lessons, they may expect to have a same day after-school detention. The member of staff will record the details of the incident on SIMS before the after-school detention and inform office staff, who will contact home.
A St John Fisher Catholic College learner is <b>hopeful</b>	Every learner must show good manners when talking to staff or visitors.	Manners do not cost a thing and they are a sign that you are a respectful person. In job interviews, first impressions are important and so we hone these skills when interacting with others.	Visitors are encouraged to recognise learners that actively promote The Fisher Way. Upon arrival, all visitors will receive two laminated cards which they can present to two separate learners during their visit. The recipient hands this to their form tutor who will award 5 achievement points under the heading 'Engagement with

<p>towards their self and others and <b>grateful</b> for the work of community members in supporting each other</p>	<p>Every learner must not swear or use aggressive language.</p>	<p>This is about treating other people with respect. It is important that we recognise that some things that you say could be perceived to be upsetting or offensive to another person.</p> <p>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.</p>	<p>learning and school life'.</p> <p>Inappropriate language is unacceptable in school. Members of staff are expected to model the highest standards of effective and appropriate communication.</p> <p>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.</p> <p>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 must 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 1 full school day. If this happens outside of a lesson and the member of staff has heard such language being used and being directed towards someone, it follows the process above.</p>
	<p>Every learner must conduct themselves in the same manner both inside and outside of the school site.</p>	<p>On your way to and from school, you are representing St John Fisher Catholic College and should be proud to do so.</p>	<p>At St John Fisher Catholic College, we expect 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:</p> <ul style="list-style-type: none"> <li>- have repercussions for the orderly running of the school;</li> <li>- pose a threat to another learner, a member of staff or of the public;</li> <li>- adversely affects the reputation of the school.</li> </ul> <p>This applies to:</p> <ul style="list-style-type: none"> <li>- an organised school trip when the learner was under the lawful charge and control of a member of staff.</li> <li>- when a learner's action took place while travelling to and</li> </ul>

			<p>from school or wearing uniform in a public place;</p> <ul style="list-style-type: none"> <li>- the behaviour of learners when using electronic media and social networking sites;</li> <li>- sports fixtures in accordance with the Newcastle Schools Agreement.</li> </ul> <p>Any learner that has received a Fixed Term Exclusion in Term 1 may lose the right to access the end of year trips or events. Any learner that has received a Fixed Term Exclusion in Term 2 or 3 will lose the right to access the end of year trips or events.</p>
<p>A St John Fisher Catholic College learner takes a <b>curious</b> and <b>wise</b> approach to all endeavours, seeking excellence in all aspects of academic life.</p>	<p>Every learner must complete all classwork to the best of their ability.</p>	<p>Our time in lessons is crucial. To make the best possible progress that we can, we need to be focused at all times.</p>	<p>If a learner receives a BfL score of 3, the learner will receive an in-lesson sanction from the teacher. If a learner receives 2 or more scores of 3 in a day, they will have a lunchtime detention the following day with the Pastoral team in addition to any sanctions that the teacher has set. If a learner receives a BfL score of 4, they will receive an out- of-lesson sanction: If a learner has been sent to a safe haven room, they will sit a 10-minute break detention within the Faculty that week. Receiving two of these in a day will result in an after-school detention. If a learner has been excluded, they will sit an after-school detention on the same day. If a learner is excluded from two or more lessons on the same day, they may also spend the next day in reintegration. A graduated response of sanctions will be used for repeat offences.</p>
	<p>Every learner must complete all homework to the best of their ability.</p>	<p>Homework can be used to consolidate previous learning or assess what has previously been taught. Completing it on time ensures you can receive necessary feedback in order to improve.</p>	<p>Stage 1 sanctions will be put into place if homework is not completed. A graduated response of sanctions will be used for repeat offences.</p>
	<p>In lessons, every learner must:  <b>S</b> – Sit up  <b>L</b> – Listen  <b>A</b> – Ask and answer questions  <b>N</b> – Nod our head  <b>T</b> – Track the teacher</p>	<p>Your priority in lessons is learning and following teacher instructions at all times. If you are distracted, your learning suffers. Taking an active part in learning enables you to make more progress.</p>	
	<p>Every learner must be willing to learn from their mistakes (in and</p>	<p>Making mistakes is part of learning. Try to respond positively to teacher</p>	

	out of the classroom).	feedback to improve progress or make better choices.	
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## 2.4 Staff Responsibilities

What we would expect to see	Why this is important to us	Praise, Sanctions & Notes
Safeguarding policies adhered to	This is the first priority for our school.	Members of staff should only possess mobile phone numbers for learners with the knowledge and permission of the Headteacher or Head of School. 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 or appropriate 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/Head of School and learner's parents.
Staff should not use their mobile phone/electronic devices during any learner contact time.	Any use of a mobile phone should be for the clear purpose of teaching and learning.	<p>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.</p> <p>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.</p>
All staff supervise physical environment. This includes: - Meet and greet learners at the door of the classroom. Teachers have calm entry and exit routines. - Outside offices and classrooms to supervise learners during lesson	Meeting learners at the classroom door ensures a formal and purposeful start to every lesson. By having a presence on corridors, instances of poor behaviour can be prevented. Everyone needs to be doing this for every lesson, all the time. To further develop	

<p>changeover. - Pastoral team: located in key designated areas of the school to supervise learners.</p>	<p>positive relationships with all members of the community. To engage with learners on a professional level and actively supervise learners in an area of the school.</p>	
<p>All staff model appropriate behaviours by being punctual to lessons, ensuring they are fully prepared.</p>	<p>Teachers expect learners to be ready to learn as soon as they arrive at the classroom door. Learners should expect teachers to be thoroughly ready and prepared to teach their class as soon as they turn up. Teachers must not be late after breaktime / lunchtime.</p>	
<p>All staff must speak with learners with dignity; without losing tempers and uncontrollably shouting.</p>	<p>We are all made in the image and likeness of God, and we should fully respect the dignity of the person we are speaking with. Staff have a responsibility to model how to communicate with each other.</p>	
<p>If teachers are not in school, appropriate cover work is left.</p>	<p>Teachers should support colleagues who will be covering lessons in their absence with detailed work for the learners to continue with their learning during the lesson.</p>	
<p>Staff abide by the duty rota and if there is a known absence must arrange a swap.</p>	<p>This is about personal and collective responsibility for behaviour around the school site. Staff work with each other to make it better and continually improve. The presence of staff around school is necessary to identify areas of potential concern and de-escalate situations before they occur.</p>	<p>Unstructured time includes time that learners spend on site before school, during break-time, lunch-time, between lessons and after school. It is our philosophy that having a strong staff presence at these times can ensure a calm environment and a proactive approach to prevent instances of poor behaviour.</p>
<p>That if a teacher is responsible for a classroom, then they should:</p>	<p>This is about modelling high quality teaching areas and showing that professionals keep</p>	

<p>Ensure that the learning space is clean and tidy. That desks or communal work areas are kept tidy so that all staff can use the space effectively.</p>	<p>work areas clean and tidy – that in modelling high expectations, learners will develop a habit of being fully organised for learning at all times. This also ensures all are GDPR compliant by ensuring that no learner data is on display.</p>	
<p>All staff should follow the school behaviour policy.</p>	<p>This is to ensure a consistent approach, which cannot be manipulated.</p>	<p>It is important that the 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 onto the appropriate member of staff. SIMS can be used for this.</p>
<p>Challenge behaviours/high expectations</p>		<p>We will always look to praise staff for their hard work and dedication. Each week, members of staff are recognised as ‘Teaching and Learning Champion of the Week’ and ‘Star of the Week’. Staff are also encouraged to make use of the ‘staff shout-out’ noticeboard in the staff room, to express their gratitude or appreciation of colleagues.</p> <p>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.</p>
<p>Every member of staff must follow the lesson exclusion process.</p>	<p>A clear, consistent approach by all members of staff will ensure a greater acceptance from learners, and a greater level of support for colleagues.</p> <p>Lesson exclusion should always be viewed as a process to a positive outcome, the end being that the learner exhibits positive behaviour for learning. Lesson exclusion should not be viewed as an end in itself. It is the responsibility of the teacher, alongside the Faculty Leader, to</p>	<p>Each faculty is expected to have a ‘safe haven’ timetable whereby a learner may be sent to work outside of their timetabled lesson. If a teacher deems that the behaviour exhibited by a learner makes their presence in a lesson untenable and the teacher has exhausted all other strategies to engage the learner in positive behaviour for learning, they should make use of the safe haven timetable within their faculty, sending the learner with work to be completed, returning to their class teacher at the end of the lesson. This must be recorded as a 4 on the learner’s BfL score. If a learner receives a 4 but is not formally excluded, they must receive a breaktime detention of 10 minutes (Faculty or individual teacher).</p> <p>If a learner’s behaviour is deemed to be more serious or there is a refusal to move to a safe haven, then the teacher should exclude the learner, with work to be completed, to the general office. A lesson exclusion must be recorded as a 4 on the learner’s BfL score. The teacher should email the ‘Exclusion’ mailing</p>

	<p>achieve a resolution with the learner of more effective behaviour for learning.</p>	<p>list and include a brief comment with the reason for the exclusion. If a learner refuses to leave the classroom, the teacher should send another learner to the general office to request a member of SLT or Pastoral staff to attend the lesson. Refusal to move (defiance) will always lead to time in reintegration.</p> <p>When the learner arrives at the general office, their details will be taken and recorded. Home will be contacted and informed that the learner has been excluded and will receive a 20-minute after-school detention. A member of the pastoral team will be informed of the exclusion, and will interview the learner, looking at the learner's general behaviour record. The member of pastoral team will take appropriate action. The teacher is required to speak with the learner during the after-school detention to seek a resolution. If a learner fails to attend the detention, they will receive a 40-minute detention with the Progress or Pastoral team. Failure to attend will lead to a 60-minute detention with the senior leadership team.</p> <p>The member of the pastoral team will email the teacher (for action) as well as the Faculty Leader, the Faculty Line Manager and the Pastoral and BfL Leader for the learner to inform them that the online exclusion form has been started. On completion of the form, the class teacher will email both the Progress and Pastoral 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 or member of faculty who is on the Progress team.</p> <p>The Pastoral Leader will have an overview of the learner's behaviour for learning. At this point, they 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 BfL action, the nominated 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 nominated 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 nominated member of staff must attach this to the learner's SIMs record as a linked document.</p> <p>For frequent lesson exclusions, a graduated response of sanctions will be used.</p>
Every member of staff must	A clear, consistent approach by	If a class teacher deems that the behaviour displayed by a learner merits a

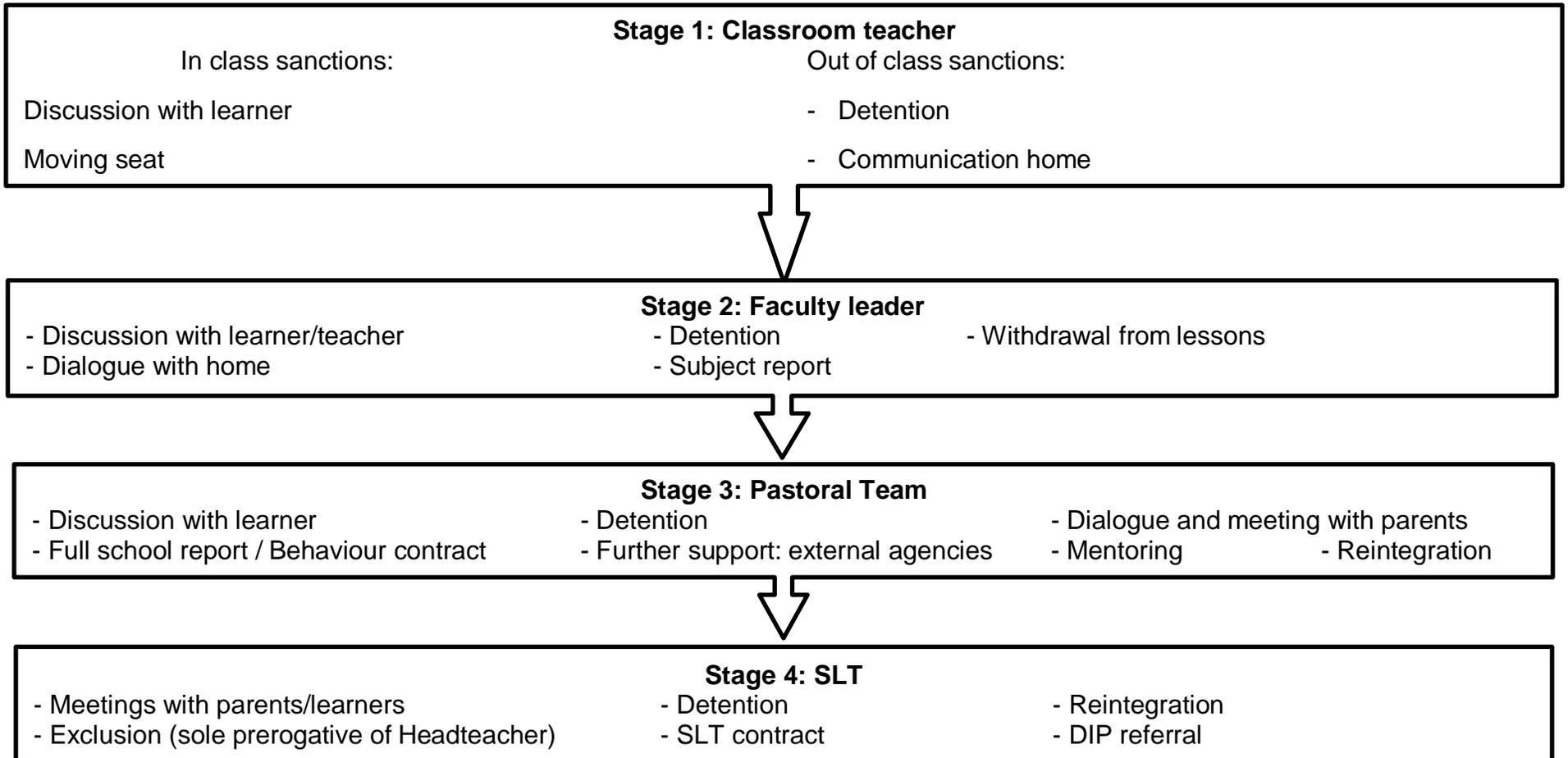
<p>follow the subject referral process.</p>	<p>all members of staff will ensure a greater acceptance from learners, and a greater level of support for colleagues.</p> <p>In each of the 4 steps on the right, the teacher should feel empowered knowing that work undertaken by the Faculty Leader, form teacher 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.</p>	<p>referral to their Faculty Leader, they should fill in an online yellow subject referral form fully. The teacher must tell the learner of the reason why this step is being taken before notifying their Faculty Leader of this online referral. Reasons for a referral may include but not limited to: a significant number of BfL scores at grade 3 or 4, a sudden deterioration in behaviour for learning, a number of lesson exclusions, a continued lack of engagement with work or a failure for a learner to respond to sanctions. A Faculty Leader must only accept a subject referral if there is documented evidence of stage 1 interventions (which can be recorded on SIMS).</p> <p>The Faculty Leader should discuss the online referral 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 faculty 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.</p> <p>In the case of a subject report, 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.</p> <p>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 nominated 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 nominated member of staff will engage with the learner in further interventions, as outlined on the subject referral form. On completion of the form, the nominated member of staff must attach this to the learner's SIMs record as a linked document.</p>
<p>Every member of pastoral staff must follow the protocol</p>	<p>A clear, consistent approach by all members of staff will ensure</p>	<p>On the first occasion that a learner receives 6 BfL scores of 3 or 4 in a week, the Pastoral and BfL Leader will discuss concerns with the learner.</p>

<p>around lesson grades</p>	<p>a greater acceptance from learners, and a greater level of support for colleagues. It also ensures a graduated response to learners affected.</p>	<p>On the second occasion that a learner receives 6 BfL scores of 3 or 4 in a week, the Pastoral and BfL Leader will raise concerns with the learner and will follow this up with a phone call to parents/carers. The learner will go on Full School Report.</p> <p>If there is not the desired improvement, the Pastoral and BfL Leader will invite parents/carers in to discuss an action plan. This will include a behaviour contract. A member of SLT will be involved on this occasion.</p> <p>If the behaviour contract is not being adhered to, the Pastoral and BfL Leader will refer the learner to the Assistant Headteacher responsible for Pastoral, who will decide whether to refer to the Headteacher or Head of School for a Fixed Term Exclusion. A graduated response of sanctions will be used.</p>
<p>Members of staff must follow the protocol around prohibited items.</p>	<p>This is to ensure that staff fulfil their duty to ensure all learners are safe.</p>	<p>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.</p> <p>In the case of a search, it is important that the staff involved are wherever practicable of the same gender as the learner. If 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. The intention to carry out a search must be notified to the 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.</p> <p>The possession of prohibited items such as drugs or a weapon in school will most likely lead to a permanent exclusion.</p>
<p>Members of staff must follow the protocol around learners using mobile phones in school.</p>		<p>Procedure for use of a mobile phone/wireless headphone/smart watches electronic device by learners: If a device is seen or heard, it will 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. If the learner refuses to hand the item over, they will be referred to the Pastoral team, and if the item is handed over at this point, the learner will receive a lunchtime detention for the following lunchtime. If the learner still refuses to hand the item over, they will be referred to a member of the SLT, and if the item is handed over at this point, the learner will receive a breaktime and lunchtime detention for 3 days. If the learner still refuses to hand the item over, this will be referred to the Headteacher/Head of School, and if the item is handed over at this point, the learner will be placed in reintegration for 1 full day. If the learner still refuses to hand the item over, this will lead to a fixed term exclusion.</p>

		<p>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 location 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, or any further, 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.</p> <p>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. The Pastoral team will hand out devices to learners that have been approved for return at the Pastoral office at 3:00pm every evening. 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.</p> <p>Sixth form learner use of mobile phones: Sixth Form learners are permitted to use mobile phones/electronic devices within the Sixth Form study areas for the purposes of enhancing their learning.</p> <p>Mobile phone use for learning in lessons: With the permission of the Headteacher or Head of School, 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.</p>
Class teachers should have a seating plan for all groups	This helps support consistency and routines.	Teachers must ensure that this uploaded to MintClass.
Members of staff must use de-escalation techniques when resolving with challenging learner behaviour	This is to ensure that learners are supported to regulate their emotions and are taught how to react appropriately in a future situation	Appendix C gives examples of the de-escalation techniques expected to be used by members of staff

## Appendix A

The flowchart summarises possible sanctions at each stage. These are intended to be hierarchical consequences with the majority of incidents dealt with at Stages 1 & 2. Strategies must be implemented & recorded through a SIMS behaviour point before progressing to the next stage. Lists aren't exhaustive.



## Appendix B

**RATIONALE:** *To offer consistency and support to staff and learners in the Faculty in relation to Behaviour for Learning in line with the St John Fisher Catholic College Behaviour for Learning policy.*

### **FACULTY STAFF:**

Please create a Rewards and Consequences area in your classroom and display the 'What Type of Learner Are You?' A-D Learning Codes, Rewards Poster and Consequences Flow Chart (referred to later in the policy). Additionally, please use these area to collate your Raffle tickets.

Please print enough A5 size Rewards and Consequence sheets for them to be stuck into EVERY learner book so they are aware of the Behaviour for Learning Faculty Procedure in Lessons.

A C1/C2/C3 chart to stick up in your classroom (or to be kept on teacher desk) to record the Consequence system for learners.

**REWARDS:** In recognising outstanding effort and achievement in lessons, please use the following options:

### **Register Recognition and 'What Type of Learner Are You?' Learning Codes:**

In line with the whole school Behaviour for Learning Policy, selecting a '1' on the register correlates to 'Exceeding Expectations' and '2' is 'Expected Behaviour. These numbers correlate with the Faculty Learning Codes as seen on the *'What Type of Learner Are You?'* poster. Please refer to these codes and use alongside the register number system.

**A** – Absolutely Outstanding - exceeding expectations ('1' on the register)

**B** – Behaving as expected ('2' on the register)

**Achievement points:** Allocate these by right clicking on the learner's name on the register and selecting 'Achievement'. This can be used as staff wish; a useful idea may be if learners achieve a '1' on the school register, then they also achieve an achievement point and therefore highlighting the St John Fisher Behaviour for Learning policy to all learners.

**Raffle ticket system:** Raffles can be awarded for any effort and achievement displayed and issued at the discretion of the teacher. Please use a display area in your room to collate the raffles and use as a visual rewards wall. They are to be drawn weekly if possible. It is up to staff what rewards might be: achievement points, stationary etc.

**Texts home:** Send your chosen text and learners' names to the Attendance Administrator and these will be sent home.

**Star Learner:** Learners are nominated each half term from each class and receive a letter home and a place on the Faculty's Star Learner wall.

## **CONSEQUENCE SYSTEM:**

### **Register Recognition and 'What Type of Learner Are You?' Learning Codes:**

The school Behaviour Policy states that '3' on the register is for 'Below Expectation' and '4' is 'Extremely Poor Behaviour'. These numbers correlate with the Faculty Learning Codes as seen on the 'What Type of Learner Are You?' poster. Please refer to these codes and use alongside the register number system.

C – Consequences required and below expectations (3)

D – Disturbing the learning environment and extremely poor attitude to learning (4)

**Consequences Faculty C1, C2, C3 system:** In order to support learners in their understanding of high expectations of learning in faculty lessons, a clearly outlined set of expectations must be shared with learners, ensuring faculty consistency and support for all colleagues. There are many scenarios that could arise in a class situation so these are broad guidelines for staff to then use as is suitable to their needs.

**CLASS TEACHER INITIAL STAGE:** If a learner does not comply with classroom expectations, staff should refer learners back to the 'What Type of Learner Are You?' criteria as displayed in the classroom. Learners to be reminded that if they are spoken to again, a C1 Consequence warning will be issued.

**CONSEQUENCE 1:** For continued lack of compliance, an official C1 is given to the learner. Staff must record the C1 on the Consequence Board (see later in the policy) where learners' names are written as a visual reminder. A C1 is issued as a final warning that a particular behaviour is not acceptable and doesn't comply with the Learner Codes before a C2 stage is reached.

**CONSEQUENCE 2:** If the learner does not respond to the C1 warning, a C2 is issued and the learner is asked to move seats and also spoken to privately and reminded of the Learning Codes. **A NUMBER '3' MUST THEN BE ISSUED ON THE REGISTER.** At this point staff COULD also send a text message or email home to alert parents/carers of the situation and also write this in the learner's diary. **Two 3's in a week and the teacher must contact home.**

**CONSEQUENCE 3:** If a learner is still causing a concern and doesn't comply when a C2 has been issued, then a C3 is issued. This means a removal to another faculty classroom using the Faculty Removal Timetable. Please send this learner with work to one of the allocated classrooms on the list. This learner also needs to be told they will receive a Faculty Break Time Detention that week in a specified classroom on a particular day of that week **A NUMBER 4 MUST THEN BE ISSUED ON THE REGISTER.** **At this point, staff MUST send the following text home alerting parents/carers of the situation : (Learner name) has unfortunately not followed the learner expectations in <Subject> lesson and has received a Break Time Detention this week because of this. (Teacher name)**

Detentions must be recorded by the class teacher using the sims detention system. This needs to be actioned at the latest, the day before the detention is due to be sat. After two 4's, then the subject referral form should be filled in in line with the school's policy.

**FAILURE TO TURN UP TO A FACULTY BREAKTIME DETENTION:** Failure of learners to turn up to their break time detention will result in a same day after school 20-minute detention. The Head of Faculty/2<sup>nd</sup> in Faculty must inform the office so that they can make the relevant communication home. If a learner fails to turn up to the after-school detention, they will receive further sanctions as outlined in the policy.



## What Type Of Learner Are You?

Absolutely Outstanding and exceeding expectations

Behaving as expected

Consequences required and below expectation

Disturbing the learning environment and extremely poor attitude to learning



*Support one another & become the best learner you can be!*

### REWARDS IN FACULTIES:

An outstanding attitude to learning is recognised in many ways:

Register recognition – Number '1'

Achievement points

Raffles

Texts/Emails home

Star Student – every half term

### **Expectations for behaviour and cooperation in ALL lessons**

- Always arrive on time with the correct equipment
- Listen when the teacher is talking and follow any instructions given
- Respect everyone in the room and use **MANNERS** at all times
- Try your best at all times to complete the work set
- Put your hand up if you wish to ask or answer a question
- Do not distract others in the room
- Treat your work with respect
- Treat the room and your books with respect
- Do not eat or chew gum AT ALL
- If there is a problem, talk to the teacher before shouting out

### **CONSEQUENCE SYSTEM:**

**Super standards mean exceptional learner progress. High expectations of learning are expected in EVERY lesson. If the learning environment is disturbed, the following process will be followed:**

**A reminder of the expected 'Absolutely Outstanding' Learner.**

**C1: If the Faculty expectations are not being met, Consequence 1 warning is issued.**

**C2: If a learner is still choosing to disturb the learning environment, the learner will be issued with a Consequence 2.**

The learner will be asked to move seats and spoken to privately at a suitable point in the lesson.

A number '3' will then be issued on the register.

A message home to parents/carers may be issued in addition to this.

**C3: If a learner fails to respond in the expected manner to a C2, then a C3 is issued.**

This means a removal to another Faculty lesson.

A Faculty Break Time Detention that week on a specific day.

A number '4' will be issued on the register.

A message home will also be sent by the class teacher.

Failure to turn up for a planned Break Time detention will result in a same day after school detention. Failure to turn an after-school detention will result in further sanctions. A graduated response of sanctions will be used.

## Behaviour for Learning – Rewards and Sanctions

1

2

A high proportion of 1s and 2s will be cause for celebration through:

- Mentions in praise assemblies
- Emails home from teachers
- Phone calls home from teachers
- SLT email home
- Nominations for awards evening

Five 1s in a week – achievement point awarded

Ten 1s in a week – email home from SLT

An average behaviour of learning score below 2 will result in 10 achievement points being awarded per term.

Achievement points can be 'cashed in' on three occasions per year and used for cinema/shopping vouchers.

3

4

Two or more 3s in a day – lunch-time detention the following day for 20 minutes with pastoral staff.

An internal exclusion – a 10 minute break-time detention within the faculty on an assigned day.

Two or more internal exclusions – after-school detention from 3:05 – 3:30 on the same day (if this occurs during period 5, the detention will be the following day).

Formal Lesson exclusion – after school detention from 3:05 – 3:30pm on the same day (if this occurs during period 5, the detention will be the following day).

Two or more formal exclusions – time in reintegration

Incident of defiance outside of lesson – after school detention from 3:05 – 3:30 on the same day



## **Appendix C – De-escalation Strategies for Staff**

### You should:

**Appear calm**, watch your breathing, relax your face and look confident. If staff feel annoyed or anxious their body language can escalate a problem.

**Use a quiet low voice** and watch your intonation, a monotonous voice is better than a high pitched one. Keep the tone of your voice even.

**Use a firm voice when setting limits.** Limits should be short, precise and concise. They need to be achievable.

**Know how to ask for help** without appearing anxious or upset yourself. Be at the same level or lower than the eye level of the child.

**Stand to the side** of the individual at an angle. This reduces body size, helps stabilize the staff member and allows for a safer exit if they need to step away. Keep an open posture, watch how you are holding your hands.

### You should not:

**Ask for or insist on eye contact.** This can raise anxiety.

**Point** or raise your fingers, keep arms relaxed.

**Smile** as it may appear condescending.

**Judge** or be defensive yourself.

### Once a learner is calm:

**Ask questions** about their perception of what made them angry. Do not challenge them as they may return to a previous state of behaviour.

**Explain the limits** in a calm voice. Use phrases such as 'I understand that must be difficult' 'I can see you are upset' 'Help me understand how you are feeling'.

**Do not comment on the behaviour** or use accusational language Take the words 'but' and 'should' out of your vocabulary.

**Examine together:** what could the learner do if the situation were to happen again. Plan. Negotiate the changes and give the individual some control over the plan.

**Draw a line under the incident.**