



Behaviour For Learning Policy

The Mission Statement:

'St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally, forming them through Faith so they can achieve their aspirations and contribute to their community.'

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| Policy Approving Body: | CME |
| Policy Owner: | Mr C Nicholas |
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This policy needs to be read in conjunction with additional school policies:

- Admissions Policy
- SEND Policy
- Safeguarding Policy
- Attendance Policy
- Exclusions Policy
- Anti-Bullying Policy

Behaviour for Learning Mission Statement:

At St John Fisher School, we believe that every student is a ray of light, capable of illuminating the world with their unique brilliance. Striving for behaviour that creates a platform for all students to act as a prism to refract their own beautiful journey

Through this individual light we aim to foster a positive and nurturing environment where every individual feels valued and supported. Our approach encourages pupils to take responsibility for their actions, develop resilience, and contribute to a harmonious school community. By embedding these core values into daily practice, we strive to prepare students for life beyond school, equipping them with the skills and attitudes necessary for future success.

Aims

- To use model the reward students for showing the behaviour required for excellent teaching and learning.
- 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.

Roles and Responsibilities

Governors will establish, in consultation with the Headteacher, staff, parents and students, a policy promoting desired behaviours and keep it under review.

The Headteacher will be responsible for ensuring the implementation of the policy.

The **Deputy Headteachers** and **Assistant Headteachers** will, on behalf of **The Headteacher**, be responsible for the day-to-day management of the policy.

Staff will be responsible for ensuring the policy is followed consistently and fairly. They will model the desired behaviours for students.

The Governing Body, Headteacher and staff will ensure concerns of all students and families are listened to and appropriately addressed.

Parents and carers will be encouraged to take responsibility for their child's behaviour in and out of school. The school will work in partnership with families, supporting them to achieve the desired behaviours.

Students will be made aware of the school behaviour policy and will take responsibility for their own behaviour. They will assist in maintaining the safety of the learning environment by reporting all undesirable behaviour.

How we will support students with additional needs:

Students who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the behaviour policy.

However, reasonable adjustments will be made for some individuals. Advice from our SEN Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEN review meetings.

Staff can refer to the SEN register for further information. Some students may need a differentiated approach to break down their individual barrier to learning and understanding. Further guidance is available from the SENCO if required.

The best place for students to receive high quality education is to remain in classrooms and engage with our quality first teaching. Our aim is to always keep children in the classroom, and we support them to do this.

Celebrating Success Through a Reward Driven Approach

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

In order to achieve this shift in culture change we will reward students with different curriculum, behaviour and attendance related rewards.

We have calibrated the suggested points to mean that a good student who always tries hard will get a bronze around Christmas, a Silver around Easter and a Gold by the summer. By using quality first teaching staff will ensure that students are being rewarded for their hard work and behaviour on an individual basis striving to better themselves. Supporting student to develop at their pace.

Badges are valued highly and to maintain the appeal each academic year a different badge design will be purchased.

This is the mandatory whole school reward system – other reward mechanisms e.g. phone calls, post cards etc. are at Curriculum Area discretion.

Rewards

The use of rewards is to:

1. Raise and sustain levels of achievement.
2. Increase and sustain students' self-esteem.
3. Encourage and sustain appropriate behaviour.
4. Create and sustain a positive learning environment.

Situations where rewards are used:

- Outstanding Work
- Making Outstanding Progress
- Excellent Effort, including attendance and punctuality
- Service for the school community, including outstanding behaviour and actions that embody our school respects

Classroom Teacher rewards

- Verbal praise. This should exceed negative comments by a ratio of at least 3:1.
- Positive comments when marking.
- Positive comments in student planners, via Arbor or use department reward structure
- Telephoning parents / carers
- Work displayed in classroom

Recording Rewards

In this case staff will be expected to record rewards on the schools Behave-Vue system. Staff will outline what the excellent behaviour was and how it contributed to something positive within the students work, action or the wider school community.

Communicating Rewards with Parents

These reward points will be communicated automatically with parents through the Schoolvue platform and will be collated towards the rewards events organised each term for students in all year groups.

Reward Events and Visit

Within the school improvement plan, students will take an active role in the organisation of rewards by participating as Personal Development Ambassadors. These ambassadors will collaborate with staff to help design, promote, and facilitate reward events, ensuring that student voices are central to the process. Their involvement will not only foster a sense of

ownership and responsibility among the student body but will also ensure that rewards are meaningful and reflective of the achievements valued by students themselves.

A comprehensive reward plan will be implemented to guarantee that all positive behaviours are recognised consistently across the school. This plan will outline clear criteria for earning rewards, ensuring transparency and fairness in the distribution of recognition. By working closely with the Personal Development Ambassadors, the school aims to create a culture where every student has the opportunity to be acknowledged for their positive contributions, both within the classroom and in the wider school community.

Communication of Reward and Behaviour Information

Students are kept fully informed of any changes to behaviour for learning practices through a variety of channels. Letters are sent home to ensure both students and their families are aware of updates, fostering a partnership between home and school. In addition, 'line up scripts' are utilised—these are clear, consistent messages delivered by the Head of year as they line up at the start of every day. The scripts outline expectations, explain any new procedures, and reinforce positive behaviours, ensuring that all students receive the same information at the same time.

Assemblies and form time tutorials also play a crucial role in communicating key changes. During assemblies, school leaders address the student body to explain the reasoning behind any new practices, highlight examples of positive behaviour, and answer questions. Form time tutorials allow tutors to discuss updates in smaller groups, giving students the opportunity to engage, seek clarification, and reflect on how these practices affect their daily school life.

It is the aim of St John Fisher (SJF) to over communicate this information, ensuring that students are always aware of what behaviours can impact positively or negatively on their time in school. This transparent and proactive approach is designed to help students make informed choices and fully understand the expectations that contribute to a positive school environment.

Accountability

Accountability for all members of our school communities' interactions with the consequences ladder will be maintained by a Termly audit of sanctions, actions rewards to ensure that the SLT, Staff and students are sticking to the document and that parents are being communicated with effectively during the process.

Analysis will take place to identify trends and changes in the behaviour of students based upon the actions being shown. Staff will need to be adaptable to changes in social climate and ensure students are always following the expectations of the school.

In the events of a situation occurring, sanctions for students will be placed on school vue, it will be expected that all CL will follow up and support staff on curriculum level behaviour

concerns. It will be expected that HOY will support staff where required if a student's behaviour impacts on the safety of themselves, classmates, or staff. It will be the responsibility of the SLT line manager to ensure that all rewards and consequences are put in place within a timely manner to support the positive movement of behaviour at SJF. It is the expectation that line managers will take the necessary action to ensure quality first teaching can occur for all students in SJF.

Consequences

St John Fisher employs a range of consequences to address undesirable behaviours in school. The consequences that are recorded on Schoolvue. To improve the accuracy and consistency of behaviour across the school staff must allocate and follow through with actions through our consequences ladder.

Consequences Ladder

All staff are responsible for applying the school's consequence policy both within and beyond

lessons to ensure there is a cohesive and consistent approach to upholding St John Fisher expectations. This will be applied where students are both making poor choices that do not promote schools' values and ethos. The consequence ladder provides a standardised and differentiated approach to setting appropriate consequences. It is important to recognise that a student does not have to progress through the consequence ladder systematically if a behaviour is serious and warrants immediate C2 consequence or On Call support. Any behaviour that you experience that is not on this consequences ladder should be discussed with your HOY or SLT Lead.

The Head teacher and members SLT reserves the right to use discretion to help St John Fisher students make better choices and learn the right lessons depending on their choices and actions. Parents will be informed of consequences through School Vue or a communication home by phone whereby they can login and view teacher's comments regarding incidents logged.

St John Fisher Catholic Comprehensive Consequences Ladder

At St John Fisher we have high expectations of behaviour for learning. This list is a guide to the level and type of behaviour that will incur consequences. Staff will award consequences at their discretion.

| Level | Incidents that Occur at Each Level | Likely consequence |
|-------|--|---|
| C1 | <ul style="list-style-type: none"> • Talking when teacher is talking • Distracting other students from learning • Lack of equipment that prevents learning • Use of inappropriate language • Eating in lesson/corridors • Lack of class work | Verbal warning |
| C2 | <ul style="list-style-type: none"> • Repetition of C1 behaviours • Late to lesson (more than 5 mins after the pips) without a note. • Uniform infringement without a signed pass • Disrespectful attitude/behaviour to staff or peers • Dropping litter • Persistent lack of equipment – monitored by class teacher and form tutor | Teacher led 10-minute lunch/after school detention for restorative conversation Logged on Schoolvue 5 C2s in a week – HOY wed afternoon detention 2pm-3pm |
| C3 | <ul style="list-style-type: none"> • Significant disruption to lesson – student is parked* • Significant disrespect shown to staff or peers – student is parked* • Persistent refusal to follow instructions in class – student is parked* • Late to lesson (more than 10 mins after the pips) without a signed note. • Deliberate unkindness • Non-compliance with uniform or mobile phone expectations (More than X in a week) (set by HOY) • Non-completion of home learning • Failure to attend C2 detention • Failure to attend home learning detention set by class teacher | Logged on Schoolvue *Parked Detention with Mrs Swift Whole school detention set same day |

| | | |
|-----|---|---|
| C4 | <ul style="list-style-type: none"> • Damage to school/other's property • Persistent refusal to follow instructions – (On call/SLT) • Persistent deliberate unkindness (Bullying) • Constant non-compliance with uniform expectations (set by SLT for year group) • Swearing directly at. or use of inappropriate language towards a member of staff • Inciting others to fight/attending a pre-arranged fight • Internal truancy • Serious abuse of social media • Failure to attend C3 consequence • Student parked 3 or more times in a week • Repeat of a C3 consequence for a second time. | SJF - Internal Isolation 8.15am till 4pm |
| C5 | <ul style="list-style-type: none"> • Failure to complete C4 consequence • Deliberate defiance • Prolonged Truancy (3-5 lessons) • Behaviour that compromises the safety of others • Behaviour outside school that brings the school's name into disrepute • Possession of smoking/vaping equipment • Behaviour that seriously disrupts the school day • Repeat of a C4 consequence for a second time* | Internal isolation at a local provision Or Fixed term suspension – This decision will be made by the Head Teacher. |
| C6 | <ul style="list-style-type: none"> • Fighting • Failure to comply with the conditions of an internal isolation • Theft • Consumption of a banned substance • Persistent bullying or intimidation of a student • Intimidation of a member of staff • Serious misuse of a mobile phone/social media. • Swearing directly at a member of staff* | Fixed term suspension – This decision will be made by the Head Teacher. This is an official suspension and will be recorded permanently on the student's record. |
| PEX | <ul style="list-style-type: none"> • Bringing a banned item onto the school's premises • Possession of a weapon or items that may be used as weapons, • Possession and/or use of illegal drugs • Persistent unsafe behaviour that repeatedly disrupts the running of the school • Significant violent act towards a member of staff or another student | Permanent exclusion – This decision will be made by the Head Teacher. This is an official exclusion and will be recorded permanently on the student's record. |

Consequences that are available at SJF:

The use of student voice

The use of student voice is central to guiding how behaviour is improved at St John Fisher. By actively seeking and valuing the perspectives of students, the school ensures that its behaviour policies and practices are both relevant and effective. Regular forums, surveys, and discussions provide students with opportunities to share their experiences and suggest meaningful changes, fostering a sense of ownership and responsibility. This collaborative approach not only helps identify areas for improvement but also empowers students to contribute positively to the school culture, making the environment more inclusive and reflective of the needs of the whole community.

The Behaviour Curriculum

Our behaviour curriculum is part of our inclusion strategy. As such we see behaviour as a form of communication from student to all stakeholders. Staff at St John Fisher must not assume that all students understand how to behave and must ensure they give help, guidance and hold students accountable so their behaviour is consistent with the expectations of the school.

To develop students understanding of what behaviour is desirable at SJF, students will be taught a curriculum that is taught a curriculum to make explicitly clear the expectations of the school in a clear and consistent manner.

Our behaviour curriculum will create a common language for behaviour and a sense of belonging, so all stakeholders understand:

“This is how we behave at St John Fisher”

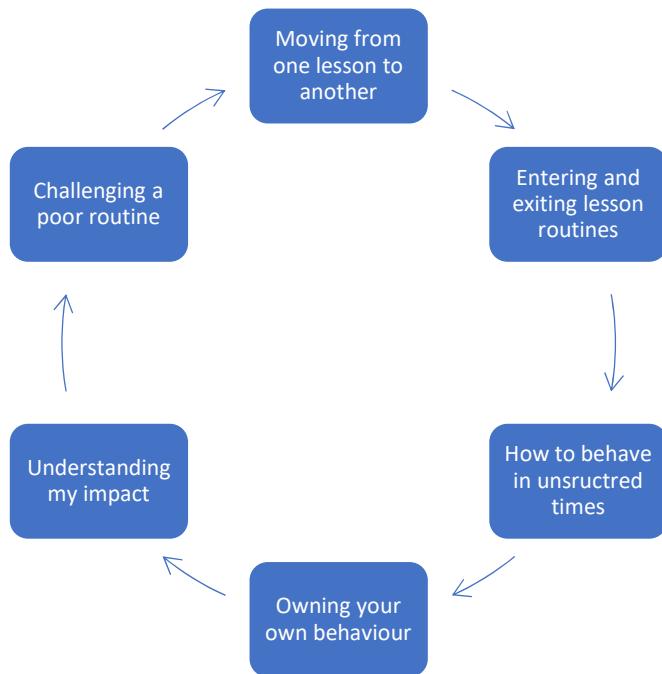
We behave in this manner because.....

“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.



Use of Trauma Informed Practice

A trauma informed school is one that can support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. In many cases behaviour can often be a form of communication to others that students are not regulating their behaviour and may need support and guidance to do so.

All staff, governors or volunteers must act in a way that allows all students to best “Regulate” their behaviour by apply methods of de-escalation and look for ways to give students the chance to make informed decisions about the behaviour in a safe and well managed learning environment.

Challenging Expectations Strategy

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 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 the classes expectations”

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 expectations 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 the school’s expectations”. 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.

How to Park a Student:

A teacher will ask a student to take their work and relocate to the allocated room on the rota. Please can the teacher watch the student enter the classroom they have been allocated. If

this is not possible, please call for on call. If a student refuses to be parked, then please use on call.

Using on call: If a student is not following your request to be parked in the allocated room from the faculty timetable, please use the on call system to request support in getting this to happen. An on-call member of staff will remove the student from the class. Deescalate the student's behaviour before arranging for them to be parked with the allocated teacher.

What will happen if a student refuses to be parked?

If a student refuses to be parked they will be taken to a member of SLT who will discuss the reasons why they were parked and explain that refusing to be parked will result in a 1 day internal suspension that will happen the next day.

How to record your Parked Students: A video explaining how to can be found by clicking this link [Recording Parked Students on Behavue](#)

Internal Truancy

We take internal truancy very seriously, recognising that consistent attendance to lessons is directly correlated with student success. To this end, students' attendance and punctuality are closely monitored, and a clear structure is in place to support them in making the right choices regarding their presence in all scheduled lessons. Through regular check-ins and timely interventions, we aim to guide students towards improved attendance, fostering both their academic progress and personal responsibility.

When the internal turnacy threshold has been met the Assitant Head i/c of Behaviour and Attitudes will start a support plan involving parents and other agencies to rectify the issue this will last for an initial 6 weeks, this will be repeated if the issues do not continue. After the support plan is complete a review will be discussed at ISG and taken to the SLT for further discussion.

Use of the Internal Exclusion Unit

The use of the internal exclusion unit (IEU) is 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. Secondly as an opportunity to organise re-education programmes for students who have broken specific ethical or equality expectations.

The IEU is in Room 2.35 and is monitored by the IEU Manager. Student can be put into the IEU for the following reasons.

- 1) Internal Suspension for students who have made poor behaviour choices and been placed in for failing to meet an aspect of the consequences ladder.
- 2) Internal Suspension (Pending Investigation) - If a serious incident has happened and a member of the SLT needs to isolate a student whilst investigations are made.
- 3) Internal Suspensions from another local school – Placement made to support local schools with their behaviour. Total 2-4 Max.

Use of the Internal Suspensions at a partnership school

Internal suspensions at local partnership schools serve as an alternative to external exclusions, providing a structured environment where students are temporarily removed from their usual classes but remain within the school setting. During this period, students are supervised and required to continue with their academic work, ensuring that learning is not disrupted. This approach allows students the opportunity to reflect on their behaviour away from their peers, encouraging them to consider the impact of their actions and how they might make more positive choices in the future.

Additionally, time spent in internal suspension often includes targeted support and interventions, such as mentoring or behavioural workshops, designed to address the underlying causes of the behaviour. The aim is to reintegrate students with improved strategies for self-management, thus promoting personal responsibility and reducing the likelihood of repeated incidents. This reflective process is an important part of the school's graduated response to behaviour, complementing other measures such as the use of the Internal Exclusion Unit (IEU) and referrals to the Inclusion Steering Group.

Use of Fixed Term Suspensions

Students can expect to face sanctions for involvement in violence in all its forms, the use and/or possession of a weapon, involvement in the possession, use and/or selling of illegal substances and for age- restricted legal substances (alcohol, cigarettes and tobacco), acts of racism and behaviour deemed racist, bullying in all its forms, persistent misconduct,

disruption of the learning of others, the use of abusive inappropriate sexual activity and unacceptable language, damaging the reputation of the school and bringing it into disrepute, misuse of new technologies, damage to public and personal property, non-compliance with sanctions, theft, arson, inappropriate behaviour, malicious complaint, dishonesty or any act impacting negatively on the health, wellbeing and welfare of others. This is not an exhaustive list.

Final decisions regarding sanctions for any form of behaviour deemed unacceptable are made by the Headteacher. Reasonable adjustments are considered before a Child in Care or a child with an EHCP/identified additional need(s) receives an exclusion. The DSL/Designated Teacher are consulted, and their advice sought before a decision is taken.

In certain circumstances students may need to have a length of time out of school to reflect on their behaviour. The different forms of suspension available for use at the headteachers discretion on a case by case basis are:

- Fixed Term Suspension
- Fixed Term Suspension pending further investigation
- Permanent Exclusion

This information is detailed in the school's Exclusions Policy, which outlines the procedures and rationale for suspensions, exclusions and permanent exclusions. For further guidance, please refer to the Schools Exclusions Policy document available from the school office or website.

Detentions

Members of staff have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. However, to work successfully with parents 24 hours' notice will continue to be provided at St John Fisher for all detentions after 3.15pm 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.

For consistency staff should use the consequences ladder to determine the level and duration of detention. Staff should look to avoid the use of whole group detentions and to focus on those students whose behaviour has caused the drop in quality first teaching.

Behaviour Interventions

At St John Fisher Catholic Comprehensive we want to guide and support our students to make the correct decisions in their time at the school in preparation for their futures. In some cases it may require the use of internal or external support agencies to offer a range of support including:

Referral for SEND assessments
Referral to MASH / early help
Referral to Education Psychology (EP)
Referral to Child and Adolescent Mental Health (CAMHs)
Lower level Mental Health intervention
Frequent and open engagement with parents
Mentoring and coaching offer
Individual/ Positive Behaviour Plans
Engaging with local partners / agencies
Evidence of graduated response
Reasonable adjustments
Review of EHCP / emergency annual review (if applicable)
Team around the child (TAC)
Restorative approaches
Time out / fresh start - managed move

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.

- 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.

Behaviour Tiers

As students complete their learning journey at SJF we will monitor the behaviour of all students through our Behave-Vue system. All rewards and sanctions are recorded centrally. Each type of reward and sanction carries with it a level of severity. We will keep a close eye on the running total of students behaviour points and arrange intervention at specific points. These points in the journey will be at the end of each Tier.

Tier 1 –0-19 Behaviour Points

Tier 2 – 20- 39 Behaviour Points

Tier 3 – 40 to 59 behaviour points

Tier 4 – 60+ behaviour points

When student's behaviour moves onto Tier 2 they will then start on an Assess, Plan, Do Review process to monitor their behaviour and ensure impact is being made to improve behaviour.

All students on the SEN register will have an Assess, Plan, Do, and Review document. This will monitor the support put in place throughout their time here at SJF.

If a student's behaviour has got to the end of Tier 2 and starts Tier 3 they will be referred to the ISG (Internal Steering Group).

The Inclusion Steering Group (ISG)

The Inclusion Steering Group at St John Fisher plays a vital role in supporting students who require additional guidance in their behavioural journey. By bringing together a team of dedicated professionals, the group ensures that tailored interventions and support strategies are put in place to address individual needs. This collaborative approach not only fosters a more inclusive learning environment but also empowers students to make positive choices and reach their full potential within the school community.

The ISG is chaired by the Deputy Headteacher in charge of inclusion. We have the Head of Year, the SENDCO, the Behaviour and Attitudes AHT, the Catholic Life of the school AHT and the lead practitioner for Behaviour. This team collaborates to ensure that the needs of every student are considered from multiple perspectives, promoting a holistic approach to behavioural support and inclusion across the school.

The ISG meets weekly to discuss each student who may need further support. What they have developed since the last meeting and put in place further or different support if required.

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.

Uniform expectations to ensure positive behaviour

At St John Fisher, we believe that wearing the school uniform properly and with pride is an important part of fostering a positive and respectful school environment. A consistent and smart uniform helps to create a sense of unity and belonging among students, encouraging them to see themselves as valued members of the school community. When students take pride in their appearance, it reflects positively on their attitude towards learning and promotes a culture of high expectations and mutual respect.

A strong collective identity, reinforced by a shared uniform, can help reduce instances of poor behaviour by reminding students that they represent not only themselves but also the values and standards of the entire school. This sense of togetherness supports good behaviour, helps maintain discipline, and ensures that everyone feels included and valued within the school setting.

For further information regarding the uniform students are expected to wear please look at the schools uniform policy.

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

Having consulted the DFE advice document for Searching Screening and Confiscation 2022 document means 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, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or 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.

Link to document:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbea55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

24/7 Policy – Expectations outside of the school day

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.

Use of Reasonable Force

Having consulted the DfE guidance on Use of Reasonable Force in schools 2013, [Link to Document](#):

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.

Complaints

If any member of our school's community should have any concerns regarding the implementation or carrying out of duties linked to the Behaviour for Learning Policy should raise their concerns through the school's complaints procedure. This will ensure that a concern, difficulty, or complaint is managed sympathetically, efficiently and at the appropriate level and resolved as soon as possible.

Staff Induction, development, and support

When new staff come to the school, they will receive an induction session which will explain the contents of this document. They will also be provided additional settling in support and meeting with the AHT in charge of behaviour to go through school vue, rewards and the consequences ladder.

Staff have a proactive, strategic CPD schedule which is used to keep all staff up to date in behaviour policy and new strategies being used. Adjustments will also be made to the CPD schedule to support information gathered from the analysis of behaviour data.

If staff require support for behaviour in their first port of call is to speak to the curriculum leader, then the HOY and the AHT in charge of Behaviour. They will then be supported or signposted to the best person to provide support.

Mobile Devices and Accessories in School

We have a very clear mobile phone policy at St. John Fisher School. We are aware most students now use their phones for reasons other than just a call. They may need their mobile phone for payment method, train/bus ticket therefore our policy is amended to support students and staff.

'No See. No Hear, No Use' - This means that phones should not be turned on or be visible during the school day.

On site

We define this as the point they cross the green gate (student safety line) at the start of the day, to the point they go back through those gates on the way home.

Schools have the legal power to confiscate 'any item that they consider harmful or detrimental to school discipline' under the Government's 'Searching, Screening and Confiscation' advice for schools

(DfE, 2018).

If we see a mobile phone at any point in the school day, it will be confiscated. If a staff member asks a student to surrender their phone, the student should do so on first request. Similarly, headphones (including Bluetooth earbuds) should not be used. Where they are seen being used it is indicative that a mobile phone is also being used and both will be confiscated.

Should any student want to contact home they can go to PCL support and ask the staff there to make or receive a call, where they can be monitored. This way the school can protect students and ensure the device is being used responsibly and the school can fulfil its statutory safeguarding obligations.

If a student refuses to hand in their mobile phone, then this will be referred to their Year Leader and they will spend the next day in the IEU. Students will also follow the confiscation process and the increase in consequence if the repeatedly reoffend.



Our Confiscation Process:

| Occasion | Cooperative Student Process | If a student refuses to hand their mobile device or accessory in. |
|----------|---|---|
| 1) | Phone/accessory confiscated and collected the end of the school day from the IEU manager | Student is placed in the IEU and must hand their mobile device or accessory in at the start of the day to the IEU manager. |
| 2) | Mobile device or accessory confiscated from student Mobile Device will only be returned to the student after a detention has been served. | Student will spend 2 days on internal suspension at a local school. |
| 3) | Students will spend 2 days in the IEU and have a parental meeting regarding expectations and mobile phones. Parents to collect the confiscated mobile device or accessory after 3.30pm from the school reception. | Fixed Term Suspension Every day the student must come into school and hand their mobile device or accessory to the Assistant Family Liaison Officer who will return it when students arrive at the end of the day. |
| 4) | Student will have an internal suspension at a local school. Every day the student must come into school and hand their mobile device or accessory to the Assistant Family Liaison Officer who will return it when students arrive at the end of the day. | |
| 5) | Student will receive a fixed term suspension Every day the student must come into school and hand their mobile device or accessory to the Assistant Family Liaison Officer who will return it when students arrive at the end of the day. | |

Where will the phones be taken?

The phones will be taken to the IEU manager. Students will then come back to the IEU managers location at the end of the school day to get their phone. If the student is on a level where parents need to collect the phone the IEU manager will be able to take the box down to reception for parents to collect.

Monitoring, Review and Evaluation

This policy will be reviewed annually by the SLT Lead in charge of careers and any material changes submitted for approval to the Catholic Mission and Ethos (CME) Committee.

The school will monitor the impact of this policy through a range of activities, including:

- The careers Lead meets with the careers officer fortnightly to discuss career progress.
- The Careers leader meets fortnightly with an assistant headteacher to discuss progress in the careers programme.
- An annual review of the careers programme is undertaken, using Compass +, by the Careers Leader.
- Compass+ review is discussed with an assistant headteacher and targets for the coming year are set. This is done using the Gatsby benchmarks and 2018 Statutory Guidance to ensure the school is meeting its statutory obligations and developing an outstanding provision.

The CME Committee may periodically request reports on this.

APPENDIX A **REWARD SYSTEM**

Key Changes following CL, HOY and School Council consultation

- School Lunch Pass for first 5 students to reach 100 points across each year group. Pass will entitle students to go straight to the front of the queue with one friend (single use pass). To be organised by PCls
- Criteria for basic single point on wall displayed in every classroom (AFI & IJO)
- Badges will be made with badge maker by LBE (has agreed)
- Certificates will also be designed by LBE
- Have been guided by information from Charlie Taylor's "Getting the Simple Things Right"

Student Feedback Themes

- In terms of the five respects there is little consensus as to their value pertaining to rewards. They are more highly valued by conscientious students, less highly valued by typical and challenging students.
- Students valued the following types of rewards: Stationary, Tangible items e.g. footballs, books, food, trips, certificates, trophy.
- There was widespread concern that subjects are simply not giving out rewards – this was shared across year groups.
- Students do value rewards – there is a consensus that they want them and are disappointed that they are not getting them.

5 respects

- Based on feedback, we are recommending that the reward system is separated from the five respects as there seems minimal engagement with the respects from the students whose behaviour we need to modify most. *This may have implications for the use of the 5 respects more generally.*

Principles

- Reward points can be distributed for good behaviour, a piece of work, representing the school or any other positive action, but the points awarded will simply be positive points – they will not be associated with a respect etc.
- It will be an expectation that for a student who is doing the right things in lessons e.g. on time, working, engaged, they should receive a minimum of one point per lesson. Going above and beyond in any way would result in more points.
- Rewards will be able to be awarded as single points, three points or five points.
- A single point is for good behaviour + learning, 3 points for exceptional behaviour + learning, 5 points should only be awarded for above and beyond e.g. representing the school.
- Automated email for 3 or 5 points awarded.
- This system will only work if all members of staff are onboard and follow the policy – this will need really structured and thought out communication.
- We have calibrated the suggested points to mean that a good student who always tries hard will get a bronze around Christmas, a Silver around Easter and a Gold by the summer.
- Challenging students should be rewarded points on the same criteria as everyone else, not being awarded points for being a bit better than usual. *SHA concern re SEND*
- Badges are valued highly and to maintain the appeal each academic year a different badge design will be purchased.
- This is the mandatory whole school reward system – other reward mechanisms e.g. phone calls, post cards etc. are at Curriculum Area discretion.

| Positive points on school Vue | Number of points | Structured reward | Trip/external | Parental | Other | Logistics |
|-------------------------------|------------------|--|---|---|--|---|
| Bronze | 400 | Bronze certificate presented in assembly | | Copy of bronze certificate emailed home | | COVUE programmed to notify admin team and HOY weekly. Admin team to send PDF of cert via parent mail and also to send copy to HOY for printing. |
| Silver | 700 | Silver certificate presented in assembly | | Copy of Silver certificate posted home | | COVUE programmed to notify admin team and HOY weekly. Admin team to send PDF of cert via post and also to send copy to HOY for printing. |
| Gold | 1000 | Gold Badge + Certificate presented in Assembly | External Trip in term 6 for all students who have achieved Gold – last week of term on a rolling year group basis. E.g. Shorne Country Park with activities and an ice cream van For year 11 + 13 Gold would automatically fill ½ their prom pass. | Copy of Gold certificate posted home | Names in newsletter | COVUE programmed to notify admin team and HOY weekly. Admin team to send PDF of cert via post and also to send copy to HOY for printing. Admin team to prepare names termly for newsletter IJO and AFI to order 500 Gold badges in June 2022. HOYs to collate all students awarded Gold as of the 1 st July and plan award trip in last week of term |
| Diamond | 1500 | Diamond badge award + certificate in assembly | External trip at end of year. Theme Park e.g. Chessington | Copy of Diamond certificate posted home | Awards ceremony in summer term Names in newsletter | COVUE programmed to notify admin team and HOY weekly. Admin team to send PDF of cert via post and also to send copy to HOY for printing. Admin team to prepare names termly for newsletter |

| | | | | | | |
|----------|------|------------------------------|--|---|---|---|
| | | | | | | <p>IJO and AFI to order 100 Diamond badges in June 2022.</p> <p>HOYs to collate all students awarded Diamond as of the 1st July and plan award trip in last week of term (to take place on same day as gold trip)</p> <p>Award Ceremony built into calendar as close to the end of summer term as possible.</p> <p>HOYs/PCLs responsible for organisation and inviting parents.</p> <p>Governor + DLE to present awards.</p> |
| Platinum | 2000 | Platinum badge + certificate | Diamond trip + High Street Voucher £50 | Face to face meeting with HT to praise excellent attitude with parent and child | Awards Ceremony in summer term Platinum Trophy with engraving for all students achieving this award. + special trophy for the absolute highest point score. Names in newsletter + twitter etc. | <p>COVUE programmed to notify admin team and HOY weekly.</p> <p>Admin team to send PDF of cert via post and also to send copy to HOY for printing.</p> <p>Admin team to prepare names termly for newsletter</p> <p>IJO and AFI to order 50 Platinum badges in June 2022.</p> <p>Award Ceremony built into calendar as close to the end of summer term as possible.</p> <p>HOYs/PCLs responsible for organisation and inviting parents.</p> <p>Governor + DLE to present awards.</p> <p>Platinum names to be forwarded by admin team to HT PA for scheduled 15 minute meeting.</p> <p>AFI and IJO to source trophies in summer 2022.</p> <p>SLT responsible for behaviour to organise the engraving of trophies.</p> |

Parallel Systems

TERMLY COMPETITIONS

It is proposed that depending on need we continue with Christmas Cracker/Easter Extravaganza as a parallel system using the 'cards'. Prize to include opportunity to be entered into voucher draw + cinema afternoon.

HEAD TEACHER GOOD WORK AWARD

At the beginning of the year HT should allocate 2 hours in the last week of term to 'good work' time. This should be added to CL agenda and a single nomination per curriculum area made and sent to HTs PA. This will result in 6 students per term presenting their work to HT. *once a fortnight – rolling faculties? Collation of these pieces of work and display. Art work/curriculum work paid to be framed – professional.*

COMMUNITY CHEST REWARDS

The Community Chest Reward System is intended to acknowledge and encourage positive contributions within our community by offering meaningful rewards for acts of service, cooperation, and active involvement. Members can earn points by taking part in approved activities such as volunteering, mentoring, helping to organise events, or supporting fellow members. These points may be exchanged for rewards that reflect our shared values, including vouchers, community benefits, or public recognition. The system is managed transparently, with clear guidance on how points are earned and redeemed, and aims to promote a culture of appreciation, inclusivity, and mutual support.

APPENDIX B

St John Fisher Home School Agreement

PARENT/STUDENT LEARNING AGREEMENT

parents/ Carers

- I will take responsibility for my child attending school regularly, on time and in the correct uniform.
- I will inform the school on the first day when my child is absent and supply medical evidence to when requested to do so.
- I will support the school in ensuring that my child attends, and is respectful of, all religious services.
- I will attend Parents' Evenings and other meetings about the progress of my child.
- I will inform the school about anything which might affect my child's work, behaviour or progress.
- I will ensure that all homework is completed.
- I will work with, and show respect for, the professionals supporting my child.
- I will support all school policies and help enforce the same day detention system.
- I will acknowledge receipt of written communications from the school as and when required.
- I will encourage my child to attend enrichment activities and other out of classroom opportunities for learning. I will actively engage with the school to help my child progress and be happy there.

Signed _____ Date _____

Students

I will arrive to school and lessons on time, ready to learn and dressed in the correct uniform.

I will do my best to remain in school all day, attend all of my lessons and work to the best of my ability.

- I will take part in all reflections in lessons, attend all school services and masses and behave in a respectful manner throughout.
- I will complete all homework on time and to the best of my ability.
- I will help to keep the school free of litter and graffiti.
- I will talk to a teacher or another adult if I think that I am being bullied, or someone I know, is being bullied* I will always speak to staff and other students with respect.
- I will follow the hands off policy by ensuring that I do not get involved in any form of fighting or violence towards others.
- I will respect the opinions of others and accept that they may be different to my own.
- *Bullying is where a person is subject to physical or verbal abuse by others over a prolonged period of time. This may take place face to face or via social media.

Signed _____ Date _____

The Code of Conduct

As members of the St. John Fisher Catholic Comprehensive School community, students, staff and parents should show respect at all times, both inside and outside of school.

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 behavior 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 sanctions.

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 .

Signed _____ Date _____

APPENDIX C Explanation of Stakeholder Responsibilities

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.