

St JOHN FISHER CATHOLIC COMPREHENSIVE SCHOOL



Behaviour for Learning Policy

The Mission statement:

“St. John Fisher Catholic Comprehensive School educates pupils spiritually and academically forming them through Faith so that they will achieve their aspirations and contribute to their community.”

Date of Policy: February 2023

Date of Ratification: 5th February 2023

Date of first Review: May 2023

Date of Next Review: Sept 2023

Owner: St John Fisher School

This policy should be used in conjunction with the school's:

Anti- Bullying Policy

Attendance Policy

Behaviour for Learning Policy Mission Statement

The behaviour for learning policy centres around the school ethos of 5 respects; respect for God, respect for self, respect for others, respect for learning and respect for the environment. Through this show of respect we adhere to the school's mission of developing a way of life modelled on Christ and his teachings.

Aims

- To create an inclusive behaviour curriculum that can be taught to the students to build their behaviour, determination, and perseverance in modern life.
- To set out a consistent code of conduct to be followed by all members of the school community that is centred around the ethos of respect.
- To use model the reward students for showing the behaviour required for excellent teaching and learning.

The Code of Conduct

As a staff body there needs to be a development of consistency of how situations are dealt with. A common language, scripted to best support the students so they are receiving the same response from all members of staff. Accountability for those students and staff who do not follow what is expected.

The code of conduct is based on the "five respects" and runs alongside and is supported by the Behavue system. All discussions and conversations around behaviour and behaviour for learning will be underpinned by the five respects and supported by a culture of praise and reward. The school will have clear expectations of behaviour and behaviour for learning which will be shared with students. This allows staff to award positive points for students who are meeting expectations and performing well in lessons, around the school and in the community. The system also allows staff to log negative behaviours in lessons, around the building and in the community. This generates negative points and allows the school to put into place the appropriate sanctions.

The Five Respects

- Respect for God
- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for Environment

The Behaviour Curriculum Approach:

Our behaviour curriculum, is part of our inclusion strategy. To be successful will need to be an effective blend of the strategies the school already uses, and built upon using research to develop a culture which students, staff and parents can buy into.

“This is how we behave at St John Fisher”

We behave in this manner because.....

“When you walk through these doors there are expectations of you all, a way to behave and communicate with one another that is different to other places. One of respect, kindness and understanding where we show this behaviour consistently”

The Behaviour Curriculum is the lived experience played out around the school. The essence on the normal day what behaviour is like, how it is managed and students perceptions of it. If all staff are aware of the expectations and know how to make the changes required, they will feel empowered to do so.

By creating a clear culture, we can then structure routines students are struggling with, into their day-to-day behaviour. The following routines are going to be co-created with student/staff buy in, modelled, structured and practiced so that they become long term habits.



Expectations for students in school

When students are in school, we expect them to follow all the rules set out to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place.

Challenging Behaviour

The basic expectation for all students within the school community is to adhere to the 5 respects central to our ethos. The challenging behaviour strategy is designed to help our students achieve this.

Class teachers are responsible for behaviour management at the lowest level. They will use a range of strategies developed through continued professional development sessions to maintain a good standard of behaviour in their classrooms. These strategies will make reference to the five respects.

If the classroom strategies fail and the student is jeopardising teaching and learning, the class teacher will move to the “Are you challenging my instructions?” system.

If the student needs to be sent outside to address their behaviour, they will be given one final opportunity to address and rectify their behaviour.

If the student needs to be removed, they will spend the remainder of that lesson in a parked lesson allocated by the Curriculum leader of that faculty (See Parking below for further details)

If students are not meeting the required standards of behaviour in social times, then the same system of behaviour management will apply. The student will be given a clear instruction. If they fail to follow this, they will be asked “Are you challenging my instructions?” Should they continue to fall short of expectations after this point then they will be logged on the Behavue system and the year team will address the concerns.

Parking:

When a student’s behaviour has exhausted the “Challenging Behaviour” process their class teacher will arrange for the student to be parked in another lesson. Parking a student from the lesson means to remove them from current class and relocate them with the class work into a nearby classroom within their curriculum area.

Parking will allow students to carry on working within a classroom environment away from the distractions and peers. Allowing them to make clearer better choices.

If a student refuses to move to the allocated Parking Lesson a teach will have the opportunity to request "On Call Support". In this case a senior member of staff will attend the lesson, assist in de-escalating the situation and move the student to the agreed parked lesson. If a student refuses to go to the agreed parked lesson a member of the leadership team will attend and further action taken. This may end up in the student being placed in the IEU the following day.

The classes that will be used for the parking system will be decided and monitored by the curriculum leader for that faculty.

Use of the Internal Exclusion Unit

The use of the internal exclusion unit (IEU) is two fold:

1. As an initial alternative to fixed term exclusion. In this instance work will be requested by the IEU manager from the class teachers of the student.
2. An opportunity to organise re-education programmes for students who have broken specific ethical or equality expectations.

Detention

Members of staff have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. However, in order to work successfully with parents 24 hours' notice will continue to be provided at St John Fisher for all detentions after 3.05pm that last longer than 10 minutes. This is due to the unique circumstances of some of our students who collect younger siblings from other schools, providing 24 hours' notice allows parents to make other arrangements.

All issues and sanctions should be logged appropriately on Behavue. In the event of serious incidents involving offensive language, physical altercation, banned items or other incidents that the school deems significant, students must be asked to complete a statement form. If they are not willing to complete a statement that unwillingness should be logged.

Persistent Disruption:

The next level of intervention involves the middle leaders of the school.

The Curriculum Leaders should first check that all interventions at class teacher level have been tried and logged appropriately. Curriculum Leaders then have the following strategies and sanctions available:

- Parental meetings.
- Assessment of whether the setting is appropriate to the student (core subjects).
- Departmental reports.
- Requests for learning assessments via the SENCO where a need is identified.

Utilising the whole school detention system.

If the issues for a student run across 3 or more subjects, the Year Team intervene. They should first check that class teachers and Curriculum Leaders have applied all appropriate interventions and sanctions. Heads of Year then work through the following strategies and sanctions as appropriate:

- Parental meetings.
- Reports- positive reports, target based reports etc.
- Exit cards
- Meetings with class teachers and Curriculum Leaders to identify strategies that are effective with the student and can be shared across subjects.
- Use of the whole school detention system (detention suspended due to Covid-19).
- Requests via the SENCO for learning assessments where a need is identified.
- Requests to the Assistant Headteacher responsible for behaviour for time in the Internal Exclusion Unit (IEU) to address behaviour.
- Referrals to the Inclusion Steering Group (ISG).

Pastoral Care Leaders should be used to support the Year Group Progress Leader where appropriate.

All issues and sanctions should be logged appropriately on Behavue.

If all the steps identified above have been tried and have failed to have the desired effect, the Inclusion Steering Group will take over.

Students will be discussed at weekly meetings of the ISG, and bespoke plans of support implemented utilising internal and external resources.

All paperwork relating to the above will be logged on Behavue as appropriate.

24/7 Policy

The St John Fisher code of conduct is applicable at all times of the day and night. Students are representative of St John Fisher School not only when in school but also when out in the local community. As such, students who display negative behaviours whilst out of school will still be subject to the same sanctions as they would be in school.

Hands Off

St John Fisher operates a 'hands off' policy. This means that any form of fighting, physical bullying or violent response is unacceptable and will lead to serious sanction.

Offensive language towards members of staff

Offensive language in the school is unacceptable and will lead to serious sanction. Students who swear at a member of staff will likely be externally excluded for 1 or more days, at the discretion of the Head teacher.

Offensive Weapons

Any student found to be in possession of a sharp or bladed item or any item that could be classed as an offensive weapon whilst on school premises may be subject to a permanent exclusion.

Illegal Substances

Any student found to be in possession of, or involved in bringing into school, harmful or illegal substances, including alcohol, may be subject to a permanent exclusion.

Power to Search

School staff can search a pupil for any item if the pupil agrees. Headteachers 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. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for, for example mobile phones.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. *(information taken from Department for Education guidelines)*

Celebrating Success

The school will use a number of methods to ensure pupil successes are celebrated. These may include phone calls home, the awarding of Behaviour points (and associated emails), certificates in rewards assemblies, trips and mentions in the school newsletter.

Reprimands

The school employs a number of sanctions to address negative behaviours in school. They include negative Behaviour points, after school detentions, periods of time in the internal exclusion unit, alternative provision and, when appropriate, fixed term exclusions. The school may also issue a permanent exclusion in extreme cases or where all other avenues have been explored.

Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a student by the arm out of the classroom.

We acknowledge that staff should only use physical intervention as a last resort.

Further information can be found in the DfE guidance on Use of Reasonable Force:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Responsibilities

School Leadership

- To ensure that all staff, students and parents adhere to the behavior policy.
- To provide training to staff and students linked to expectations and the five respects.
- To offer support where the policy is not being followed.
- To ensure that an ethos of celebration is fostered.
- To ensure that reprimands issued for non-compliance are appropriate and proportionate.

Staff

- Treat all students with dignity and fairness, modelled on the five respects.
- Make explicit their expectations of students and link these expectations the five respects.
- Provide a safe and stimulating learning environment.
- Provide high quality lessons and support for learning.
- Provide time for reflection in every lesson and attend school services and masses with their classes.
- Recognise and celebrate success.
- Have high expectations and challenge students to reach their full potential.
- Ensure all students feel safe and supported.
- Keep parents/ carers fully informed about their child's progress, achievements and behaviour.
- Log all behaviour concerns on Behavue and ensure parents are contacted to discuss concerns.
- Ensure positive points are awarded on Behavue and other forms of praise are regularly awarded for students achieving well and meeting expectations.

Students

- Behaviour in and around school should reflect the core ethos and culture of the 5 respects.
- Students should make every effort to meet the expectations of the school and staff.
- Arrive to school and lessons on time, ready to learn and dressed in the correct uniform.
- Remain in school all day, attend all lessons and work to the best of their ability.
- Take part in all reflections in lessons, attend all school services and masses and behave in a respectful manner throughout.
- Complete all homework.
- Keep the school free of litter and graffiti.
- Talk to an adult if they think they, or someone they know, is being bullied*.
- Always speak to staff and other students with respect.

- Use of offensive language towards members of staff and fighting with other students is not acceptable
- Respect the opinions of others.

*Bullying is where a person is subject to physical or verbal abuse by others which is persistent and over a prolonged period of time. This may take place face to face or via social media.

Please refer to our Anti- Bullying policy for further details.

Parents

- Take responsibility for their child attending school regularly, on time and in the correct uniform.
- Support their child in meeting the high expectations of the school and staff.
- Support the school where their child has not met these expectations.
- Inform the school on the first day when their child is absent.
- Support the school in ensuring that their child attends, and is respectful of, all religious services.
- Attend parent's evenings and other meetings about the progress of their child.
- Inform the school about anything which might affect his/her work, behaviour, or progress.
- Work with, and show respect for, the professionals supporting their child.
- Support all school policies.
- Acknowledge receipt of written communications from the school as and when required.
- Encourage their child to attend enrichment activities and other out of classroom opportunities for learning.
- Actively engage with the school to help their child progress and be happy there.