



# St John Fisher Catholic Voluntary Academy

## Behaviour Policy



*For I know the plans I have for you; plans to give you hope and a future –  
Jeremiah 29:11*

<i>Gospel Values</i>	<i>Compassionate</i> towards others, near and far, especially the less fortunate; and <i>loving</i> by their just actions and forgiving words
<i>Catholic Social Teaching</i>	<i>The Common Good</i>
<i>British Values</i>	<i>Respect, Tolerance and Rule of Law</i>
<i>School Values</i>	<i>Right Judgement, Understanding</i> and <i>Courage</i>

Approved by: Patricia Hurd

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# Our Mission and Values

**Guided by Jesus' love and example, we use our gifts to grow, pray and learn as a community; united in faith.**

*For I know the plans I have for you; plans to give you hope and a future. Jeremiah 29:11*

At St John Fisher we recognise that for children to achieve their full potential, our Mission Statement, the Gospel values, and the teaching of the Catholic Church need to be modelled and defined consistently by all staff, so the children understand how they relate to their own lives at school, home and in the community.

The Gospel Values are: Love, Forgiveness, Compassion, Hope, Gratitude, Service and Justice.

Central to our school is making the Catholic faith the foundation of our culture ensuring that children respect themselves and others, realising that we are all unique and made in the image and likeness of God. We want our children to respect and recognise the different cultures represented in our school and the wider community and to welcome each other into a caring and nurturing environment.

## Aims of the Policy

Our aim is that all the children achieve in a happy, respectful and safe environment underpinned by the teachings of the Catholic Church and the Gospel Values. Positive relationships and behaviour are integral as we seek to foster a positive attitude between all members of the school community showing mutual respect regardless of ability, gender, culture or race.

This policy aims to:

- **Insist on and maintain high standards of behaviour** in order to **enable effective learning** and to **keep everyone safe**.
- Provide a **consistent approach** to positive behaviour, promoting and supporting **self-management, self-regulation and reflection**.
- Summarise the **roles and responsibilities** of different people within our school community with regards to positive behaviour.
- Outline how we **reward good behaviour** and how we **support children if their behaviour is not as expected enabling them to reflect, accept responsibility, repair, restore and co-regulate**.

As a school, we understand that there are times when behaviour displayed is not a conscious choice but a way of communicating an emotional need and will aim to support the child and their family by seeking support from our SENDCo, Learning Mentor, Emotional Literacy Support Assistants and Faith in Families worker and through the Early Help Assessment route if required.

# Whole School Rules

At St John Fisher we have made a conscious effort to streamline our expectations for children. We continue to have the highest of expectations for their behaviour, having three key rules is backed by wider research, allowing children to easily remember these rules and for them to be consistently applied. At St John Fisher children are expected to:

- *Be respectful and kind to yourself and others.*
- *Be safe and take care of our school.*
- *Be resilient and work hard.*

These rules are inspired by the Beatitudes, the Commandments, and the gifts of the Holy Spirit. We also expect children to complete any instructions **first time, every time**. This mantra will be shared by all staff. Children will be explicitly taught the mantra and school rules and have them modelled to them. This will be delivered and taught through our behaviour curriculum. They will be consistently reminded of these and children who do not conform will understand the negative consequences of their actions.

In the first week of every school year, we will explicitly teach, model and practise the school rules, mantra and routines to all children so that they all understand them clearly. They will be continually referred to and reinforced and the children will be reminded of these by all staff at all times.

## Roles, responsibilities, and expectations

### Children

The children at St John Fisher have the responsibility to follow the school rules and make good choices which will help them to behave well and achieve their full potential.

Whilst in school, as well as the three school rules, we expect the children to follow our behaviour curriculum which outlines more concisely the expectations upon each child.

### Parents

We understand the importance of working in partnership with parents to support all children to learn in a calm and nurturing school and to adhere to the positive behaviour policy.

Parents are expected to follow the bullet points below, in addition to, our communication policy, our aggressive and anti-social behaviour policy:

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules
- Support the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Recognise that learning cannot take place without good behaviour being in place
- Work in close partnership with the school

### Staff

The expectations of behaviour are a shared responsibility of every member of staff and we will support each other to be consistent and fair.

**All staff** are expected to...

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines to the children through the behaviour curriculum
- Meet and Greet children as they enter the classroom
- Think positively, identify good behaviour and say something positive to the children on a regular basis
- Be positive role models being calm and polite - using appropriate tone, language and volume to model good behaviour to pupils
- Provide a calm, tidy and organised classroom and prepare equipment and materials before each lesson/break/lunchtime
- Be proactive and use a range of strategies to encourage good behaviour

- Use the Zones of Emotional Regulation Language to support positive behaviour and support children to self regulate
- Use Pupil Reward Points and other in-class reward systems to reward pupils who go *above and beyond* expectations
- Celebrate children's success through selecting a weekly Good Worker of the Week/Good Disciple
- Implement the behaviour policy consistently, fairly and without prejudice or favouritism at all times
- Providing a personalised approach to the specific behavioural needs of individuals
- Work closely with Lunchtime Supervisors to promote a calm, enjoyable lunchtime
- Work in partnership with the Inclusion Lead and Learning Mentor to create Individual Plans for pupils who need additional support
- Record all significant behaviour incidents using Edukey and inform the SENDCo and SLT
- Be proactive in developing good relationships with parents and children; make them feel welcome and listen to any concerns they have, celebrate success as well as sharing concerns
- Raise concerns at our weekly 'Vulnerable Pupil' meetings which will be facilitated by our learning mentor
- Lunchtime supervisors to hand out Pupil Reward Points to those who have gone above and beyond at lunchtime

### **Senior Leadership Team**

It is the responsibility of all leaders in school to ensure high levels of discipline are maintained at all times. All leaders are expected to...

- Support the Headteacher to ensure the promotion of the Gospel Values, the school's Mission Statement and the Whole School Rules in and around school
- Meet and greet children at the gates each day
- Be a visible presence around the school and playground
- Assist with monitoring that the Behaviour Policy is being implemented consistently by all staff members
- Implement the Behaviour Policy, reinforcing the need for consistency throughout school
- Be a positive role model and celebrate positive behaviours seen and heard about
- Support staff in dealing with disruptive and difficult pupil behaviour
- Investigate and action significant behaviour where necessary, recording and actioning incidents on Edukey – monitor behaviour data and review provision for learners
- To ensure honest and accurate information sharing across all transition points

### **Head Teacher**

It remains the overall responsibility of the Head Teacher to ensure that high standards of discipline are always maintained consistently.

The Headteacher is expected to ...

- Ensure the promotion of Gospel Values, the school's Mission Statement and the Whole School Rules in and around the school
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for positivity and consistency throughout school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Reports to governors regarding the effectiveness of the Behaviour Policy and on the frequency of Significant Behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with difficult and dangerous pupil behaviour
- To investigate and action Significant Behaviour incidents, updating Edukey and Arbor

- Ensure appropriate and proportionate use of consequences
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy regularly
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management

#### **The CMAT/Governing Body**

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of Significant Behaviour incidents
- Evaluate the effectiveness of the policy with the Headteacher

## **Positive Consequences**

Children should not be rewarded for doing what is expected of them each and every day. Instead, children will be praised and given positive consequences for going above and beyond what is expected of them.

Children will receive a range of positives, some of which are listed below:

- Positive praise and feedback
- In class rewards – (e.g. stickers, table points, etc)
- Pupil Reward Points – which will allow children to exchange their points for a range of rewards, based on the number of points they've accumulated.
- House points certificates – Will be awarded through Pupil Reward Points
- Being sent to another member of staff to show good work
- Star of the Day – Will be awarded through Pupil Reward Points
- House Team reward time (termly) – Through monitoring of Pupil Reward Points
- Good Disciple Award (announced weekly in whole school Gather and Celebrate)
- Good Worker of the Week (announced weekly in whole school Gather and Celebrate)
- Messages home to parents – through postcards
- Special responsibilities/privileges such as:
  - Chaplains, ECO Warriors, Anti-Bullying Ambassadors, I-Vengers, Pupil councillors, Prayer Partners, Mini-Sports Leaders
- Nominations for St John Fisher Trophies (end of each year) / certificates for other children to celebrate strengths
- Other successes for extracurricular activities such as swimming, gym, dance, sports, etc are also celebrated in Fridays' Gather and Celebrate

**All staff** employ a consistent approach to consequences. This is to ensure good mental health and well-being and a safe and calm learning environment for all. Every negative consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour. When dealing with behaviour incidents staff will refer to the Zones of Emotional Regulation and explain to the children why the behaviour is unacceptable, which school rule they are breaking and how they can improve.

Children will be expected to reflect on their behaviour and asked to focus on the consequences of their actions, how it made the other person/people feel and that there will need to be a discussion with the other child/person in order to seek forgiveness and bring about reconciliation.

Staff are expected to deal with behaviour first and foremost, however, we may use the 'reflection room' in response to serious or persistent breaches of this policy. Children may be sent to the reflection room with the Learning Mentor during lessons if they are disruptive.

Tiered consequences enable all to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the *Reminder* and *warning* (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of disruptive or difficult behaviours it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

### **Removal from classrooms (Internal Isolation)**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a **serious consequence** and will only be used in response to serious misbehaviour or dysregulation. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal, some examples include:

- Repeatedly not following instructions
- Intentionally hurting another child
- Persistently arguing with adults
- Persistent disruption in lessons
- Damaging school equipment
- Repeatedly swearing or using offensive language
- Discriminatory behaviours
- Bullying of any type

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so, this may not be on the same day. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is being or has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, this could result in behavioural support from the LA, Social Care involvement, fixed term suspensions and exploring other educational settings.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on Edukey.

The Headteacher will ensure that the reporting of these incidents is sent to the LA, CMAT and DfE as requested.

### **Internal Escalation**

As a school we know that there will be occasions of challenging behaviour. With this in mind, we need a clear escalation policy so that children understand that this behaviour will not be tolerated by all staff.

Many behaviours will not need to reach the Senior Leadership Team (SLT) and ultimately the head teacher. There will, however, be some displays and acts of behaviour which will need to be brought to SLT attention, some of which will need to bypass certain steps in this policy, for example intentionally hurting others, or

endangering others.

As mentioned previously, staff are expected to deal with behaviour incidents first and foremost, once this has been tried and no longer works or repetition of the same behaviours, the Learning Mentor will be the next person in the escalation process. If the behaviour continues after the Learning Mentor involvement, the Inclusion Lead will be the next person in the process. After the Inclusion Lead has been involved, the next person will be the Deputy Head followed ultimately by the Head Teacher. It is important for the children that this process is followed, so the person addressing the behaviour is the most appropriate person and the escalation process is evident to the children.

The escalation process can be followed as:

1. All Staff
2. Learning Mentor
3. DHT
4. HT

### **Restorative Conversations**

Once a child has reached a second 2<sup>nd</sup> or final warning, the conversation which follows should take place to amend and restore the situation. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by addressing and understanding concerns and coming to an agreement about setting things right.

A restorative response can be conducted verbally.

Restorative feedback involves asking the following questions, which will be in the Hub at Lunchtime:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

### **Inclusion**

We are all responsible for our actions and we will help all children learn to make the right choices, understanding the effect of their actions on others. Where it is the case that a child is finding it difficult to respect the rights of others, or where a child's behaviour has been identified as a barrier to their own or other learning, then school and parents will work swiftly together to plan a way forward:

A behaviour plan will be implemented which will identify short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and maybe at home) to support these positive changes.

Progress towards these targets will be closely monitored.

Class teachers will liaise with the Inclusion Lead and leadership team for advice on strategies and to discuss progress.

The school will work with other professionals such as Behaviour Support and Educational Psychologists to gain the best advice and support for children, school staff and families.

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Staff will not explain or justify to parents or other children about the needs of others, or their approaches to managing certain behaviours.

### **Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Head Teacher or Deputy Head Teacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence 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 and decided on a case-by-case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

Please refer to our child protection and safeguarding policy for more information.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.



Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils.

The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

#### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

#### **Physical restraint**

In some circumstances, staff may use force to restrain a child to prevent them causing disorder, hurting themselves or others or damaging property. Incidents of physical restraint must **always be used as a last resort**, applied using the minimum amount of force and for the minimum amount of time possible, be used in a way that maintains the safety and dignity of all concerned, never be used as a form of punishment and be recorded and reported to parents (see appendix).

#### **Fixed term suspension and permanent exclusions**

In-keeping with our Catholic ethos and Mission Statement, we aim to teach every child right from wrong through positive messages and recognition of the unique value of each child. Normally, where parents work in partnership with us, we achieve this.

In extreme circumstances, other alternatives may be looked into to support a child with their behaviour before suspension or exclusion from school including a reduction in timetable and alternative provision off site.

As a very last resort, if a child, despite support and intervention strategies, poses a risk to him/herself and to others, a fixed term suspension or permanent exclusion will be considered by the Headteacher. Head teachers can only exclude a pupil for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy).

Fixed term exclusions can be for a set period of time, i.e. 2 days, or for set times of the day, i.e. if the behaviour at lunchtime is of serious concern then they may be suspended from the school premises during these times. Following a fixed term suspension pupils and parents will be invited into school for a reintegration meeting with the headteacher and Senior Leadership Team.

In all cases of suspensions and exclusions, they must be: rational; reasonable; fair and proportionate.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher every year and will report to the governing body on its effectiveness and if necessary make recommendations for further improvements.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. Racial or bullying incidents including child on child abuse, sexual harassment and sexual abuse of any kind are reported and records of such instances are reported to Governors on a termly basis. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the policy is administered fairly and consistently

### **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and fixed term suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying Policy

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022 (applies from 1 September 2022)
- Use of reasonable force in schools
- Supporting children with medical conditions at school

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

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit **disruptive** or **difficult Behaviour**, adults will respond calmly following the scripted intervention set out below.

	<b>Explanation and Feedback</b>
Reminder	A verbal reminder of the rules Example: "I notice that you are shouting out and not following our school rules. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."
1 <sup>st</sup> Warning (logged on Arbor)	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: "Looking at our school rules, why do you think we are having this
2 <sup>nd</sup> Warning (logged on Arbor)	This means they must speak to you for five minutes at break-time and reflect on their behaviour. Warn that if they chose to break the rules again they will receive a Final Warning and lose their whole lunchtime.
Final (3 <sup>rd</sup> ) Warning (logged on Arbor)	Loss of lunchtime. "You will now spend your whole lunchtime thinking about and reflecting on the choices you have made in the hub and how these have impacted on others."
	If a child receives their final warning 3 times, the class teacher will hold a meeting with parents/carers to discuss their behaviour.
	If a child receives their final warning again, a meeting will be held with parents/carers and a member of SLT to discuss how we can move forward to supporting them in making better choices.