



The John Fisher School

School Behaviour Policy

(Incorporating the former Anti-bullying Policy)

Responsible: Governors' SLAW Committee

Next Review Date: March 2019

Nurturing young Catholic gentlemen
Aspiring for Academic, Cultural & Sporting Excellence

1 Introduction

The promotion of positive standards of behaviour within the school community is based upon an acceptance of the Christian values of courtesy, service and unselfishness. These values are encapsulated in our Mission Statement, where it is stated that:

"We believe... that all aspects of the life of the school should be lived in a spirit of justice and charity, and that Christian selflessness should be part of all our dealings with one another."

The school believes that to fulfil its obligation to educate its pupils in all aspects of the curriculum and in the broader aims of its Catholic character, it must establish that it is the common duty of both pupils and staff to act together with care, consideration and respect. Accordingly all the school's rules, rewards and sanctions are intended to serve the fulfilment of that obligation.

The moral code to be followed by pupils and staff within the school community is synonymous with the accepted mores of Christianity and the Roman Catholic Church. In particular we have in mind the words of Christ: "If you do it to the very least of my brethren, you do it to Me."

The school further believes that to carry out its aims it can only do so in partnership with its parents/carers and the local community.

This policy is reviewed in accordance with the Department for Education's published advice: 'Behaviour and discipline in schools. Advice for Headteachers and school staff' - February 2014

2 Statement of intent

All pupils at the John Fisher School have an equal right to participate and enjoy their education, and to have the opportunity to fulfil their potential. Any action which hinders the educational and/or social development of any student will not be tolerated.

3 What is this policy going to do?

- ☑ Promote positive attitudes towards all members of the school community.
- ☑ Encourage an atmosphere and ethos where poor behaviour does not occur.
- ☑ Ensure that staff, pupils and parents are all aware of what constitutes acceptable behaviour.
- ☑ Encourage pupils to report incidents of poor behaviour, by educating them on why it is wrong and who to tell.
- ☑ Ensure that poor behaviour incidents are taken seriously followed up and dealt with appropriately.
- ☑ Encourage everyone to actively challenge poor behaviour whenever and wherever it occurs.
- ☑ Ensure that all pupils are aware that all poor behaviour is not tolerated and positive behaviour rewarded.

4 How will this policy be put into practice?

- ☑ Positive attitudes towards acceptable behaviour will be promoted through the PSHE/Citizenship programme, Assemblies, tutor time and all aspects of school life.
- ☑ Procedures are drawn up for staff to follow when poor behaviour incidents are reported to them.
- ☑ Poor behaviour incidents will be taken seriously and dealt with sensitively.
- ☑ Staff will be expected to actively promote and implement a whole school ethos that is opposed to poor behaviour in all its forms.
- ☑ Pupils will be informed of the school's policy and procedures and encouraged to report incidents of poor behaviour through the PSHE/Citizenship programme, Assemblies, tutor time, House/School council, 6th form mentors and notices displayed in form rooms and around the School.
- ☑ Information will be provided for parents/carers, which explains the School's behaviour policy and procedures and provides advice and guidance on support strategies should their child be involved in poor behaviour.
- ☑ An individual Behaviour Support Plan and programme of support for persistent offenders will be developed, and monitored, in stages, by the pupil's Form Tutor, Year Leader and Inclusion Coordinator

5 Criteria for success

This policy will be considered successful if the overwhelming majority of staff, parents and pupils consider that the behaviour within the school community is generally of a high standard and that there are clear expectations and effective ways of dealing with digression.

6 Monitoring and evaluation:

- ☑ Pupil records are regularly updated to track behaviour and achievement.

- ☒ Achievement and behaviour are monitored by the pastoral teams looking at trends in year groups and reasons.
- ☒ Behaviour will be a standing item in all Governors' CPW Meetings, with a member of the school's Senior Leadership Team providing a report which analyses and evaluates current and trending issues. This will inform the school's self-evaluation process and School Development Plan (SDP).

7 The role of the staff

The staff of the John Fisher School make the following commitments:

- ☒ that they will show respect towards their pupils and act in a manner which reflects the aims of the school
- ☒ that they will maintain the highest standards in the conduct of their lessons and in the carrying out of their professional duties
- ☒ that they will act in partnership with parents and at all times seek to be open and responsive

The staff acknowledges that to fail to act in accordance with their commitments is to invite similar failure in the behaviour of the pupils. (*appendix b*)

8 The role of our parents

We invite our parents to be active partners in the whole process of their sons' education and we welcome their involvement. This entails a mutual willingness to consult and to share information where the welfare of their son is concerned.

The school considers that without such an active partnership it cannot carry out its duty to educate and develop its pupils to the levels of excellence that we all want.

Just as the school has an obligation to carry out its stated aims in the spirit of its Mission Statement, so the school would hope for the same commitment from the parents in all aspects of their sons' lives in our community. (*see Home-School agreement in Journal*)

9 The school's expectations of its pupils

Every pupil is expected to act in a way that promotes the school's aims and Mission Statement. This is not simply at times when pupils are on the school's premises, but also when travelling to and from school and whenever they are engaged in activities, at home or abroad, which are organised or arranged by the school.

The tradition of the school since its foundation has been that pupils are expected to play a full part in its extra-curricular life. The school considers all talents as gifts from God and as such to be developed and shared, wherever possible, with and for the benefit of the whole school community.

Accordingly the school has a clear set of rules that are designed to guide pupils in their pursuit of these aims. A comprehensive list of the rules is reproduced in the pupils' journal; but the following points represent their essential purposes:

Pupils should always act in a way which:

- ☒ shows respect for one another, staff and members of the public
- ☒ enables learning to take place
- ☒ allows other pupils to feel safe and happy during their time at school
- ☒ safeguards the fabric and general appearance of the buildings
- ☒ enhances the reputation of the school and its community (*appendix c*)

10 Procedures

- ☒ The pastoral staff will investigate complaints or concerns from a pupil or parent/carer.
- ☒ All those involved in the incident will be interviewed separately and written statements obtained using the pupil statement form and kept in all pupil records.
- ☒ Parents/carers of pupils involved in incidents will be informed of any sanctions and may be asked to come into school and discuss this further.
- ☒ Sanctions may occur as discussed by the classroom teacher, Form Tutor and Year Leader.
- ☒ Monitoring of the situation will occur and the relevant staff informed

11 Guidelines for dealing with poor behaviour

Following staff consultation and CPD, led by Year Leaders and SLT, and a series of Departmental Meetings it was agreed that a progressive approach needed to be taken to the application of sanctions by classroom teachers. It is

essential to maintain the effectiveness of our 'stronger' sanctions and the status of our Year Leaders by not having recourse to the detention system at too early a stage. This 'step by step' approach should, ideally, follow these guidelines from our Behaviour for Learning 'B4L' strategy: (*appendix d*)

The pupils need to receive a simple but clear statement of what is expected in the classroom, and around the school, by way of behaviour and work/homework.

1. Clear Pupil and Teacher Charters have been drawn up and are posted in every classroom. These form the basis of minimum expectations.
2. Step by step protocols have been drawn and explained to all staff regarding incidents in lessons. Whilst these are not exclusive they provide a clear guide to support what is expected in lessons and what the consequences should be.
3. The 'sims' system is to be used more proactively by all staff with a clear hierarchy of responsibility and sanctions.
4. The journal has been reviewed and updated to reflect expectations from all stakeholders.

12 Detentions

These are varying methods of detaining the boys at school and those selected will reflect the nature and seriousness of the incidents that occasioned the detentions being given. The different types of detention are:

1. Individual staff detentions.
2. Year Leader supervised detentions.
3. Saturday/Headteacher detentions.
4. Departmental Detentions.
5. Parents must be informed if their son is being detained after school. This is done by recording the details of the detention in the "Notification of Detentions" page in the School Journal. All detentions are recorded on Sims.

Year Leader & Departmental Detentions

Each Year Leader supervises a detention specifically for his Year Group on one evening each week. They will advise staff about which night they intend to hold their detention at the beginning of the Christmas Term.

Saturday/Headteacher's Detention

This is our most effective sanction and, in order for it to remain as such, it is essential that it is used sparingly and only for serious matters.

The procedure that must be followed if staff wish to detain a boy on a Saturday is:

1. The relevant Year Leader or Deputy Head must have been consulted.
2. A letter from the Headteacher will be sent home, usually, at least one-day before the detention.
3. Sufficient, appropriate work should be set to cover the three-hour detention.

Boys arriving at this detention without full school uniform should be sent home. These boys will be interviewed on the following Monday by the relevant SLT member.

13 Serious offences

- ☒ The possession of illegal substances will not be tolerated under any circumstances.
- ☒ The possession and/or use of knives, firearms (including replicas) or other offensive weapon to threaten or injure any member of the school community will not be tolerated and will result in the most severe sanction available to the Headteacher.

14 Poor Behaviour – Guidelines for By-Standers

The school's culture and ethos is to respect each individual and to report any knowledge of poor behaviour to a member of staff.

15 Poor Behaviour - Guidelines for Parents/Carers

- Parents/Carers should familiarise themselves with this policy and the Pupil Charter.
- They should read and sign their son's school journal on the Home/School agreement page.
- They should be assured that the School will act in every stakeholder's best interest fairly and diligently.

- Parents/Carers who wish to speak to staff regarding an incident should in the first instance ask for the teacher investigating the matter. Form Tutors, Year and Subject Leaders should be the next points of contact respectively, before finally asking for Senior Staff and only in serious cases.

16 Poor Behaviour - Guidelines for Members of Staff

- Look out for signs of poor behaviour in members of your form, especially if accompanied by deterioration in work, disruption of others etc.
- Be aware of the opportunities for poor behaviour using low level but persistent tactics. Monitor pupil activities carefully.
- If poor behaviour is displayed in your classroom, take the incident seriously and record all details. Pass this information onto the Year Leader or senior member of pastoral staff within 24 hours.
- Deal with it by referring to the agreed B4L strategy and consequence ladder.
- Promote and reward good behaviour.

17 Good Behaviour

While the school has processes and procedures to deal with instances of poor behaviour, as a caring community it is important to recognise the good behavior of the vast majority of pupils at this school whenever possible.

Alongside sanctions as outlined above, and the 'Behaviour4Learning' strategy, the school has developed an 'Achievement 4 Learning' strategy (appendix e) which aims to promote and reward good behaviour.

Achievement points are recorded for every pupil through the school's MIS system (SIMs) and this is monitored on a weekly basis by Year Leaders. Pupils achievements are recognised and celebrated not only through actions outlined in the 'Achievement4Learning' tables but also through year assemblies, end of term assemblies, and on the school website.

18 Monitoring of the Policy

This policy will be formally reviewed every two years by the school's Governing Body. As part of the review process, the Governor's CPW Committee will make recommendations to SLT for amendment. In addition, the views of pupils, staff and parents will inform any changes to this policy. (i.e. school Council, staff meetings, parent consultation, etc)

19 Dissemination of this Policy

This policy will be placed on the school website for parents and pupils to view. All members of staff have access to this policy via the school's intranet. Year Leaders will ensure that form tutors take pupils through this policy at termly Key Stage assemblies so they are clear that poor behaviour will not be tolerated at the John Fisher School.

Anti-Bullying Processes and Procedures

This appendix was created as a result of audits and staff CPD carried out in collaboration with Sutton LEAs Safeguarding Team.

Understanding Bullying

Bullying is an action carried out with intent by a person or group who aim to cause a reaction which is unwanted and distressing. The intention of bullying is to obtain a sense of power and control over another. Such motivation and behaviour is destructive whether it occurs once or more frequently. Consequently, it is necessary to identify bullying and its features and take instant and immediate action which equally responds to the needs of all parties involved. Focus should be placed upon resolution which deals firmly but fairly with the incident.

Bullying is a behaviour which has a root cause. The bully uses the behaviour to achieve satisfaction for a number of reasons. The John Fisher School will use appropriate strategies including counselling to establish explanations for such unacceptable behaviour. The culture and ethos of the school will support the bully in a programme that will address his/her perceptions of appropriate and acceptable behaviour and guide them towards steps that will enable them to experience bully free behaviour. This will place responsibility upon the bully to address their behaviour and become part of a good citizen culture which reflects the high expectations of the school.

Bullying behaviour can be exhibited as:-

- ☒ **Verbal** - the use of words to cause hurt, name calling, threats, calling encouragement for bullying and spreading rumours.
- ☒ **Physical** - unwanted touch and contact, pushing, kicking, hitting and acting aggressively or violently.
- ☒ **Emotional** - actions that wear down someone's self-esteem, lowering self-confidence and deliberately excluding people from groups.
- ☒ **Sexual** - unwanted physical contact, using sexual terminology to be derogatory.
- ☒ **Homophobic** - bullying because of their sexuality.
- ☒ **Racial** - bullying as a result of someone's ethnic origins.
- ☒ **Cyber Bullying** - using technology such as e-mail or mobile phones to send verbal and visual bullying.

Recognising Bullying.

All members of the school community should accept responsibility for being vigilant and alert to the features and signs that bullying is occurring. Although every effort is being made to embed a culture of sharing and not withholding it is acknowledged that some bullying behaviour will not be reported. It is, therefore, vital that serious concern should be given to any behaviour that arouses suspicion. All changes in behaviour cannot be assumed to be connected to bullying but it must be eliminated as a cause through careful and sensitive investigation.

Signs to look for:-

- ☒ **A change in attendance pattern** - may indicate a reluctance and fear of travelling to school or being present in an environment which is threatening to them. They lack faith in their security.
- ☒ **A notable variation in the quality of work produced** and work patterns.
- ☒ **Lower levels of concentration** and appears unsettled.
- ☒ **Behaves inappropriately** and immaturely with a negative tone.
- ☒ **Changes in behaviour** such as becoming withdrawn, quiet, moody and lacks co-operation.
- ☒ **Requests to seek medical attention** or feigns illness.
- ☒ **Acts over emotionally** - may cry easily.
- ☒ **Requires money more frequently** - may lead to stealing.
- ☒ **May exhibit cuts, bruises and pains** without a reasonable explanation.
- ☒ **A change in eating patterns** - may refuse to eat or binge eating.
- ☒ **Leaving clubs** or previously enjoyed activities.

Providing solutions which support the pupil.

Staff and pupils should promote The John Fisher School as a place where fear of threat and intimidation is not an issue because they recognise their working and social environment as somewhere respected and safe. The layout of the building should not provide bullies with areas to carry out their unacceptable behaviour. Those most vulnerable to bullying should know that:-

- ☒ Staff and pupils are being actively alert.

- ☑ Areas of the school are well patrolled.
- ☑ That as an initial step only, time will be provided to move from lesson or go home earlier.
- ☑ Both adults and pupils can be contacted and approached to assist and who will listen sensitively.
- ☑ Speaking out will remove bullying and not increase it.

At The John Fisher School all members of the community, including Governors and parents, should have heightened awareness that the school offers a range of strategies to combat and banish bullying.

- ☑ Bullying is addressed through the curriculum.
 - ☑ Bullying issues are explored specifically within the PSHE curriculum.
 - ☑ Pupils can access information about bullying from notice-boards adjacent to the Dining Room and the Robson Room and the LRC.
 - ☑ The Pastoral system provides a team of staff who can be approached including; Form Tutors, Year Leaders, the Inclusion Coordinator, and the Chaplaincy Team
 - ☑ Each adult in the school can be approached and action will be taken.
 - ☑ Pupils have access to Sixth Form prefects, mentors, buddies and sports leaders for additional support.
 - ☑ The school uses regular surveys to evaluate the bullying behaviour and use the data to plan future strategies.
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- ☑ A Governors' Committee (Pupil Welfare & Equalities) reviews, along with the Senior Leadership Team, the effectiveness of all Anti-Bullying measures and strategies.
 - ☑ Leaflets and appropriate contacts are available through other support agencies – eg: Careers Personal Advisor, School Nurse Service.

It is hoped that these supportive structures will help reduce the instances and impact of bullying on members of The John Fisher School community.

No pupil, no parent, no member of the school staff or its community should feel we are not approachable. The John Fisher School openly and confidently invites any person to speak out about bullying and welcomes you to alert us to any worries or concerns you may have. Appointments can be made easily at reception with any member of staff.

Staff and pupils should feel confident that when dealing with bullying they will be engaging in a process that will result in a positive outcome. This can only be achieved if the ethos and environment is open for communication. The John Fisher School is breaking down the culture of not telling with both pupils and staff actively encouraging the attitude that it is right to help others through talk and informing others. A united front sends the message forcefully that bullying will not be tolerated.

Procedures for staff.

1. All incidents should be viewed as serious even if a first incident. Staff should evaluate the suitability of place and time to listen to the pupil or intervene with an incident observed.
2. Staff should listen to pupils at an appropriate time which allows the information to be provided without intensity of emotion.
3. Pupils should talk to the appropriate person who can assure them and guide them to take a responsibility and have coping strategies.
4. All incidents of bullying should be recorded and reported with accuracy on SIMs and placed in the pupil's file with the Year Leader and further copies to other staff as appropriate.
5. Fair and equal action should be taken to resolve the incident. Appropriate sanctions should be given as well as support.
6. Monitoring should then occur for an agreed period whole school.
7. Parents should be contacted and made aware of the incident and the support, and for the perpetrators the sanctions given.

Pupil Procedures. It's cool to confide in others!

- ☑ A pupil experiencing or witnessing any act of bullying should contact and confide in someone immediately.
- ☑ A pupil should persist in their request to be listened to.
- ☑ A pupil should request a safe, secure and private place to speak freely.
- ☑ Pupils should provide relevant information and be reassured but firmly informed that necessary information will be passed on to the appropriate person or persons to fully deal with the incident.
- ☑ Pupils should know that some form of monitoring will occur as a support mechanism.
- ☑ Bullying can be resolved through communication. Pupils should break down the wall of silence. Always speak out!

- ☒ Build up friendship groups where you can trust people. Doing activities with friends can keep you away from those who want to engage in negative behaviour. Show them what a good citizen is.
- ☒ Ensure that you know where to go should you feel vulnerable, particularly at break and lunch-times
- ☒ Try not to react to bullying behaviour this will encourage them to make you a target. Most bullying behaviour continues if your reaction satisfies their need for power and control.
- ☒ Don't feel alone in a crowd. You are surrounded by people who believe the same as you that bullying is damaging and they want to stop it.
- ☒ Feel confident and trust someone, they'll know what to do!

At The John Fisher School the very large majority want to stop the very small minority from ruining their experiences and opportunities.

Break down the barriers, build up a voice of disapproval, and bring the bullies into our culture by beating any bullying behaviour. Show bullies that their behaviour is unacceptable and won't be tolerated.

Bullying is a behaviour which can be altered!

Staff at John Fisher will aim to:

Embrace the Catholic ethos of the school.

Build a relationship with the pupils which is based on mutual trust and respect.

Share the lesson objectives at the start of the lesson.

Make sure the lesson is well planned and shows clear progression.

Ensure pupils' work is assessed regularly and feedback is given on how to improve.

Include a variety of creative and practical activities where possible.

Challenge pupils according to their individual needs and learning styles.

Provide opportunities for pupils to contribute.

As a pupil at John Fisher I will aim to:

Embrace the Catholic ethos of the school.

Build a relationship with the staff that is based on mutual trust and respect.

Treat other pupils in the way that I would wish to be treated.

Listen carefully and follow the instructions of the teacher.

Always try to work to the best of my ability and make every moment count.

Make a positive contribution to the lessons.

Accept responsibility for my behaviour and learning.

Maintain the required standards of uniform and ensure that I have the correct equipment for every lesson.

Behaviour 4 Learning

Your inappropriate actions will result in these consequences

1

Verbal Warning

Inattention/Low level disruption
Eating/Calling out/Mobile phone issue

2

Second Verbal Warning

Further inattention/disruption etc
Comment recorded in journal

3

Class Teacher Detention

Lateness to lesson
Homework Failure
Insolence
Continued disobedience, disruption after comment.
No equipment
Bullying verbal/physical

4

Subject Leader Detention

x2 homework failure
Gross insolence
Persistent low level disruption after class detention
Persistent lateness to lesson
Persistent lack of equipment
Subject leader intervention in class required
e.g Pupil sent to Subject leader
Bullying verbal/physical

5

Year Leader Detention

Persistent disobedience following subject leader detention
Lateness
Bullying
Vandalism
Homework failure in a number of subjects
Failure to attend Subject Leader detention
Incorrect uniform (5 ticks in the journal)
Unacceptable behaviour outside of lessons

6

SLT Detention Friday Period 6

Referral made by YL or SLT.
x2 YL Detentions Required
Report Failure, Other More Serious persistent behaviours.

7

Headteacher/Saturday Detention (fortnightly)

Referral by YL/SLT only
Failure to attend YL/SLT detention
Truancy from lessons/More serious unacceptable behaviour

8

Internal Inclusion extended day 8.30 – 4.00p.m.

More serious unacceptable behaviour

NB: this is not a definitive list and teachers may add others as necessary

Achievement 4 Learning

Year 7

Stages	Achievement Points	Action
Stage 1	25	Bronze Certificate Level Letter sent home Picture up on HOY board
Stage 2	50	Silver Certificate Level Letter sent home Picture up on HOY board
Stage 3	75	Gold Certificate Level Queue jumper for canteen (1 week) Letter sent home Picture up on HOY board
Stage 4	100	Platinum Certificate Level Queue jumper for canteen (Life pass for remainder of the year) Letter sent home Picture up on HOY board

Year 8 &9

Stages	Achievement Points	Action
Stage 1	15	Form Tutor to write a note in the journal
Stage 2	30	Head of Year writes a note in the journal Pupil recognised verbally in Assembly
Stage 3	40	Certificate awarded in Assembly Name on Form Noticeboard
Stage 4	50	Letter sent home from HoY Name on the Year Noticeboard
Stage 5	75	Chocolate prize House Badge & Kennedy Cup Points
Stage 6	100	£10 Voucher by HM in

Years 10 & 11

Stages	Achievement Points	Action
Stage 1	10	Form Tutor to write a note in the journal
Stage 2	25	Head of Year writes a note in the journal Pupil recognised verbally in Assembly
Stage 3	40	Certificate awarded in Assembly Name on Form Noticeboard
Stage 4	50	Letter sent home from YL Name on the Year Noticeboard
Stage 5	60	Chocolate prize House Badge & Kennedy Cup Points
Stage 6	75	£10 Voucher by HM in