

# Behaviour Policy



SS JOHN FISHER & THOMAS MORE  
~ Roman Catholic High School ~

<b>Approved by:</b>	Pupil Welfare Committee	<b>Date:</b> May 2022
<b>Last reviewed on:</b>	May 2022	
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## 1. Mission Statement

### We seek to:

- Recognise the worth and dignity of all people
- Deliver a high quality education
- Enable everyone to grow as balanced individuals, intellectually, spiritually and morally
- Provide a secure, supportive and stimulating Christian environment within the context of the Catholic tradition, in which justice, tolerance, forgiveness and generosity are practised with courtesy, consideration and common sense
- Offer young people a reason for living and hoping

## 2. Aims

This policy aims to:

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- encourage individuals to take responsibility for their own actions, exercise self-discipline and to always consider the feelings of others;
- enhance our culture of praise and reward.
- provide a quiet, calm and orderly atmosphere in the school where all our bright colours can shine;
- establish purposeful relationships which promote quality learning and the development of the whole child within our community.
- ensure students know that only the very best behaviour is acceptable and to apply rewards and sanctions consistently across the school.
- Ensure that fair and consistent treatment is provided, challenging all comments or behaviours which undermine the dignity and self-esteem of individuals
- Ensure students learn and feel safe in school and the wider community.
- Sanction students fairly and consistently for infringing the agreed standards, which recognises the limits of unacceptable behaviour and leads to improvement. Students are expected to adhere to these standards in school, during school visits and when travelling between home and school.
- Ensure that any instances of bullying and discrimination are dealt with promptly, fairly and firmly.

### 3. Our Expectations:

We expect all of our pupils to:

- Arrive on time and be ready to learn
- Do what is expected straight away
- Allow others to learn
- Always respect others
- Follow instructions without argument or delay
- Listen actively
- Speak politely and appropriately at all times
- Always try your very best
- Take account for one's own learning
- Allow one's own 'bright colours to shine'

### 4. 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](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 5. Definitions

**Misbehaviour** is defined as:

- Disruption to learning in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home learning
- Poor attitude towards school, staff and learning
- Incorrect uniform (as outlined on school website) and a lack of suitable equipment

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

## 5. Prohibited items

School is never a place to bring certain types of item which are illegal or have the potential to harm. Designated school staff may search pupils for any prohibited item if there is suspicion that the pupil has it on their person. Searches will be authorised by the Senior Leadership Team only and will be carried out only where school has responsibility for the safety of pupils.

**Prohibited items include:**

- Alcohol
- Knives and weapons
- Illegal drugs, including legal 'highs'

- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images/racist/homophobic/extremist content
- High energy drinks (except for medicinal purpose)
- Items purchased in bulk for sale within the school grounds
- Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury or destruction of school property
- Any article banned by the school rules or considered to be inappropriate by the school

Knives/weapon or illegal drugs that are brought into school is likely to lead to a permanent exclusion.

## 6. Use of reasonable force

No school wants to have to use restraint or force of any kind. However, where there is a risk of extreme harm to an individual or others it may be necessary. The term covers a wide range of interventions from blocking the path of a pupil or leading a pupil away gently by the arm to physically restraining someone who is intending to cause harm to themselves or others.

Any use of force would be dependent on all other avenues being explored or as a result of a need to avoid a potentially harmful situation developing quickly. Other avenues would include the use of mediation, removal from the incident, a period of respite for individuals, use of 'the Bridge' or other restorative approaches. Reasonable adjustments would be made where appropriate, for disabled or SEN pupils. Schools are not required to gain parental consent for the use of reasonable force but it would always be used as a last resort or to ensure the immediate safety and welfare of pupils or staff. It would only ever be used to control or restrain, or to deescalate a situation. All members of the school staff have a legal power to use reasonable force.

*staff may use reasonable force to restrain a pupil to prevent them:*

- Causing disorder
- Hurting themselves or others
- Damaging property

*Incidents of physical restraint must:*

- **Always be used as a last resort**
- Be 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
- Be recorded and reported to parents

### 7. Safeguarding considerations

- Staff should not send students to stand unsupervised outside the classroom as a sanction nor should they leave a class unattended.
- Confrontation of any kind is to be strongly discouraged.
- Staff should avoid close proximity with a student – one metre – especially in any tense situation.
- Staff should stand clear of doorways and never try to prevent a student from leaving the classroom.

### 8. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

*Bullying can include:*

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

[Details of our school’s approach to preventing and addressing Peer on Peer abuse / anti bullying strategy are set out in our Peer on Peer abuse strategy](#)

## 9. Off-site behaviour

Students wearing our school uniform are representatives of Fisher More and, as such, have a responsibility to behave with respect and good manners.

The use of the school bus is a privilege and not a right. Behaviour when travelling to and from school should be characterised by the principles embodied in this policy. Students who fail to behave calmly and respectfully will be subject to sanctions which might lead to them being banned from using the school bus. Likewise, if reported, unruly or anti-social behaviour while students walk to and from school will be met with appropriate sanctions.

Sanctions 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 (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions 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 or member of the public
- Could adversely affect the reputation of the school

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

## 10. Uniform and Dress Code

Non-compliance with the school’s Dress Code could result in further sanctions. Parents should inform the form teacher immediately where there are issues with uniform and when the issue will be rectified. At this point a uniform card will be issued. For persistent non-compliance, or where students fail to rectify the problem within the agreed time frame, students will be placed on a 60-minute pastoral detention. Continued non-compliance may lead to internal isolations.

Should parents/carers have financial issues, they should inform their child's Year Leader who will endeavour, wherever possible, to support the family.

## **11. Roles and responsibilities**

### **11.1 The Governing Board**

The Pupil Welfare Committee are responsible for reviewing and approving the written statement of behaviour principles.

The Pupil Welfare Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **11.2 The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with Pupil Welfare Committee giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **11.3 Teaching Staff**

*Staff are responsible for:*

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents through Synergy
- To assist colleagues who have removed pupils from their classroom.

### **11.4 Subject Leaders**

*Subject leaders are responsible for:*

- Implementing the behaviour policy consistently across their department area
- Having an oversight of behaviour within their department area, including supporting colleagues where necessary
- Meeting with pupils and parents should behaviour continue to be an issue in the department.
- Running weekly sanctions in school, that challenges poor behaviour in their department

## 11.5 Form Tutors

Form tutors are responsible for:

- Day-to-day knowledge of, and contact with their form groups
- Monitoring their achievements, behaviour, including rewards, attendance, punctuality and uniform.
- *Each day the form tutor should ensure that:*
  - make up and jewellery is checked and dealt with appropriately if/when needed;
  - pupils are wearing full uniform correctly;
  - pupils have a school bag and the necessary equipment, including pen, pencil, ruler and calculator;
  - punctuality and attendance are monitored and acted upon as stated in the attendance policy;
  - the mobile device rule is being adhered to.

## 11.6 Year Leaders

Year Leaders are responsible for:

- The pastoral and academic learning, progress and welfare of the students in their Year Group including responding to behaviour issues outside the classroom.
- Having an oversight of behaviour within their year groups, including monitoring behaviour hotspots around school.
- Meeting with pupil, parents and possibly other agencies, should behaviour continue to be an issue. They will discuss barriers to learning and what support needs to be put in place.
- Running weekly sanctions in school, that challenges poor behaviour

## 11.7 Parents

*Parents are expected to:*

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any subject specific behavioural concerns with the class teacher or for more general concerns they should contact their child's form teacher.

## 12. Rewards and sanctions

### 12.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

#### **Rewards**

At Fisher More we aim to encourage and support all pupils to reach their full potential, both personally and academically. This is underpinned by a fair and consistent system of sanctions and rewards. At Fisher More we aim to reward pupil who live out the Catholic core values, as well as meet the high expectations of our school's Behaviour Policy.

Form teachers, teaching staff, support staff, year leaders and members of the SLT will reward pupils for consistently positive behaviour or improved behaviour.

We also reward pupils for their excellent reports and attitudes to learning, and especially when they go above and beyond, academically, by doing something positive in our school, or even in the wider community. We believe that having a positive culture helps the pupils to grow and, as always, we ask for parental support in praising and rewarding their children's efforts.

#### **Rewards will be given in several ways:**

##### ***Verbally***

- Tell pupils (privately or publicly, as appropriate) when they have done well.
- Thank groups and individuals for working hard, trying their best, helping out, being honest etc.
- Acknowledge even the little things, e.g. holding a door open, picking up litter
- Speak of our high expectations, pride in their success and our school's reputation.

##### ***Public***

- Half termly awards assemblies
- Meeting with the Head teacher and Year Leader
- Presentation evenings
- Form of the week
- Early entry to lunch time/break time queues
- Sunday shout-outs on our website and social media pages
- Positive Synergy messages / text messages
- Positive phone calls home from class teachers
- Positive post cards home
- Awards, including subject & attendance badges, certificates and suitable prizes
- Periodic award of e-vouchers
- Periodic breakfast rewards
- Departmental Student of the Week/Month
- Recognition in assemblies
- School/Press photographs

- Special privileges/rewards
- Comments on reports
- Annual Prizes/trophies
- Subject certificates/badges
- School certificates
- Reward trips/events

Positive Merits will be given by teachers for pupils who show a positive attitude towards their learning. Merits can also be issued as a recognition for performance outside the classroom. All merits are recorded on Synergy and can be accessed daily by parents - these will accumulate over the academic year and prizes and rewards will be given to those pupils accordingly. This will also include form prizes and rewards for form groups who receive the most merits.

### ***Sanctions***

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to another class.
- Expecting work to be completed at home, or at break or after school
- Detention at break or after school (24-hour notice, applicable)
- Referring the pupil to a senior member of staff
- Synergy messages or phone calls home to parents
- Parental meetings
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Issuing a uniform card

Pupils may be sent to the Senior Leader call-out room during lessons if they are disruptive, and they will be expected to write out the poem 'Have You Earned Your Tomorrow?'

Pupils who do not attend a given detention may also be sent to the Senior Leader call-out room. Referrals to this room can only be made by the Director of Student Support or a member of the Core Senior Leadership Team.

## 12.2 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
- 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. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

[Please refer to our child protection and safeguarding policy for more information \(Insert Link\)](#)

## 12.3 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 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 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, where relevant) will consider whether the pupil who made the allegation needs 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 and Whistle Blowing Management of Lancashire County Council for more information on responding to allegations of abuse against staff or other pupils.](#)

## 13. Behaviour management

### 13.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

*They will:*

- Meet and greet their pupils at their classroom door
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Follow the Behaviour policy consistently
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Using positive reinforcement
  - Applying relevant sanctions
  - Recording merits and behaviour points on Synergy

### 13.3 Confiscation

**Any prohibited items (listed in section 3) and mobile phones found in pupils' possession will be confiscated.**

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

- Searching and screening pupils is conducted in line with the DfE's latest guidance on [Searching, screening and confiscation at school](#)

#### **Searches**

Searches on pupil will only take place when there is a strong belief that a pupil is carrying item[s] that are prohibited, or that could pose a danger or threat to pupils, or any other persons on school premises. Searches will be carried out by an authorised member of staff and will be of the same gender as the pupil. A witness will also be present. Searches are permissible on school premises or where teachers have responsibility for pupils (trips, visits etc.). If a pupil refuses to be searched then the police or other relevant agencies may be called.

- **Mobile Phones and other Electronic Devices**

The schools accept no responsibility for loss, theft of or damage of any mobile phone or electronic device. As a result, school staff will not deviate from their priority of teaching and learning in order to investigate incidents of loss, theft or damage.

School is fully aware of the considerable expense involved in the purchase of some types of mobile phone and electronic devices and as a result the school strongly recommends that pupils do not bring such items onto the school site. If a pupil needs to contact a parent or carer for an urgent or important reason, then the pupil should visit the Pupil Support office where information can be passed to parents or carers via their Year Leader.

School, however recognises that in some situations, parents/carers may wish their child to carry a mobile phone as a safety precaution for their journey to and from the school site. If this is the case, the mobile phone must remain switched off and in school bags at all times during the school day including break time, lunch time and at the beginning and the end of the school day when the pupil is on school premises. Pupils may use their mobile phone at the end of the day once they are over the bridge.

Pupils seen to be using their mobile phone, or who have it out during the school day, will have it confiscated. If this is a first offence, pupils will have their phone returned at the end of that school day. Further confiscations will result in pastoral detentions and parents/carer having to collect their phone from Pupil Support Office. Any pupils refusing to hand over a mobile phone when seen to have it out without permission, will face further sanctions.

Pupils may, in certain circumstances, be permitted to use a mobile phone on school premises in the presence of a member of staff. This will only apply when a member of staff has given direct permission as a one-off use of the mobile phone. In this special circumstance, the mobile phone can be used without risk of confiscation.

In the case of examinations, it is clear that no pupil should have in their possession any mobile phone or any electronic device capable of imaging or text. Therefore, in the case of external examinations, pupils may be asked by a member of staff to hand in mobile phones or electronic devices for safekeeping. In this instance the electronic device or mobile phone will be returned to the pupils at the end of the exam. This will allow school to maintain the security and integrity of the examination system as outlined by the examination board regulations.

*For further clarification of the rules concerning Electronic devices and examinations please refer to the Examinations Policy.*

### **13.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 special educational needs co-ordinator 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. The school also employs a wellbeing worker, who may also be involved, should this be necessary.

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.

### **13.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

### **14. Pupil transition**

To ensure a smooth transition to the next phase of a pupil's education, pupils have transition sessions with their new form teachers in June. In addition, staff members, such as Year Leaders or staff from the SEND department will hold transition meetings in school.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the new academic year in transition.

### **15. Training**

Our staff are provided with training on managing behaviour, including information about the use of restraint, as part of their induction process. This is led by the senior DSL in school.

Behaviour management will also form part of continuing professional development.

### **16. Monitoring arrangements**

This Behaviour Policy will be reviewed by the Deputy Headteacher and The Pupil Welfare annually. At each review, the policy will be approved by the Headteacher.

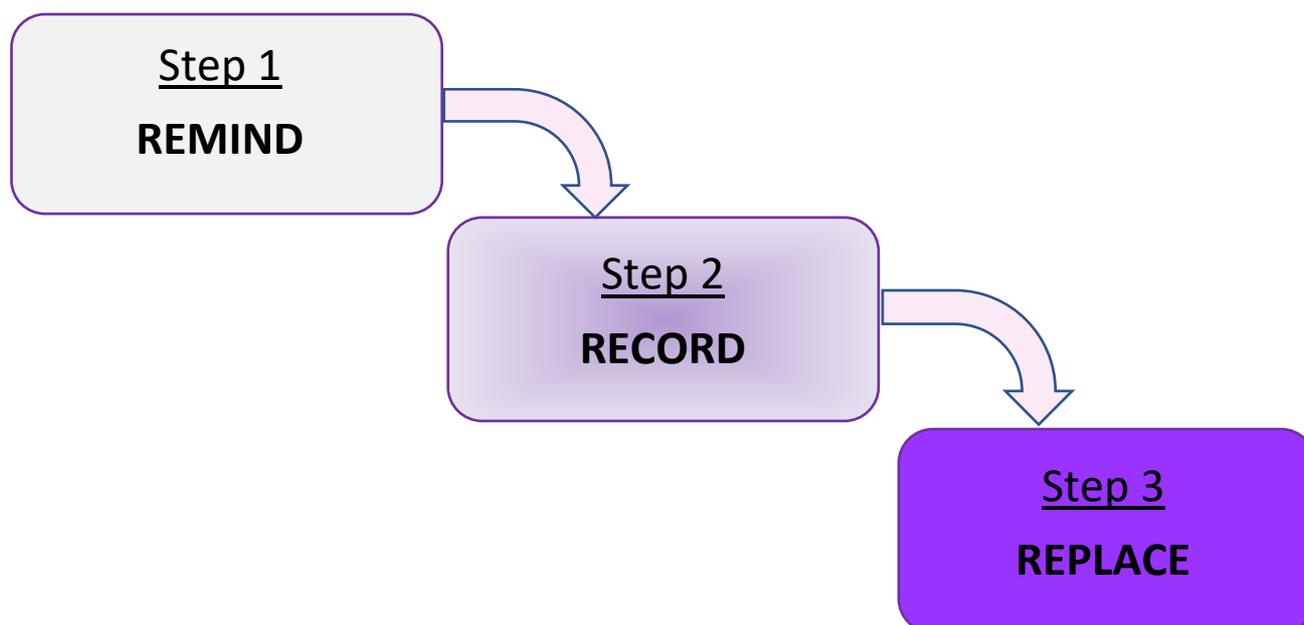
The written statement of behaviour principles will be reviewed and approved by the Pupil Welfare Committee.

### **17. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Peer on Peer Abuse
- Electronic Devices and Examinations
- Whistle Blowing Policy

## Appendix 1: Behaviour for Learning



### Behaviour for Learning Explained

It is essential that staff manage persistent low-level behaviour that disrupts the learning of others by giving clear signals to pupils of the inevitable consequences of continued misbehaviour. Staff will use and adapt behaviour management strategies to help support pupils and prevent them from entering the next behaviour process. A pupil may be removed by a class teacher for persistent disruptive behaviour that breaches our schools' high expectations and policy. The 'Behaviour for Learning' steps and expectations are displayed in all classrooms and are used to remind pupils of the high standards we expect at Fisher More. All staff will use key appropriate classroom management strategies before initiated the below steps.

### Step 1- Remind

If a pupil does not correct their behaviour and the disruptive behaviour continues, the teacher must give the pupil a verbal warning by saying:

*"(Name) I am now reminding you about your behaviour and giving you a verbal warning for..... and give you an opportunity to change your behaviour"*

The class teacher will keep a log of warnings in their planners to monitor repeat behaviours. **There is nothing recorded on Synergy at this stage.**

## **Step 2 – Record**

If there is still no further improvement, the class teacher moves the pupil to another seat within the same classroom. **The teacher will log this on Synergy, by clicking on the ‘RECORD’ button and adding a reason.** The teacher must then state to the pupil:

*“(Name) I am now recording this on Synergy and if you choose for your behaviour to continue to disrupt learning you will be replaced to another member of staff”.*

An opportunity will then be taken at this step to quietly remind the pupil about classroom expectations and for the pupil to remember that if their behaviour continues to disrupt the learning in the classroom, they will be replaced.

## **Step 3 – Replaced**

If all strategies have been tried and have failed so that the learning of others is still being affected, the class teacher will place the pupil with another member of staff close by. All staff need to be aware of classrooms that are in use nearby. The class teacher will send the pupil to a specified member of staff. They enter in to the room in silence and do not disturb the learning of the class to which they have been placed into.

The teacher must then state to the pupil:

*“(Name) I am now replacing you to another member of staff (name) and your behaviour will be logged on Synergy and your parents will be contacted”*

**The teacher will log this on Synergy, by clicking on the ‘REPLACE’ button and adding a reason.** The pupil will serve a 30 min detention after school (within 24 hours) with this class teacher to catch up on any missed learning. The class teacher will be responsible for contacting home either via phone call or Synergy.

Pupils must accept that they have been ‘Replaced’ without discussion and enter the chosen member of staff’s room in total silence. They must remain in silence at all times whilst in the room and not disturb the learning of the class they have been replaced into. Pupils who have been replaced will be asked to write out the poem 'Have You Earned Your Tomorrow?' in full and will catch up work during the specified class detention.

If the pupil refuses to leave the classroom as directed by the class teacher, then the class teacher should contact the Student Services office and request a member of SLT to attend.

If a pupil fails to make it to the classroom that they have been sent into, then an instant Subject Leader’s detention for 60 minutes will be given. This is to be sanctioned by the Subject Leader. The Subject Leader must contact home via Synergy.

Any pupil ‘Replaced’ three times in a week will serve an SLT detention for 90 minutes. Any pupil who is ‘Replaced’ three times in a day will serve a full day in the Inclusion Room the following day and parents will be contacted to attend a meeting by the director of student support.

### School Conduct Levels based on Disruptive Behaviour

Level	Trigger	Consequence
1	Any 'Replaced' logged in Synergy by class teacher	30-minute after-school detention within 24 hours with the class teacher
2	Three 'Replaced' that are logged in Synergy in the same week	90-minute SLT detention issued by Year Leaders
3	Three 'Replaced' logged in Synergy in the same day	1 full day internal isolation the following day, issued by the Senior Leader with responsibility for behaviour
4	Two internal isolations during a half-term	Parental meeting in school with Year Leader and behaviour contract signed
5	Behaviour contract not met	Fixed-Term Suspension. Further suspensions may result in permanent exclusion

### Detentions

- Detentions can take place on any night of the week from Monday to Friday. They can also take place at break times. No lunch time detentions should be issued.
- **Class teacher detentions** will take place within 24 hours of being issued. These will last for 30 minutes and will be given for being "Replaced", missed homework, lack of equipment or being late for lessons.
- **Subject Leader detentions** will take place after school for 45 minutes on any night of the week. These will be issued for failing to go to a classroom as directed after being 'Replaced', persistent poor effort in a particular subject or failing to turn up to class teacher detention. These will only be sanctioned by a Subject Leader and they will have the responsibility for informing pupils they have been placed on the detention. The Subject Leader is responsible for contacting home via a phone call or Synergy.
- **Pastoral detentions** will take place on a Wednesday after school for 60 minutes. These will be issued for poor behaviour during social times, truancy (internal and external), repeated poor uniform and appearance, missing a Form Teacher detention and anything deemed appropriate by pastoral staff. These will only be sanctioned by a Year Leader, who will have the responsibility for informing pupils they have been placed on the detention. The Year Leader is responsible for contacting home via a phone call or Synergy.
- **SLT detentions** will take place on a Thursday after school. These can only be issued by a member of SLT. These can be issued for missing a curriculum or pastoral detention, receiving three 'Replaced' in one week and anything deemed appropriate by SLT. Failing to attend an SLT detention will result in a one-day sanction the following day until 4pm in the inclusion room. Parents will be contacted and invited in to discuss this.

### **Appendix 2: Synergy message to parents – Stage 3**

Dear Parent

Today, your child \_\_\_\_\_ has not behaved well in my lesson and has received a stage 3 sanction.

It is important that your child understands the need to follow our behaviour for learning policy and I would appreciate it if you could discuss their behaviour with them.

Your child will be required to attend a 30 minute after school class teacher detention on \_\_\_\_\_

Yours sincerely

### **Appendix 3: Synergy message to parents from subject leader – Stage 3**

Dear Parent

Your child \_\_\_\_\_ received a stage 3 sanction and was asked to leave (staff member) \_\_\_\_\_ classroom. Unfortunately, they chose not to go to the directed classroom.

It is important that your child understands the need to follow our behaviour for learning policy and I would appreciate it if you could discuss their behaviour with them.

Your child will be required to attend a 60 minute after school subject leader detention on \_\_\_\_\_

Yours sincerely

### **Appendix 4: Synergy message to parents from director of student support – Stage 3**

Dear Parent

This week, your child \_\_\_\_\_ has not behaved well and has received \_\_\_\_\_ stage 3 sanctions.

It is important that your child understands the need to follow our behaviour for learning policy and I would appreciate it if you could discuss their behaviour with them. If this is repeated, we will request a parental meeting in school.

Your child will be required to attend a 90 minute after school senior leader detention on \_\_\_\_\_

Yours sincerely

### **Appendix 5: Synergy message to parents from director of student support – Stage 3**

Dear Parent

Today, your child \_\_\_\_\_ has not behaved well and has received \_\_\_\_\_ stage 3 sanctions.

It is important that your child understands the need to follow our behaviour for learning policy. This number of sanctions in the same day is unacceptable and rarely experienced at Fisher More. If this is repeated, we will request a parental meeting in school.

Your child will be placed in our internal isolation on \_\_\_\_\_

Yours sincerely

### **Appendix 6: Synergy message to parents from director of student support – Repeated issues**

Dear Parent

I am sorry to report that, despite repeated sanctions \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

### **Appendix 7: Synergy message to parents from form tutor – Uniform issues**

Dear Parent/Carer

Today your child has arrived at school and is in breach of our uniform policy. They have arrived to school with \_\_\_\_\_

It is important that your child understands the need to follow our uniform policy, which can be found on our school web-site <https://www.fishermore.lancs.sch.uk/page/?title=Uniform&pid=97>

Please will you contact your child's form teacher and indicate when this uniform breach will be rectified. Their form teacher will then provide a uniform card in the meantime. If there are any financial issues regarding the ordering of the correct uniform, please contact your child's Year Leader in full confidence. Persistent breaches of the uniform policy may result in your child being removed from lessons into the isolation room.

Yours sincerely