



Behaviour for Learning Policy

Date approved: 23.11.15
Signed by Chair of Governors: Mr Paul Rossi

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Date approved: 23.11.15
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St John Fisher
Catholic High School

Policy and Procedures

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Behaviour for Learning Policy

I. Aims and Values

We believe that behaviour lies at the heart of learning. Without clear and fair rules, without consistent enforcement of standards, without the application of firm sanctions, students will not access the curriculum and will not achieve to the best of their abilities. Every student has the right to learn and every teacher has the right to teach without disruption.

We recognise that some students join St John Fisher Catholic High School with less experience of calm, controlled situations which are purposeful for work. These students do not always, therefore, understand the very high demand that will be placed on them by their teachers. As a school, we must ensure that all the young people in our care have a clear understanding of acceptable social behaviour and the consequences of transgressing boundaries.

We recognise that each of our students has his or her own gifts and needs and celebrate that individuality. Rewards and public praise should be an integral part of school life; students who make a positive contribution to the life of the school should be acknowledged and celebrated.

We believe that the process of restorative justice should have a central role when resolving situations. Students must become part of the behaviour for learning policy and take responsibility for their actions, rather than simply having consequences thrust upon them.

Every member of the school community must be aware of the Behaviour for Learning Policy and understand the part he or she has to play in implementing that policy and ensuring that students achieve success.

We believe that:

- All students have the right to be safe and feel safe in school.
- Respect for others, for property and for our environment should be shown at all times.
- Students should be encouraged to develop self-discipline and personal responsibility for actions.
- There should be a positive, calm and purposeful atmosphere within the school community.
- Honesty, trust, fairness and tolerance should be encouraged at all times.
- Every parent / carer has the right to information about their child's behaviour and can be expected to work in partnership with the school to encourage high standards.
- Staff, students and parents / carers need to be aware of these standards and of their role in maintaining them.
- If sanctions need to be applied they must be clear, fair and consistent.

See Appendix 1 for School Code of Conduct.

2. Behaviour Management: The Process

- C1 If a student is behaving inappropriately in class, the teacher should challenge the behaviour clearly, allowing the student the opportunity to amend his/her conduct.
- C2 If a student does not choose to correct his/her behaviour, he/she should be given a second verbal warning, explaining that continued poor behaviour will have consequences. If poor behaviour still continues, the teacher should write an incident slip. A 15 minute department detention or equivalent sanction should be issued.
See Appendix 2.1 for incident slip protocols.
- C3 **Department Removal** if a student still continues to engage in poor behaviour, then the student should be removed to the departmental removal room for that period. The student will receive an **after school detention on the next day** and the staff member should come to the hall to have a **restorative conversation** with the student. It is up to the member of staff to decide how long the student should remain in the detention up to a maximum of 45minutes.
- C4 if the student engages in dangerous behaviour, then the on-call facility should be used. The SSO on duty will remove the student from the lesson and place them in the removals room. An incident slip should be completed by the teacher and placed in the removals tray in the staffroom.
See Appendix 2.2 for full explanation of removal process.
- C5 For very serious incidents of misbehaviour the student will be secluded. This might include, but is not limited to, vandalism, bullying, fighting, theft, abusive language towards staff, racist or homophobic abuse. The decision to seclude a student will be taken by the AHT (Inclusion), the DHT or the HT.
See Appendix 2.3.1 and 2.3.2 for further details.
- C6 If a student fails to follow the Code of Conduct in Seclusion, or there is an extremely serious incident, the Headteacher may choose to impose a Fixed Term Exclusion.
- C7 The Headteacher reserves the right to exclude a student from school for a fixed period or permanently, if allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school. Examples include: all other steps to encourage the student to follow school rules have failed, persistent and defiant behaviour persistent bullying, serious actual or threatened violence against a student or member of staff, supplying or severe misuse of an illegal drug, or carrying and/or using an offensive weapon.

3. Detentions

School detentions take priority over every other school activity except examinations. When appropriate a student may be permitted to attend a revision or coursework session after school as an alternative to detention.

Senior Staff Lunchtime detention

- This takes place every lunch time in room 111 from 1.10 – 1.30 pm.
- Any member of staff may place a student in detention for incorrect uniform or lack of equipment (email office@stjohnfishersschool.org.uk).
- The deadline for notifying the office of students' names is 12.00 pm. Any names notified after this time will be placed in detention the following day.
- Failure to attend lunchtime detention on two consecutive occasions will result in an after school detention.

Late detention

- Students who arrive at school after 8.35 am will be given an afternoon detention from 3.15 – 3.45 pm. No prior notification of this detention is required.
- Late detention will be staffed by Heads of Houses.
- Students who are late regularly will receive lunchtime Seclusions in addition to late detentions.

After School detention

- After School detention takes place every afternoon from 3.15 – 4.00 pm and is supervised by SLT, HOFs, HOHs and teaching staff.
- The detention rota is published at the beginning of every academic year.
- Detention notification must be given to reception and supported by appropriate paperwork.
- The student should be given an explanation as to why detention has been given.
- Students should be given 24 hours' notice of detention where possible.

4. Staff responsibilities

The Role of the Tutor

- The tutor is a key member of staff in supporting good behaviour. He/She assists the students in preparing for the school day and adopting a positive attitude to learning.
- The tutor will receive a copy of every incident slip for a member of their form.
- The tutor will discuss the incident with the student.
- Once a student has received three incident slips they will be placed on a green tutor report.
- Once a student has received six incident slips they will be placed on an amber report, following discussion with the Head of House.
- Tutors are expected to raise concerns with parents over behaviour in the first instance.
- If students misbehave in form time a tutor should use the school behaviour policy.

The Role of the Head of House (HOH)

- The HoH will liaise with tutors and the SSO to monitor behaviour in their house.
- The HoH will participate in supervising School Detentions.
- The HoH will deal with students who have difficulties in a range of subject areas and who have not responded to previous intervention from the tutor.
- The HoH may place a student on a red report card and would be expected to meet with the parents of this student.
- The HoH may place a student on a Pastoral Support Programme and would be expected to meet with the parents of this student fortnightly.
- The HoH will receive regular feedback from the Inclusion Forum and refer students for discussion.
- The HoH will lead the tutor team in ensuring a consistency of approach to behaviour management within the House.
- The HoH will meet regularly, individually and as a team, with the AHT (Inclusion) to discuss implementation of the Behaviour for Learning Policy and to ensure that it is being applied consistently across the school.

The Role of the Student Support Officer (SSO)

- The SSO will receive a copy of all incident slips for the House file.
- The SSO will note the incident on a behaviour log.
- If necessary the SSO will refer specific incidents to the HoH and also liaise with tutors to monitor students involved in an unacceptable number of incidents.
- The SSO will collect students for school detentions.
- The SSO will meet weekly with the Assistant Headteacher (Inclusion) to discuss behaviour issues and to streamline intervention for individual students.
- The SSO will support tutors with behaviour management as directed by the Head of House.
- An SSO may place a student on amber report card in consultation with the Tutor.
- An SSO will participate in the setting up and monitoring of Pastoral Support Programmes.
- An SSO will refer students to appropriate agencies following liaison at Inclusion Forum.

The Role of the Subject Leader

- The SL is responsible for the overall management of behaviour within his/her subject area.
- The SL will receive a copy of every incident slip generated by teachers in their subject area. As necessary the SL will be expected to chase up outstanding paperwork / information from teaching staff in their subject area.
- The SL will discuss incidents that have occurred during lessons and offer support and advice to the classroom teacher when appropriate.
- The SL will examine the data supplied on removals from lessons and support teaching staff accordingly.

The Role of the Head of Faculty

- The HoF is responsible for the overall management of behaviour within his/her faculty, delegating that responsibility to the Subject Leader when appropriate.

- The HoF will receive a copy of every incident slip generated by teachers in their subject area. As necessary the HoF will be expected to chase up outstanding paperwork / information from teaching staff in their subject area.
- The HoF will discuss incidents that have occurred during lessons and offer support and advice to the classroom teacher when appropriate.
- The HoF will examine the data supplied on removals from lessons and support staff accordingly.
- As necessary, the HoF will intervene in any subject area in the faculty in order to support behaviour management.

The Role of the Assistant Headteacher (Inclusion)

- To oversee all aspects of the implementation of the behaviour policy and ensure consistency across the school.
- To ensure accurate data on behaviour incidents is kept and disseminated regularly to Middle Leaders and SLT.
- To liaise with key members of staff in reviewing the policy and ensuring consistency.
- To make decisions about Seclusion and deal with serious incidents referred by HoHs.
- To deal with any racist, homophobic or other prejudice related incidents as swiftly as possible and report on these termly to the Local Authority.
- To co-ordinate Inclusion Forum and oversee implementation of agreed actions.
- To refer serious incidents to the DHT/HT as appropriate.

5. Report Cards

Report Cards are a support and monitoring system, not a sanction in their own right. There should be clear, suitable targets agreed between students and staff and parents should always be informed when their child is on report, how long this will last for and the level of progress made. Students are individuals, and at the Tutor / Head of House's discretion, the maximum time limits for reports can be amended. Meetings with parents should always be recorded and a copy kept on file.

Green (maximum 2 weeks)

Students who have received more than three incident slips in a term will be placed on green report card by their tutor. Students may also be placed on report card at the discretion of their tutor, if he/she feels that a greater degree of monitoring is required. Parents will be informed if the student is placed on a green report card.

Amber (maximum 3 weeks)

Students who do not respond to a green report card, or who receive more than six incident slips will be placed on an amber report card by their tutor. This stage will also necessitate a conversation between parents and form tutor to discuss the situation. At this point support or mentoring from the Student Support Officer or another appropriate member of staff should also be considered.

Red (maximum 4 weeks)

A Head of House will place students on a red report card if he/she fails to respond to previous interventions. This will necessitate a meeting between the Head of House and the

parents. It may be deemed appropriate to allocate the student a mentor or involve the PCSO. The Assistant Head (Inclusion) will be notified so that SEN / EAL pathways can be explored, as well as the student being placed on the Inclusion Forum list. Students who have returned from Fixed Term Exclusions or received a Seclusion will automatically be placed on red report. Students who are on red report will automatically be placed on the after school detention register and must attend the School Hall at 3.15 pm to have their report checked. If students have met the targets set they will be permitted to leave straightaway. Failure to meet targets will result in an immediate detention.

Punctuality report

- Students who are persistently late to lesson will be placed on blue punctuality report.
- They must report to the member of SLT in lunchtime detention daily to have their report signed.
- Being late to a lesson or failing to get the report signed will result in an immediate detention.

Pastoral Support Plan (no longer than one term)

This will be implemented if report cards fail to have any impact on a student's behaviour.

Parents will be expected to attend fortnightly meetings with the HoH. The HoH may also require the SSO to be present at this meeting.

A number of interventions may take place at this point including:

- Referral to behaviour panel
- Referral to SEND panel (for students with statements / EHC plans)
- SEN referral to EP or Health
- CAF
- Referral to MASG for LA agency intervention

If there is no significant improvement after a term, a number of the following strategies may be tried (some of which may be in place already):

- Professionals meeting with all staff involved
- Discussion with Headteacher of Pupil Referral Unit / LA Lead on Behaviour
- Home visit if parents have not attended meetings
- Seclusion at lunchtime
- Repeat referrals to behaviour placement panel or SEND panel

Reviewed by the Governors Curriculum and Admissions Committee: September 2014

Next Review Date: June 2018

Staff Member Responsible: AHT - Behaviour

Appendix I: Code of Conduct

We are proud to belong to St John Fisher Catholic High School where we believe that each member of the community is created in the image of God. Therefore in our school we must always treat one another with respect. We must ensure that each person is able to develop his/her God-given talents to the full. These simple rules follow from this principle.

1. I will always be polite and courteous to everyone in my words and actions, take care of others, and never do anything which puts another person's safety at risk.
2. I will always help another to excel in their studies and in everything I do in school.
3. I will take pride in my appearance, wearing my school uniform well and representing the school to my best at all times.
4. I will take care of school property and others' belongings.
5. I will show care for the environment particularly by disposing of all rubbish in bins.
6. I will arrive punctually at school and at lessons.
7. I will always come properly prepared for lessons with the correct books and equipment.
8. I will eat only in the School Dining Room.
9. I will move around the school in a quiet and orderly fashion, keeping to the left in corridors.
10. I will leave valuable or dangerous items such as mobile telephones and large sums of money at home.

Appendix 2.1: Incident Slips

- Blank Incident Slips can be found in the staffroom. All Incident Slips have carbon copies for ease of distribution.
- An incident slip should be completed by a classroom teacher and given to the SL/HoF.
- For incidents outside the classroom, the teacher should pass the slip through to the HoH.
- The SL/HoF/HoH should write their actions on the slip and place in the trays in the staffroom.
- Admin will log the incident on SIMs.
- The slip will be sent to tutors for House intervention to be recorded.
- The slip will be returned to admin and separated.
- Copies will be distributed to House, Tutor and SL/HoF.
- Incident Slips for removal need to be returned to the staffroom tray on the day the incident occurs.

Appendix 2.2: Removal from lessons

- If a student needs to be removed from a lesson, Student Services must be notified. This notification may be in the form of a phone call from a Teacher / Teaching Assistant or a message from a student.
- The on call number is 855
- The member of staff needs to notify Student Services of the name of the student, name of the teacher, classroom number and a brief reason for removal.
- The SSOs have an on call rota to ensure someone is always available to remove students.
- The SSO on-call will remove the student and take him/her to the Removal Room. The reason for removal will be recorded in the Removal Room log and the student given a red sticker in their planner, notifying them of a detention the next day.
- The SSO will give an incident slip to the class teacher when removing a student in order to ensure swift completion and return to the staffroom tray the same day.
- On occasion it may be appropriate for the SSO to place a student with the HoF or a member of SLT.
- A student should always be removed from the lesson if a member of staff requests this. Any concerns about the nature of the removal can be addressed after the lesson.
- The student will remain in the Removal Room for the rest of the lesson. For serious incidents the SSO will consult the HoH/AHT to determine whether an extended period of isolation is required.
- The student will be expected to continue with the work from his/her lesson. If that is impossible a suitable written task will be available.
- Work in the Removal Room should be carried out in silence.
- The Removal Room will be supervised by teaching staff.
- The removal log must be completed by the SSO on duty.
- SLs, FLs and HoHs will be given regular data on removals from lessons in order to help them support teaching staff and identify students in need of further intervention.
- Three removals in a half term will result in an automatic Seclusion.

Appendix 2.3.1: Seclusion

- Following the decision to seclude a student, parents will be informed and the student will serve their Seclusion as soon as possible. A meeting will be arranged for the student, their parent/carer and the HoH to discuss the Seclusion and plan a way forward.
- A student cannot be placed in Seclusion if the appropriate paperwork has not been supplied.
- Seclusion will run from 8.45 – 4.00 pm. Students will be given a break and lunchtime separate from other students and will not be permitted any contact with their peers during the day. The timings of the Seclusion room during the day are different from those in the main school.
- The Seclusion Room is in room 405.
- The Seclusion Manager is Mrs Gwyneth Smith
- Students will be expected to complete an induction successfully and the work to the best of their ability and follow all instructions.
- The Seclusion day is divided into four sessions, student need to pass at least three sessions in order to pass the day in Seclusion.
- The AHT for Behaviour will oversee the running of the Seclusion room and have the final decision on whether a student has passed or failed the day.
- The Seclusion Manager will deliver SEAL sessions focusing on areas for personal development with students where possible.

Appendix 2.3.2: Lunchtime Seclusion

- Lunchtime Seclusion will run for students who truant or who repeatedly fail to follow the school code of conduct during break and lunchtime.
- Students will be taken for an early lunch at 1.00 and will spend lunchtime isolated from their peers.
- Lunchtime Seclusion will be staffed by SSOs.
- It may be appropriate for students to spend a series of lunchtimes in Seclusion, depending on the severity of the incident.
- Students may be taken to do a litter picking duty.

Appendix 3.1: Protocols for After School detention

- A detention list will be circulated on the day of the detention to Student Support Officers, Subject Leaders, HoFs, HoHs, the AHT (Inclusion) and the DHT.
- Student Support Officers will arrange for the collection of students.
- Detention will take place in the Hall, unless notified otherwise.
- The staff on duty will proceed to the Hall as soon as possible after 3.15.
- A member of SLT (usually the AHT – Inclusion) will also be present at the start of the detention and at 3.45 when the HoH finish the late detention.
- The AHT is responsible for the completion of the detention register, or may delegate that responsibility to a Middle Leader.
- Names of any students who have failed to co-operate will be noted on the register for reception to forward to the AHT (Inclusion)
- Students will sit in silence.
- The consequence policy should be used to address poor behaviour in the detention hall. Failure to comply with staff instructions or failure to attend detention when requested will result in a student receiving a Seclusion.