

Behaviour and Relationships Policy



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

Compiled by: Mr N Flynn	Date: September 2023
Approved by: Full Governing Board	Approved date: 14 September 2023

1. Rationale

The rationale for implementing this policy is to create a positive and inclusive environment that fosters healthy relationships among pupils, staff and parents.

Our goal is to teach our pupils to embrace our school motto “let all our bright colours shine” Young people do not thrive unless they feel safe and secure. They need an opportunity to build strong positive relationships that have clear boundaries that can help them survive their own immaturity as they experiment with behaviours and emotions they find difficult to contain. The genuine warmth and welcoming of the teacher, their reasonable demands and consistent maintenance of boundaries will create an atmosphere where young people can feel safe and learn how to relate well to others.

2. 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.

3. 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, orderly and happy atmosphere in the school where all are able to let their bright colours can shine;
- Establish purposeful relationships which promote quality learning and the development of the whole child within our community.
- Ensure pupils 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 pupils learn and feel safe in school and the wider community.
- Sanction pupils fairly and consistently for infringing the agreed standards, which recognises the limits of unacceptable behaviour and leads to improvement. Pupils are expected to adhere to these standards in school, during school visits and when travelling between home and school.
- Enable pupils to feel safe in school, ensuring that any instances of bullying and discrimination are dealt with promptly, fairly and firmly.

- Implement mental health and trauma informed approach to behaviour in our school

This behaviour and relationship policy seek to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice;

- 1 – Consistent trauma-informed approach to behaviour
- 2 – Strong school leadership
- 3 – Effective classroom management
- 4 – Rewards and consequences
- 5 – Behaviour strategies and the teaching of good behaviour
- 6 – Staff development and support
- 7 – Pupil support systems
- 8 – Liaison with parents/carers and other agencies
- 9 – Managing pupil transition
- 10 – Organisation and facilities

4. Our Expectations:

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEND). **A pupil who has behavioural issues may also have a special educational need. To be fully inclusive, we tailor our strategies and make reasonable adjustments. A guided approach using the expertise of our SENCo, Ms Gauntlett, is the most productive method.**

We believe that our pupils are entitled to study in a calm, positive and productive atmosphere. We want all pupils to feel safe and confident on the school site, in the community, at home, in classrooms, corridors, stairwells, yards and on buses, and enjoy being part of a friendly, welcoming, school community.

Whilst it is impossible to eradicate all poor behaviour in our school, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour.

Our pupils belong to a school which works closely with parents and carers.

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 their 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 and/or an assault.
- Smoking, vaping.
- Racist, sexist, homophobic or discriminatory behaviour.

We reserve the right to report any of the above behaviours to the police where it is deemed necessary. The school has CCTV coverage throughout the school site. Footage from the CCTV recordings will be used to gather evidence of any reported misbehaviour and be used by school in any pupil discipline meetings.

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
- Vapes
- 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/weapons or illegal drugs that are brought into school are likely to lead to a permanent exclusion. Serious incidents may be reported to the police.

Disposal or retention of articles confiscated from pupils

The school will follow the Department for Education guidance 'Screening, searching and confiscation'. This guidance is for Headteachers, staff and Governing bodies in deciding what to do with confiscated items. The guidance can be accessed below.

[GUIDANCE](#)

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 physical 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 on CPOMs and reported to parent

7. Safeguarding considerations

- Staff should not send pupils 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 pupil – one metre – especially in any tense situation.
- Staff should stand clear of doorways and never try to prevent a pupil 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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. 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
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

Pupils 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. Pupils 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 pupils 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 (e.g. 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 (e.g. 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 pupils fail to rectify the problem within the agreed time frame, pupils will be placed on a pastoral detention which can range from 30 min – 60 mins. Continued non-compliance may lead to internal isolations.

Should parents/carers have financial issues, they should inform their child's Head of Year 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.
- Explicitly teaching learning behaviours.

- Modelling positive behaviour.
- Providing a safe and warm environment that is conducive to learning.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Providing opportunities for pupils to reflect on poor behaviour.
- Recording behaviour incidents through Synergy.

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; providing uniform cards where necessary;
 - 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;
 - Being the first point-of-contact for all pupils and parents/carers in their form.

11.6 Heads of Year

Heads of Year are responsible for:

- The pastoral and academic learning, progress and welfare of the pupils 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 daily 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 and Relationships Policy.

Form teachers, teaching staff, support staff, Heads of Year 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.

Publicly

- Half termly awards assemblies
- Meeting with the Head teacher and Head of Year
- Awards 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/social media posts
- Special privileges/rewards
- Comments on reports
- Annual Prizes/trophies
- Subject certificates/badges
- School certificates
- Reward trips/events

The participation of students in reward trips and extracurricular activities is a privilege that is given to pupils who fulfil our high expectations that we have for our pupils. If a student is suspended due to poor behaviour, it may result in their removal from upcoming school trips and activities. We believe that this approach encourages responsibility and accountability among our students. It also ensures that all participants in these events can enjoy a positive and secure experience.

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.
- Expecting work to be completed at home or after school
- Detention after school (no notice applicable) Any detentions that occur after 2pm will be served the following day. All detentions are recorded using Synergy. If parents have an issue accessing Synergy they must contact the school and request phone calls home.
- 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'.

Teachers may call for SLT support to come to the lesson in order for an immediate restorative conversation to take place with a pupil who is displaying poor behaviour

On some rare occasions, serious misbehaviour in the classroom may lead to a pupil being moved into our inclusion Room. If a pupil is moved into the Pastoral Support Centre then they must remain in this room until 3.45pm.

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 and Relationships 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.

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 school accepts 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 Student Support office where information can be passed to parents or carers via their Head of Year.

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.

Pupils must not use their phone in any areas of the school. Pupils seen to be using their mobile phone outside these areas, 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/carers having to collect their phone from Student Support Office. Any pupils refusing to hand over a mobile phone when seen to have it out without permission, will face further sanctions.

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 needs 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 Heads of Year 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, Mr Flynn, in school. Behaviour management will also form part of continuing professional development.

16. Monitoring arrangements

This Behaviour and Relationships Policy will be reviewed by the Deputy Headteacher and The Pupil Welfare Committee 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

Step 1 - Re-visit

Step 2 - Remind

Step 3 - Record

Step 4 - Reflect

Behaviour for Learning system explained:

We encourage all staff to use strategies that prevent poor behaviour in lessons and around school. **The most important factor is the importance of knowing individual pupils well**, so that we know what affects a pupil's behaviour and what the school can do to address this. **Focusing on developing good relationships** also ensures pupils feel valued and supported, meaning they are less likely to misbehave. We also focus on how to deal with poor behaviour when it happens.

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 initiating the steps below.

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 steps of the behaviour management system.

Our school believes that all pupils should be praised in public and criticised privately. Shaming pupils does not result in better behaviour, it simply drives resentment and damages self-esteem.

We have consulted both pupils and staff when creating this policy. This is a school policy which will be embedded in a consistent approach across the entire school and in line with our Catholic ethos.

Step 1- Revisit

Before every lesson, staff **will revisit their class lists**, ensuring they understand and recognise any barriers that may affect any learning of pupils in the classroom. They should be fully aware and be able to implement strategies that have been suggested to minimise these barriers.

The school expectations are clearly displayed in every classroom and around the building in communal spaces. At the start of every lesson, staff will revisit and reinforce these displays by drawing attention to them as part of their classroom management strategies. This is consistent in every class in the school.

Step 2- Remind

If a pupil is displaying low-level poor behaviour in the classroom, the teacher must give the pupil a verbal warning by talking quietly to the pupil away from the rest of the class. The teacher should use the word 'REMIND' within a positive sentence explaining the high expectations of the classroom. The teacher will then explain to the pupil that they are capable of behaving in a far more positive way but if the negative behaviour continues they would be placed on the next stage of the behaviour management system.

Teachers may wish to say something similar to this;

*"(Name) This is to **remind** you about your behaviour. You are better than this. I am giving you a verbal warning for..... this will give you an opportunity to change your behaviour, which I know you are more than capable of doing"*

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 3 – Record

If there is still no further improvement **the class teacher will log this on Synergy, by clicking on the ‘RECORD’ button and adding a reason.** Teachers may wish to say something similar to this;

“(Name) are capable of far more than the behaviour you are displaying today. I want you to be successful in my classroom, but the behaviour you are displaying is disruptive and affecting other pupils learning. I am now recording this on Synergy”

An opportunity will then be taken at this step to quietly remind the pupil about classroom expectations.

The pupil may serve a 30 min detention immediately after school with the class teacher to catch up on any missed learning and have a restorative conversation. The class teacher will be responsible for contacting home either via phone call or Synergy.

Step 4 – Reflect

If all strategies have been tried and have failed so that the learning of others is still being affected, the class teacher can call for the SLT support. The SLT on-call will take charge of the class and allow the teacher an opportunity to have an immediate restorative conversation with the pupil who is disrupting the learning of the class, usually just outside the classroom.

The teacher will log this on Synergy, by clicking on the ‘REFLECT’ button and adding a reason.

Any pupil who has received a ‘reflect’ three times in a week will serve an SLT detention for 60 minutes on the Friday evening. Any pupil who receives a ‘Reflect’ three times in a day will serve a full day in the Inclusion Room the following day and parents will be contacted by the Head of Year.

School Conduct Levels based on Disruptive Behaviour

Level	Trigger	Consequence
1	Two "Records" in day	30-minute after-school detention on the same evening.
2	Five "Records"	45 minute pastoral detention issued by Head of Year. Contact home made by HOY.
3	Ten "Records"	60 minute SLT Detention issued by a member of SLT. Pupil will also be placed on monitoring card with HOY for a minimum of two weeks
4	Twenty "Records"	A minimum of one day in the Pastoral Support Centre and Parental meeting in school with Head of Year.
5	Forty "Records"	A minimum of two days in The Pastoral Support Centre and a parental meeting with Head of KS with a behaviour contract signed.

Level	Trigger	Consequence
1	<i>Reflects</i> logged in Synergy by class teacher	30-minute after-school detention on the same evening with the class teacher
2	Three 'Reflects' that are logged in Synergy in the same week	60-minute SLT detention issued by Year Leaders
3	Three 'Reflects' logged in Synergy in the same day	1 full day in Pastoral Support Centre the following day and parents contacted
4	Two internal isolations during a half-term	Parental meeting in school with Head of Year and behaviour contract signed
5	Behaviour contract not met	Fixed-Term Suspension. Further suspensions may result in permanent exclusion

Appendix 2: Detention System

Class/form teacher Detention

Tues – Fri – 3:00pm – 3:30pm

- Receiving a 'record' in class
- Missed homework
- Punctuality
- Breach of uniform and appearance issues

SLT Detention - 60 Minutes after school – Friday Evening

3:00pm – 4:00pm

Only to be issued by SLT

- Three reflects in a week
- Anything deemed appropriate by SLT

Subject Leader / Pastoral Detention - 45 minutes after school

Tues – Fri 3:00pm – 3:45pm

- Failing to attend Class/form teacher detention
- Internal and external truancy
- Continued breaches of uniform & appearance policy
- Smoking/vaping
- More than one pupil in a toilet cubicle
- Anything deemed appropriate by Pastoral staff or Subject Leaders

Failing to attend an SLT detention will result in a one-day isolation until 3:45pm in the Pastoral Support Centre

Detentions

- Detentions can take place on any night of the week from Tuesday to Friday. Pupils can also be placed in lunchtime detentions for **20 minutes**. They must not take place at **break-time**.
- **Class teacher detentions** will take place on the same evening that the incidence of poor behaviour occurs. These will last for **30 minutes** and will be given for a 'Record', missed homework or being late for lessons. Pupils will be told to go to a central location after school and will be collected by the teacher. Detentions are used to provide a time to reflect on poor behaviour.
- **Department/Pastoral detentions** will take place after school for **45 minutes** on any night of the week. These will be issued for failing to turn up to class teacher detention or any pastoral issues that have caused concern, such as truancy or leaving a lesson without permission. These will only be sanctioned by either a Subject Leader or a member of the pastoral team; they will have the responsibility for informing pupils they have been placed on detention. The Subject Leader is responsible for contacting home via a phone call or Synergy. Pupils will be told to go to a central location after school and will be collected by the class teacher and subject leader.
- **SLT detentions** will take place on a Friday after school for **60 minutes**. These can only be issued by a member of SLT. These can be issued for missing a department detention, receiving three '*Reflects*' in one week and anything deemed appropriate by SLT.
- Failing to attend an SLT detention will result in a one-day sanction on the pupil's next day in school until 4pm in the Pastoral Support Centre. Parents will be contacted and invited in to discuss this.

Appendix 3: Synergy message to parents – Stage 2

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 4: Synergy message to parents from Heads of Year – Stage 3

Dear Parent

This week, your child _____ has not behaved to the standard we expect of him/her and has received _____ stage 4 sanctions. He/she is capable of far more.

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 4 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