

ST JOHN FISHER SCHOOL

When You Love To Learn
You Learn To Love



Behaviour Policy

Reviewed: March 2025

1. Introduction and Ethos

We stand united in our faith with the courage to build a loving world of truth, justice, peace and wisdom.

St John Fisher School aims to provide a caring, Christian environment rooted in our Catholic values, where forgiveness, respect and community are central. Every member of our school community has the right to feel safe, valued and respected.

Our behaviour expectations reflect the Gospel message:
"Treat others as you would like to be treated."

We expect all pupils to act with courtesy, kindness and consideration so that teaching and learning can take place in a calm, purposeful and joyful atmosphere.

2. Code of Conduct

Respect for Self and Others

Everyone has the right to be safe and happy in school. Physical contact such as fighting, spitting, kicking, teasing, biting, punching or hitting is never acceptable.

Pupils should seek help from an adult rather than retaliate.

Respectful Language

Speak politely to everyone, even when feeling upset.

No name-calling, arguing, swearing, answering back or discourteous behaviour.

Learning Behaviours

Support a quiet, focused learning environment.

Disruptive behaviour affects everyone's learning and will be addressed.

Arrive on time with the correct equipment and follow all instructions.

Movement Around School

Move calmly, safely and quietly around the school.

Show courtesy by greeting others, helping when appropriate, and holding doors for adults.

Responsibility and Safety

Stay with the supervising adult unless given permission to go elsewhere.

Pupils must not leave the classroom, hall or school premises without permission.

Respect for Property

Treat books, work, equipment, furniture and displays with care.

Keep the environment clean and tidy; writing on chairs, tables or walls is not permitted.

Uniform and Representation

School uniform must be worn to and from school.

Pupils represent the school at all times and should behave courteously in the community.

The school follows the Equality Act 2010 and will make reasonable adjustments to uniform expectations when needed for reasons related to SEND, sensory needs, religious observance or other protected characteristics. Parents are encouraged to discuss any required adjustments with the Headteacher.

3. Positive Reinforcement

We promote positive behaviour by:

- Encouraging self-esteem, respect for others and awareness of God's presence
- Providing positive role models
- Celebrating effort, kindness, achievement and good behaviour
- Displaying high-quality pupil work
- Offering extra-curricular opportunities to develop gifts and talents
- Giving pupils responsibilities
- Using verbal praise, stickers and certificates

- Supporting pupils with SEND through personalised praise and reward systems

Assemblies

Assemblies bring the school together as a Catholic community and reinforce expectations of respect, kindness and consideration.

No pupil is excluded from assembly except those attending specialist support sessions.

4. Rewards: Badges and Certificates

Rewards are presented in Friday Reward Assemblies:

- Birthday Badge
 - Class Badges - achievement or effort in subject areas
 - Virtue Badges - courage, faith, hope, love, joy, wisdom, justice, self-control
 - Star of the Week - one per class
 - Playground Badge - awarded by lunchtime staff
 - Punctuality Panda - no late marks
 - Attendance Ted - 100% class attendance
 - Eco Eric - energy-saving efforts
 - Tidy Teddy - classroom organisation and tidiness
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5. Discipline and Behaviour Management

All pupils have a right to feel safe and to learn.

Self-discipline, courtesy and Christian values guide our approach.

Most behaviour concerns are resolved through reminders, teaching of expectations and restorative conversations.

6. Traffic Light Behaviour System

All classes use the St John Fisher Traffic Light System to support consistent, fair and transparent behaviour expectations.

Starting Point

All children begin each week on **Blue** - a symbol of a fresh start and positive expectations.

Movement Through the System

Blue → Green

A move to *Green* occurs when a pupil makes a poor behaviour choice. Staff remind the pupil of expectations and positive behaviours.

Green → Amber

A second poor behaviour choice results in a move to *Amber*. Staff again reinforce positive ways to respond and improve.

Amber → Red

A third poor choice leads to a move to *Red*. Pupils on *Red* miss Friday's *Golden Hour* activities. Only the Headteacher may remove a pupil from *Red*.

Red → Purple Square

A further poor behaviour choice results in movement to the *Purple Square*.

Consequences:

- The pupil misses their next playtime, and
- They return to *Red*, meaning they will miss *Golden Time*.

When a pupil misses *Golden Time*, parents will be informed, either by letter or electronic communication, so they are aware of the behaviour concern and can support restorative conversations at home.

Positive Movement Down the System

Pupils can move down from *Green* and *Amber* through sustained positive behaviour, effort and attitude.

Staff actively celebrate improvements and remind children of positive choices after they move to *Green* or *Amber*.

Purpose

The system:

- Encourages reflection and responsibility
 - Provides clear structure and fairness
 - Reflects our Christian ethos of forgiveness, growth and repair
 - Ensures consistency across the school
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7. Working in Another Classroom

When behaviour is more serious, a pupil may work temporarily in another classroom.

Work is provided.

The pupil is escorted by a TA or another responsible pupil.

A written note accompanies the pupil to explain the reason.

8. Internal Isolation

Internal isolation is used only in extreme circumstances and specifically to prevent exclusion.

It is intentionally not a routine sanction.

Criteria for Use

Internal isolation may be considered when:

- A pupil's behaviour significantly affects safety or learning **and**
- Other strategies (restorative conversations, parental involvement, temporary removal) have been unsuccessful **and**
- Isolation is likely to prevent escalation to suspension or exclusion

Process

Isolation lasts **1-3 days maximum**.

Pupils work outside their classroom under supervision.

Classwork is provided by the class teacher.

Parents are informed the same day.

This follows DfE guidance requiring any removal from class to be proportionate, time-limited and used only when necessary.

9. Unacceptable Behaviour

Fighting

Includes hitting, kicking, punching, biting, spitting or threatening violence.

Rudeness to Adults

Includes defiance, swearing, arguing, answering back or refusing instructions.

Name-Calling

Includes derogatory, racist, sexist, ableist or personal insults.

Leaving School Premises

Leaving without permission is extremely serious.
Parents and, if necessary, the police will be contacted.

Bullying

Bullying is persistent behaviour intended to hurt, intimidate or exclude.

The school does not tolerate bullying or any form of peer-on-peer abuse. Incidents of peer-on-peer abuse, including sexualised behaviour, discriminatory behaviour or any behaviour that causes harm to another pupil, are recorded, investigated and addressed in line with KCSIE guidance.

All reports are recorded and investigated.
Victims and perpetrators are spoken to separately.
Agreed actions are recorded and reviewed.
Situations are monitored closely.

10. Health and Safety

Not permitted in school: sweets, toys, most jewellery, badges, electronic games or money.

Confiscated items are kept securely and collected by parents.

Stud earrings may be worn but must be removed by the child for PE.
The school is not responsible for lost items.

Pupils may only be withdrawn from PE or swimming for health and safety reasons.

11. Exclusions

Exclusions follow DfE statutory guidance.
All exclusions are reported to the Chair of Governors and the Local Authority.

All parents will receive written notification of any suspension or exclusion, including their right to make representations to the Governing Board, their right to see relevant papers, and the process for requesting a Governing Board review where applicable, in line with DfE statutory guidance.

Parents must attend a reintegration meeting with the Headteacher and a Governor representative.

Persistent serious behaviour may result in suspension or permanent exclusion.

Except in serious one-off incidents:

- Behaviour concerns should be recorded over time
 - Pupils should be referred to external agencies where appropriate
 - Internal isolation is used specifically to reduce the need for formal exclusions
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12. Pupils with Behavioural Needs

Pupils with significant behavioural or emotional needs may be added to the SEND Register.

Parents may request or be advised to seek referral to the Educational Psychologist or other agencies.

Support plans and interventions will be put in place as needed.

13. Mobile Phones

Phones may be brought to school but must remain off and stored in book bags throughout the day.

If seen or heard, phones are taken to the office and returned only to a responsible adult.

Pupils are responsible for their own phones.

14. Supervision

Children must never be left anywhere in school unsupervised, including the reception area.