



# St John Fisher Catholic Voluntary Academy

## Saint John Fisher Behaviour Policy

### Mission Statement

*This Mission Statement reflects the views of our pupils, staff and parents*

***'For I know the plans I have for you; plans to give you hope and a future.'*** Jeremiah 29:11

- I know that God made me and that he loves me very much.
- I want to grow in God's love and be the best that I can be.
- Every day I will get to know God better in prayer and meditation.
- I will always follow the school rules because I know that they are there to help me and to make this a happy school where children can learn.
- I will show care and respect for everyone I meet at all times.
- I will always try my best, even when I find things difficult.
- I will come to school every day unless I am really too ill to attend.
- I will always tell the truth, even if I have done wrong.
- I will take care of the school building, grounds and everything in it.
- My parents and everyone who works at Saint John Fisher will work together and always try their best to help me make the most of my God-given talents.

At Saint John Fisher all that we do is centred on the teachings of Christ and our Mission Statement forms our school rules. Children need patience, support, and above all, consistent treatment from the adults they meet in school. It is the responsibility of every adult to model and encourage children to live out our Mission Statement and deal with inappropriate behaviour immediately.

At Saint John Fisher Catholic Voluntary Academy, we believe that children should be encouraged to develop respect based on trust. We encourage children to be self-disciplined, responsible and have a caring attitude towards themselves, other people and their environment. The staff expect good quality work and behaviour. Saint John Fisher takes the view that violence, racism or expression of hatred in any form towards another is never justifiable under any circumstances.

## **AIMS**

- To nurture the spiritual and moral growth of our children within the context of the Catholic faith.
- To create a welcoming, caring and safe environment, where children can develop self-respect and a sense of individual worth
- To provide stimulating, educational experiences within which individual talents and gifts from God are nurtured and full potential is achieved,
- To foster independent learning and develop skills for the future.
- To maintain and develop positive and productive relationships between the school community, the parish, the local community, the Nottingham diocese, St Ralph Sherwin Trust and the wider global community.

## **EXPECTATIONS AND RULES**

To fulfil these aims we have high expectations of pupils, staff, governors and parent / carers.

### **Pupils will be expected to:**

- Follow our Mission Statement
- Treat adults and children with respect
- Work to the best of their abilities and allow others to do the same
- Take care of property and the school environment
- Co-operate with other children and adults and obey instructions

### **We expect Staff to:**

- Respect children and be constantly aware of the way we relate to the pupils at Saint John Fisher Catholic Voluntary Academy;
- Be role models of good behaviour at all times;
- Be consistent in ensuring children adhere to our school rules;
- Use our Mission Statement and 'Statements to Live by' to constantly remind the children about our values and behaviour;
- Apply our behaviour policy fairly and without prejudice or favouritism at all times;
- Speak to children in a calm, polite manner;
- Make instructions explicit and ensure children understand why they are being given;
- Give children a chance to speak and listen to them, thus enabling fairness.
- To inform the child's Classteacher of behaviour that is over and above normal age related misbehaviour;
- To inform their Line Manager of behaviour that is over and above normal age related misbehaviour;
- Lead children in and out of all assemblies and Liturgies in a quiet, orderly line;
- Dismiss children from their classroom door in an orderly manner between sessions and at the end of the day.

## **In addition to the above we expect Classteachers to:**

- Use the Zones of Emotional Regulation Language to support positive/assertive discipline techniques;
- Be proactive in developing good relationships with parents and children; make them feel welcome and listen to any concerns they have;
- Keep in regular contact with our parents through the homework diary and informal chats as appropriate;
- Raise concerns at our weekly 'Vulnerable Pupil' meetings.

## **We expect Parents to:**

- Follow and use our Mission Statement to reinforce our expectations regarding behaviour;
- Support the school should any disciplinary matters arise;
- Address concerns or complaints in a polite non-aggressive manner directly to the school. This includes direct contact with the school by telephone or face to face. It also applies to letters, emails and any other written communications. When using social network sites such as Facebook, parents/ carers should not post derogatory or offensive comments about the school, its staff or other pupils.
- Show an interest in their child's school life and promote their child's behaviour by ensuring their children are aware of appropriate behaviour in all situations;
- Ensure their child arrives in time for the school day and attends regularly;
- Raise concerns about other children's behaviour with the school rather than approaching the family: never approach another child themselves;
- Model good behaviour in the way they talk to other adults and children: never argue or call one another down in earshot of the children;
- Build their child's self-esteem by giving appropriate praise, listening to them and talking to them rather than at them;
- Say 'No' sometimes- remember, they are the child; one day they will thank you;
- Accept that all children, including their own, no matter how well-brought up, will occasionally misbehave. This does not mean you are a bad parent - they need you to teach them that there are consequences for such behaviour and to talk through why their behaviour was wrong and how they could act differently next time;
- Be consistent, don't threaten or promise things that are not going to happen.

## Around our school we expect pupils to:

<b>In the classroom</b>	<b>In the Hall at lunchtime</b>
<p>Try their best            Work quietly and well without disrupting others            Keep own desks and classroom areas tidy            Put hands up and take turns to speak            Speak pleasantly to each other            Sit and move around carefully and safely            Respect our own and others property            Keep hands, feet and objects to themselves            Treat each other, as you would wish to be treated</p>	<p>Walk in and out quietly, in single file on left hand side            Be polite to one another            Put up hands for attention            Sit and move around carefully and safely            Talk quietly – appropriate voice levels            Use manners i.e. Please / Thank you            Sit correctly            Use cutlery correctly and return plates and cutlery to the allocated table at the end of the meal</p>
<b>On the playground</b>	<b>Whole school</b>
<p>Act safely            Act sensibly            Respect each other in actions and ways of speaking            Play together nicely            Follow instructions of the midday supervisors and staff            Seek permission to go to the toilet and act sensibly in the toilets and school building            Stand still when the whistle blows and walk quietly to the line when instructed            Take care of equipment and share with each other            Keep to the zones when playing with equipment</p>	<p>Wear correct uniform, correct footwear, plain, small headbands to match uniform, no jewellery, (if ears are pierced only small stud type earrings may be worn)            No extreme haircuts or dyed hair, nail varnish, false nails or tattoos.            Move around sensibly, carefully and safely and in single file on left hand side            Use the correct voice levels            Listen to and be polite to all adults            Listen to and be polite to each other            Look after each other and our school            Keep our school tidy            Respect school property and the property of others</p>

The emphasis is to develop positive behaviour that enables the child to develop and learn in a happy and harmonious environment. In-keeping with the Church's view that 'Parents are the foremost educators of their children', we seek to develop desirable behaviour through working in partnership with parents.

Through our Mission Statement, we set consistently high expectations that are clearly understood by the children. We reward good behaviour through praise, daily, fortnightly and termly reward systems as referenced below. On the occasions when the child's behaviour falls short of our expectations, age-appropriate sanctions are explained and consistently applied. We encourage parents to talk to their child and reinforce good behaviour.

## **Positive / Assertive Discipline techniques to encourage acceptable behaviour.**

We will teach our pupils appropriate behaviour within the context of the Catholic faith, as part the curriculum and when other opportunities arise. The Assertive Discipline philosophy adopts a positive approach of certainty and consistency rather than negative severity. We will not condone staff members shouting / screaming at pupils, using sarcasm or making derogatory comments. In this spirit, we will also not condone pupils or parents raising their voice towards staff members, using sarcasm or making derogatory comments.

Children are aware of the rewards and sanctions, they have discussed them with staff and will be expected to take responsibility for their choices and actions.

Adherence to the Positive/Assertive Discipline and Positive handling techniques must be applied first. Very occasionally children with SEND, require a modified behaviour programme which will be part of their SEND plan in liaison with the Inclusion Lead.

<b>Examples of rewards</b>
Smile/Immediate praise
House team points
Stickers/Notes home
Notes to Parents in the Home School Diary
Speaking to parents to praise
Best Work Assembly
Star of the Day/Mission Accomplished (House points) - weekly
Fortnightly Reward Time
Super Class
End of Term Rewards (House points)
End of Year Awards Ceremony

## Order of sanctions

Quiet reminder of what they are supposed to be doing/how to behave

Second chance reminder that if they behave like this again they will miss 5 minutes of at the start of lunch time

Pupil moves places within class if deemed necessary by the teacher

Miss 5 minutes of the start of lunch time

Loss of 2 minutes for that day, which will be deducted off the fortnightly reward time

If the teacher deems necessary, pupil to be sent to their partner class for 10 mins. Note in the Home School Diary to inform parents

Entered on Edukey

If sent to Partner class 3 times within a month the parents/carers will be invited in by class teacher for a meeting, together with the Inclusion Lead

Entered on Edukey

Pupil to be sent to the Leadership Team for continued disruption or if they have been sent to the partner class 3 times in the set period

Entered on Edukey

If inappropriate behaviour continues or serious incidents occur, parents/carers are asked to meet the Leadership team

Entered on Edukey

Fixed term detention with Learning Mentor/Inclusion Lead as determined by Leadership Team

Removal of fortnightly reward time

Entered on Edukey

Outside agency involvement

Entered on Edukey

Missing of school trips, visits, sporting fixtures

Fixed term exclusion

Entered on Edukey

Permanent Exclusion

Entered on Edukey

## Behaviour in and around school

Less serious inappropriate behaviour	Actions
<ul style="list-style-type: none"> <li>• Wandering about /calling out</li> <li>• Interrupting staff when talking to whole class / group</li> <li>• Distracting / annoying other pupils</li> <li>• Not responding to staff members initial requests to work or follow instructions</li> <li>• Talking to other pupils at inappropriate times</li> <li>• Silly noises</li> <li>• Pushing / pulling others in line</li> <li>• Wasting time, not finishing work</li> <li>• Giving cheek, making off-hand comments</li> <li>• Deliberately being disruptive</li> <li>• Petty name calling</li> <li>• Running in corridors/school building</li> </ul>	<p>Sanctions at the teachers' discretion</p> <p>Outside – 'Time out with staff on duty'</p>
Serious inappropriate behaviour	
<ul style="list-style-type: none"> <li>• Offensive name calling (including racist, homophobic or sexual references)</li> <li>• Physical / aggressive behaviour with intent to harm</li> <li>• Deliberately damaging school or someone else's property</li> <li>• Stealing</li> <li>• Challenges to authority, ie deliberately leaving class without permission</li> <li>• Repeated refusal to complete set tasks</li> <li>• Continued inappropriate language and swearing</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents and call parents in for a meeting with class teacher/leadership</li> <li>• Pupil to have fixed period detention as directed by leadership with Learning Mentor/Inclusion Lead</li> <li>• Record on Edukey</li> </ul>

<b>Extremely serious inappropriate behaviour</b>	
<p>Taken from the National Standard List of reasons for exclusion from the DfES</p> <p>Persistent disruptive behaviour Includes:</p> <ul style="list-style-type: none"> <li>• Severe challenging behaviour</li> <li>• Persistent disobedience</li> <li>• Persistent violation of school rules</li> </ul> <p>Extreme dangerous or violent behaviour towards themselves, other pupils or members of staff. This includes</p> <ul style="list-style-type: none"> <li>• Running out of school buildings.</li> <li>• Fighting</li> <li>• Wounding</li> <li>• Continued form of behaviour which could constitute to bullying</li> <li>• Carrying offensive weapon</li> <li>• Deliberately throwing “missiles” either as aggression, in temper or to harm</li> </ul> <p>Repeated or aggressive verbal abuse of members of staff or pupils</p> <ul style="list-style-type: none"> <li>• Repeated or aggressive swearing</li> <li>• Persistent taunting</li> <li>• Derogatory racist statements</li> <li>• Swearing, graffiti that can be attributed to racist characteristics</li> <li>• Severe verbal intimidation</li> <li>• Persistent bullying both mental, verbal and physical.</li> <li>• Lewd behaviour, assault or abuse of sexual nature</li> </ul> <p>Bringing cigarettes, matches and/or lighters into school and / or smoking on the premises. Plus, any other substance abuse.</p> <p>In certain circumstances and for the safety of the pupils and staff in school we will be allowed to screen and search pupils and confiscate property in accordance with national guidance.</p>	<ul style="list-style-type: none"> <li>• Requires immediate involvement of Leadership team</li> <li>• Telephone call to parents / carers to request meeting, discuss and implement appropriate sanction</li> <li>• Possible involvement of outside agencies</li> <li>• Warning to parent/ carer that repeat of incident could merit exclusion</li> <li>• These examples of inappropriate behaviour merit differing degrees of exclusion</li> <li>• Record on Edukey</li> </ul> <p>Child may need to be immediately removed for calming down period / safety</p> <p>Procedures will be implemented at discretion of the Headteacher in consultation with relevant bodies</p> <p>On return to school – implement support, monitoring procedures as required</p>

## Arrangements for Partner Classes

<u>Class</u>	<u>Partner Class</u>
Yr R	Yr 2
Yr 1	Yr 3
Yr 2	Yr 5
Yr 3	Yr 1
Yr 4	Yr 6
Yr 5	Yr 2
Yr 6	Yr 4

All children start each day afresh. It is important to stress that each day is a new start.

### Student Passports

Those children who always behave well have the chance to become **'Super Students'**. From Y3 onwards the children will be given Steps towards becoming a 'Super Student' Passport. Review of Super Students will take place in class every Friday at the teachers' discretion.

There are three steps towards becoming a super student. To gain each award the pupil has to demonstrate that **they always meet the criteria.**

When they complete the first stage pupils will become a **'Saint John Fisher Star Student'**. They will be awarded a badge and allowed specified privileges. When they complete the second stage they will become a **'Saint John Fisher Super Star'**. They will be given a badge and allowed further privileges.

When they complete the next stage, they will become a **'Saint John Fisher Super Student.'** They will be allowed to be an ambassador for the school; welcoming visitors, playing a key role in promoting the life of the school at social events, stay in at lunch Monday, Wednesday and Friday.

If at any point a child does not continue to meet the criteria for a particular step, their badge or passport will be removed for a maximum of four weeks and they will have to re-earn the reward. This will include failure to complete homework or bring in the correct PE kit or persistent lateness/absence. The Classteacher will record this on Edukey and write a note home in the Home School diary.

## **House Points**

The children will be awarded House Points for effort in their schoolwork and behaviour. These are collated each week and the 'Saint John Fisher House Cup' is awarded to the House with the most points during the Friday Best Work Assembly or Hymn Practice.

## **Mission Accomplished Table**

Each week the child with the most House points, who has followed the Mission Statement all week, is chosen to sit at the 'Top Table' for their lunch with a member of the Leadership team. They may choose a friend, to join them.

## **The Hub**

Some pupils, for various reasons benefit from working in 'The Hub', which provides learning opportunities in a 'family' setting in the afternoons. This is not a reflection on their academic ability or their behaviour, but an extension of the personalised approach we aim to provide for all our children. Basic skills are addressed through life skills. For example, sometimes the children plan their own shopping for afternoon tea. They have to work out what they need and budget accordingly. The day ends with story time on the sofa. Activities are planned so that each child is applying basic skills at the appropriate level of challenge for him/her. Planning for the Hub is overseen by the leadership team and delivered by a HLTA and supported by the learning mentor. These staff work in close partnership with the Classteacher and Parent. Any child whose behaviour is unacceptable will miss the next session.

## **Parent support/ Exclusions**

The following options are very rare and not our preferred option. In-keeping with our Catholic ethos and Mission Statement, we aim to teach every child right from wrong through positive messages and recognition of the unique value of each child. Normally, where parents work in partnership with us we achieve this.

In exceptional cases, if the child persistently disrupts the learning of others, parents will be invited in to meet the class teacher in the first instance and if necessary with the Leadership team.

As a very last resort, if a child, despite support and intervention strategies, poses a risk to him/herself and to others, a fixed or permanent exclusion will be considered by the Leadership team.

Date:

Chair of Governors Signature: