

Student Behaviour Policy

Designated Teacher: Deputy Headteacher

Adopted: Date: September 2015

Review Period: Two Years

Review Date: Date: July 2018

“Educating for Life”

Our Values



St John Fisher Catholic High School is a Christ centred community guided by Gospel values. The school endeavours to value each individual within the community, setting high expectations for behaviour as a prerequisite for effective learning. We seek to instil Christian values that flow from these expectations to act as a foundation for all our students, so that they have an anchor to steady them throughout life's journey. The principles of the school's behaviour management policy are based upon the roots of Catholic education, which ultimately seek the reality of Christ in our lives. We will seek to ensure that by the consistent application of this policy, our students will bear the fruits of that Catholic education through their relationships with one another.

Our Aims in Positive Behaviour Management

We expect students to be:

- ready
- respectful
- responsible
- resilient
- reliable

Pupil expectations for behaviour outside the classroom:

- students should have their blazer on at all times when in the school building. Shirts should be tucked in; top buttons fastened and ties of a suitable length. Skirts should be at a suitable length
- mobile phones must be switched off during all lessons, registration and assemblies
- corridor behaviour should be calm and students should stay on the left hand side of the corridor

- foul and abusive language will not be tolerated

Expectations in class room:

- arrive to lessons on time
- make progress during a lesson
- be polite and courteous at all times
- work hard and to the best of our ability
- support and encourage the learning and progress of others
- be fair and reasonable

We expect Parents and Carers to:

- work in partnership with the school
- encourage self-discipline in children attending the school
- ensure their children are equipped and ready to learn
- ensure good attendance and punctuality
- celebrate effort and progress
- read letters, sign planners and stay in touch
- support school decisions and expectations
- be prepared to discuss any problems that might arise

We expect staff to:

- take time to build positive relationships within the school
- celebrate and value success, both in and out of the class room
- provide good role models and model positive behaviour
- be consistent with the award of positive and negative points
- challenge students not living up to the high expectations set
- be positive, assertive with all students

Clear Expectations

It is important that all students know what is expected of them and what the limits are. Rules that are not universally enforced set students and the system up to fail. We want to be open and fair with students, presenting them with clear expectations that are about supporting teaching and learning, rewarding students for their successes but having clear and consistent sanctions.

Consistency not Confrontation

A confrontational approach with students is not going to be productive. A positive approach, a sense of humour and willingness to listen are very important. However we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever and whenever it occurs.

Look for the Positive

The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. We want to let the silent majority know that we appreciate how well they are doing and not focus on the negatives created by a small minority.

Consultation and Review

The system has been introduced after consultation with students and colleagues and its **review is an ongoing process**.

Rewards

- Personal praise and acknowledgement of achievement.
- Positive points – these are awarded via e-behaviour for attendance and punctuality, good work/homework, good behaviour/attitude etc.
- We have adapted the current positive points structure by asking all staff to award +1 at the end of a lesson if a pupil makes good progress and behaves appropriately, if students produce excellent work within the lesson they may be rewarded with more points adhering to the points table. If a pupil is halting their own or other pupils progress then they have their +1 taken away (this also acts as a warning that further disruptions will lead to a teacher led detention.) If students receive five +1 positive points for the same subject area in successive lessons they are given +3 automatically.
- Students are rewarded with positive points for involvement in extra-curricular activities
- Achievement certificates – awarded through the accumulation of positive points.
- Vouchers/Experiences – students can claim these using their 'bank balance' in e-behaviour.
- Letters home – these can be from class teachers, Attainment Co-ordinators, Heads of Department or senior staff of the school etc.
- Celebratory assemblies.
- School prizes and awards.

Sanctions

- Verbal warning or reprimand
- Negative points – awarded via e-behaviour for any behaviour that contradicts the ethos and values of the school, disrupts learning etc.
- Removal to work in another classroom
- Teacher or Departmental lunchtime detentions –recorded using e-behaviour.
- School lunchtime detentions (30mins).
- After school detention (1hr)
- On-call – SLT used to remove a student/students from class.
- Internal exclusion with mentor support.
- Fixed term exclusions – the school seeks to develop strategies to minimise these.
- Referral to local behaviour collaborative.
- Permanent exclusions – the school seeks to avoid these wherever possible, working collaboratively with other schools in the area

Communication with parents is vital to underpin the operation of this policy, therefore students' positive points and average positive points for their year group will be recorded on all school reports. Similarly school lunchtime

detentions, after school detentions and on-call incidents will also be recorded on school reports, with letters sent home for after school detentions and on-call incidents.

Sanctions are issued at the professional judgement of the member of staff concerned, taking into account the nature of the situation and the needs or circumstances of an individual student. Above all we aim to sustain students in their learning and personal development. Consequently, at any point where a sanction has been applied staff may refer to the Attainment Co-ordinator, Head of Department, senior staff and parents/carers in order to further support student needs.

Typical responses may include:

- Use of appropriate sanctions directly by the teacher e.g. verbal reprimand, withdrawal of positive point, negative points on e-behaviour system and possible referral to other relevant staff depending on severity/nature of incident.
- If necessary, depending on severity, notification to parents.
- If required, a meeting between student, teacher, Attainment Co-ordinator, Head of Department, senior staff, parents/carers or any combination of the aforementioned.
- Use of report or monitoring forms, with parental involvement.
- Action plan of strategies to support the student, including a Pastoral Support Plan with full parental involvement.

Fixed term exclusions will be the normal sanction applied for serious, one-off incidents such as substance abuse, physical assault or verbal abuse directed at a member of staff. They may also be used in response to an accumulation of incidents, including persistent disruption of learning.

Permanent exclusions will only be used as a last resort if a student with challenging behaviour has repeatedly been unable to use the support mechanisms available to them. However, permanent exclusion will be the normal sanction for a student who has sold, supplied or repeatedly used illegal drugs on school premises. Where students are displaying behaviour that could cause themselves or others physical harm, staff may use de-escalation techniques for the safety of all concerned. At all times our aim in supporting students is to ensure that all partnerships within the community work together in a positive manner.

Use of Form Period and Planners

Form tutors are expected to:

Sign and check every student's planner from the week preceding. In order that the system works, it is essential that students have their planner with them at all times. Form tutors must check that all students have a planner before they leave morning registration; any student that does not should be sent to collect a planner sheet. If the student can then not produce the planner that day this will result in a negative comment. If a student claims to have lost his/her planner, a new one should be purchased.

Should the planner be lost or defaced in any way the student will be required to purchase a new one at the cost of £5.

Misbehaviour in the Classroom

Staff should always first use a full range of classroom management techniques before considering sanctions.

Warnings and Negative Comments must not be lightly given. Manage classes through seating plans, reference to our classroom expectations and school values, assertive discipline, good humour etc. In the event of misbehaviour, move

students within the room or give them 'cooling off' time if appropriate but do not leave students outside the classroom for more than 2 minutes. While not being prescriptive, misbehaviour in the classroom may take the form:

- Verbal warnings - should make clear that students now have the choice to avoid a negative comment by correcting their behaviour.
- Be precise when giving out a verbal warning; do not allow it to become a matter for public debate.
- In the first instance students should be reminded of class room expectations, if poor behaviour continues a warning should be given, then the pupil is notified that their positive point is taken away, followed by a negative point added and teacher sanction issued (teacher led detention). If there is still a problem at this point it should be reported to the head of year after the lesson and further sanctions should follow by means of a departmental detention and departmental report.

Equipment and Homework

Please use common sense and allow a chance at the start of the year. Use teacher and subject detentions to ensure homework is caught up. Comment straight into Bromcom.

Misbehaviour around School

All staff have to take responsibility. Always look to be positive and encourage students to correct their behaviour. Record negative behaviour on Bromcom or in planners for form tutors to follow up.

After School Detentions

Detentions run weekly from 3:35 pm to 4:35 pm. Any student not attending a school detention will be called to account by the Achievement Coordinator the next day. This will usually result in an Internal exclusion being issued.

Students should not lightly have detentions postponed; the school has a right in law to see detentions through no matter how inconvenient to students and parents.

If students have multiple detentions to serve, extra detentions will be run on Friday after school. Students who are liable to miss detentions should be picked up beforehand by a member of the pastoral team and escorted to detention.

If a student disrupts a detention in any way, this will result in another instant detention being issued.

Internal exclusion

It is hoped that most Internal exclusions will be pre-planned, but some will happen following on call or other serious incidents. Students are in Internal exclusions for the whole day. They are permitted Break and Lunchtimes but these are at different times to the rest of the School. We expect students to work in silence throughout the day with Internal exclusion resulting in a strong work ethic. During these times students should be escorted to the toilet and then to the Dining Room. They are not permitted to socialise. Referrals to internal exclusion will be made through a student **generating multiple** negatives in a half term or an instant Internal exclusion issued by the Senior Leadership Team.

It is essential that when students are isolated, particularly when this is pre-planned, that appropriate and adequate work is set by their subject teachers.

Rules of Internal exclusion:

- (a) students must not communicate with one-another in any way;
- (b) students must not engage in 'chit chat' with supervising staff;
- (c) students should sit quietly and complete the work set for them.

Failure to co-operate in Internal exclusion will result in the issuing of a further day there. The on-call system should be used for continued uncooperative behaviour within Internal exclusion. It is important that all staff supervising Internal exclusion complete the record sheet with regard to each student.

Contract

In certain cases students may carry a personalised contract with them to each of their lessons and present them to their teacher at the beginning. Teachers should complete these at the end of each lesson and sign them. It is important when completing contract that staff have read the targets and comment specifically on them.

Friday Night / Saturday Morning Sessions

Students who serve two Internal exclusions in a half term, or manifest extremes of poor behaviour, may be called, with parents or carers, to a Friday Night or Saturday morning session with the Headteacher, a Governor and another senior staff member to discuss how they are to improve future conduct.

Mobile Phones

Mobile phones should not be used during the school day when students are in registration, walking to or in lessons. If students are caught using their mobile phone during times stated staff must write in the student's planner that they have broken this rule. The form tutor will log these onto the system weekly. Students will receive -1 each time they break the rule, when they reach -10 they will be given a lunch time detention and a letter will be sent home. If a pupil reaches -20 he/she will be given an after school detention and if it they reach -30 parents will be called in to a meeting with the headmaster .

Uniform

Uniform must be worn in its entirety throughout the school day. If a pupil is caught in lessons not wearing the correct uniform or in the school building they will be given -1 by the teacher who has observed it. Again this will be written in the student's planner and the form tutor will add the points on to the system at some point during the week. Students will receive -1 each time they break the rule, when they reach -10 they will be given a lunch time detention and a letter will be sent home. If a pupil reaches -20 he/she will be given an after school detention and if it they reach -30 parents will be called in to a meeting with the headmaster.

Smoking

Students are not permitted to smoke at any times either on the school grounds or the surrounding areas of the school ie Hookstone Drive, Apley Close or the Coach road. If students are caught smoking this must be logged on the system where an automatic letter will be sent out to parents and a lunch time detention issued. If they are caught for a second time another letter is sent out and students undertake an after school detention. If they are caught a third time parents and pupil will be asked to come in and a further sanction will be imposed.

If a student is stood with someone who is smoking an in the company of smokers will be sent out notifying parents.

Punctuality

Pupils must attend registration and lessons on time. If a pupil is late to a lesson or registration they will receive -1. Again this will be written in the student's planner and the form tutor will add the points on to the system at some point during the week. Students will receive -1 each time they break the rule, when they reach -10 they will be given a lunch time detention and a letter will be sent home. If a pupil reaches -20 he/she will be given an after school detention and if it they reach -30 parents will be called in to a meeting with the headmaster.

If a student does not have their planner with them that day an email should be sent to the form tutor.

On Call System

This should be used when:

- A student is violent or abusive to another student
- Any circumstance when a colleague feels threatened by the language or behaviour of a student.
- A student has or is going to cause damage to themselves or the school.
- A student has been already been removed to another room and continues to be disruptive
- The person responding to On Call will employ a range of strategies to deal with the incident depending on its nature. The outcome may be a period of internal exclusion or it may be appropriate to deal with the issue at a lower level.

Searching Students and their Possessions

The Headteacher can authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. The conduct of student searches is a power available to Headteachers, not a duty. This power applies to searching for weapons, alcohol, controlled drugs and stolen property.

Teachers can also instruct students to turn out their pockets, and punish them if they refuse to do so. The police should be called where there is a potential danger or risk to the personal safety of the teacher, the student, or others.

Use of Force to Control or Restrain a Student

The vast majority of students at St John Fisher behave very well and make progress in whatever the setting. However, in order to fulfil our duty of care to all students, prevent harm and maintain a safe/secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a student for his/her own safety.

Principles:

We may restrain a student, if that student is at risk of causing significant harm to himself/herself, or to other students/adults. The force used needs to be the minimum necessary and any force be in proportion to the consequences that it is intended to prevent. We must always take account of any SEN and/or learning disability that a student may experience.

We would never use restraint as a punishment, or to physically overpower a student who is not putting him/herself or others at serious risk of harm. It should be used only in exceptional circumstances where any other course of action would be deemed likely to fail; as a last resort, where all other courses of action have failed with the minimum degree of intrusion. It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of

managing the situation alone and if physical intervention is required. Where it is possible, more than one member of staff should be involved.

If Physical Intervention is used – it must be reported to SLT and it will be recorded.

Appendix 1

To support high standards of behaviour and achievement we need as professionals to:

- Be on time. A good start to a lesson reduces a vast number of issues.
- Ensure an orderly entry to the room.
- Insist uniform is correct at the start, during and the end of the lesson.
- Don't let students dictate a seating pattern that will lead to issues.
- Insist on the removal of any outdoor clothing.
- Expect and insist on silence and proper listening when you or others are speaking.
- Never allow chewing or eating in class.
- Never ignore bad language, bullying or any other form of unacceptable behaviour.
- Always challenge racist, homophobic or sexist comments or language.
- Always ensure homework is recorded in planners.
- Always follow the behaviour system.
- Report graffiti/damage immediately.
- Expect to be treated with respect and treat the students with respect.
- Praise good work and behaviour.
- Always model the behaviour you expect from students.
- Think very carefully before you give a whole class punishments: these can alienate students not involved.
- Build positive relationships with students
- Encourage and correct
- Teach students to make better choices
- Be positive role models
- Separate the poor behaviour from the child
- Be fair and consistent in applying consequences
- Discuss issues around behaviour away from other students