



## Behaviour for Learning

### Summary of changes

This document has been updated to include the Fitzharrys Behaviour for Learning information which is present in all classrooms in the school. It also reinforces the common language that is used around the consequence system. There have also been updates to include the Truancy and Behaviour Support Plans, which aim to increase monitoring and support for internal truancy and different behaviours shown at school. There was also an addition to include vapes and vaping produces in the list of prohibited items. Finally, we have included mobile phones on the list of items that students can be searched for.

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## Aims

This policy is under continuous review by the Senior Leadership Team and Governors. Its purpose is to promote good behaviour, self-discipline and mutual respect, prevent bullying, and ensure that students learn to the best of their ability in order to achieve success in a safe and supportive environment. It is also intended to ensure that the conduct of students can be regulated. It recognises that a clear school behaviour policy consistently and fairly applied underpins effective education.

This policy has been written with reference to the DFE guidelines Behaviour & Discipline in Schools (September 2022). Fitzharrys' ethos, vision and values are centred around Aspiration, Opportunity, and Integrity. This coupled with our behaviour mantra of our students following our Three R's of always being in the RIGHT Place, at the RIGHT Time and always doing the RIGHT Thing supports the personal and academic development of our students.

Fitzharrys School is a school where everyone is respected, and we recognise the importance of creating a learning culture which promotes and nourishes good behaviour. The principles of behaviour for learning and respect are central to the behaviour management at Fitzharrys and the responsibility to maintain standards of behaviour lies with all members of the Fitzharrys community.

The school acknowledges its legal duties under the Equalities Act 2010 in relation to all protected groups including SEND (Special Educational Needs and Disabilities) and will always take their circumstances into account. The school will consider whether an individual's poor behaviour raises safeguarding concerns and where it does the school's Safeguarding Policy will be applied.

Outstanding teaching and learning is at the heart of this policy, supported by consistent and effective leadership. Rewards (e.g. House Points and School Awards) are used consistently and fairly to encourage high standards of behaviour in and out of the classroom to maintain the positive ethos of the school and provide a safe and secure learning environment. Where sanctions are necessary, the needs of the whole community are recognised. The school will also make sure that any sanctions are proportionate.

Whilst the school has high expectations for behaviour and conduct within school, these principles outlined in this policy also apply in the local community where our students are our ambassadors as well as with our school community.

## Celebrating achievement and rewarding success

Central to our behaviour policy is the use of praise and rewards in order to celebrate student achievement. Students at Fitzharrys receive rewards and praise through:

- Verbal praise in lessons
- Positive feedback on written work
- House points, leading to certificates in Recognition Assemblies
- Positive phone calls home
- Postcards home
- Subject nominations as part of our Recognition Assemblies
- Fitzharrys School Awards

Students, parents and carers are able to see House Points via the ePraise App, as well as virtual milestones when students achieve certain House Point totals.

## Consequences

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When a students' behaviour, conduct or work fails to meet our standards, an appropriate consequence will be set. Consequences will be applied consistently and fairly; if a student consistently misbehaves, they will consistently be held accountable.

Students are made aware of our Behaviour for Learning system at Fitzharrys. This information is displayed in all classrooms (see below), and the language that we use is consistently applied with students, parents and carers to levels of consequence are understood.

### Right Place

**You must be:**

- in lessons
- in the seating plan
- following the start of lesson routine
- in the correct social area

### Right Time

**You must be:**

- on time to all lessons, ready to engage
- on time for tutor time, before the second bell
- meeting deadlines

### Right Thing

**You must be:**

- focusing in class
- enacting school values – being a role model
- respecting property and the environment
- polite
- kind to all
- following instructions
- engaging in wider opportunities
- wearing correct uniform
- adhering to our mobile phone policy: 'see it, hear it, lose it'



**Fitzharrys School**

Aspiration | Opportunity | Integrity

## Behaviour for Learning

### Recognition for good behaviour

**House Points** awarded for:  
*Aspiration, Opportunity, Integrity.*

**Fitzharrys Awards** achieved at  
*Bronze, Silver and Gold level.*

### Sanctions for poor behaviour

**B1:**  
Verbal warning

**B2:**  
Centralised lunch detention

**B3:**  
Centralised after-school detention

### Further sanctions

- SLT extended detention
- Internal suspension
- Fixed Term suspension

Our consequence system includes:

- B1 – Verbal warning
- B2 – Centralised late detention if a student arrives between 8:40 and 9:10\*
- B2 – Centralised lunch detention\*
- B3 – Centralised afterschool detention\*
- Being removed from learning (Parked)
- Senior extended detention
- Internal isolation (P3 – 5 + Afterschool Detention)
- All day internal isolation (P1 – 5 + Afterschool Detention)
- External suspension for a fixed number of days
- Permanent Exclusion from school

\*Detentions normally take place on the same day they are issued. B2 detentions take place at lunch time from 13:25 – 13:40. Afterschool detentions take place from 15:15 – 16:00. Senior detentions take place from 15:15 – 16:30, once a week on a Thursday.

Though every behaviour incident is unique to the student, below is a list outlining some common reasons for the different levelled consequences.

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B2:

- Multiple verbal reminders about behaviour in lessons about low level disruptive behaviour
- Being late to school and lessons
- Not having correct uniform or stationery
- Being in the wrong key stage toilet

B3:

- Failing to attend a B2 detention (this is known as an escalated detention)\*
- Persistent disruption to learning (being moved from a B2 in the lesson)
- Persistent lack of equipment (including exercise book)
- Bullying behaviour\*\*
- Truancy from lesson
- Persistently being off task in lesson
- Mobile phone confiscation
- Swearing and poor language use
- Dangerous behaviour
- Refusing to follow staff instructions
- Vaping/smoking on school site\*\*\*

For more serious consequences each incident is reviewed by members of the Senior Leadership Team i.e. isolation, external suspension, permanent exclusion.

- Swearing/verbal abuse towards students and staff
- Violent behaviour
- Serious health and safety violations
- Refusal to co-operate with Senior Leaders
- Bullying behaviour\*
- Drug/Alcohol use

\*Detention escalation occurs when a student fails to attend their original detention. Students must make their HoY aware if they are unable to sit a detention i.e. if they have a medical appointment, and the detention will be moved. Students will be given a second chance to sit a missed B3 detention, but refusing to sit detentions will lead to being placed in isolation the following day from P3 – 5, as well as the after school detention. Repeatedly refusing to attend detentions will lead to further escalated consequences, as outlined above.

\*\*Bullying behaviour will always be investigated fully with incident statements taken from all students concerned, and other forms of evidence i.e. CCTV, obtained. Appropriate consequences will be decided once all information is gathered.

\*\*\*Vaping is not permitted anywhere on the school site. All student toilets have been fitted with vape alarms. When these are triggered on call staff are alerted, and where it is deemed necessary, all students identified as being in the toilet facilities where the alarm has been triggered will have their bag searched in line with searching, screening and confiscation policies.

## Other Consequences

Pastoral Staff will regularly monitor behaviour and conduct routinely and intervene with sanctions and support as appropriate.

This may include:

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- Being placed on a Truancy Support Plan which monitors student attendance to lessons. Students are placed on one of five stages, with increasing levels of support and monitoring should students choose to internally truant.
- Being placed on a Behaviour Support Plan which monitors student behaviour in lessons. Students are placed on one of five stages, which can be used to monitor low level disruption, if there are concerns regarding increased demerits and consequences, or to support and monitor a student who has returned from external suspension.
- Individual Behaviour Plan (IBP) – an IBP will be completed on return from external suspension in order to set clear targets for the student to work towards to try and improve behaviour. This is agreed with the parent/carer and student at the readmission meeting. IBPs can also be used as tools to support wider behaviour management.
- Removal from learning for a short period of time (being Parked) – sometimes students may be removed from their lesson and placed into another lesson within the faculty (this is normally a Sixth Form lesson). This may be for a variety of reasons, but normally to allow other students to be taught in a calm and focused environment without distraction.
- Loss of privileges – for instance not being allowed to represent the school at sport or attend a school trip.
- Missing break time.
- School based community service e.g.: litter picking, tidying a classroom, helping the site/cleaning team, removing graffiti.
- In addition, students may be referred to the Head of Faculty, Head of Year or Key Stage or a member of SLT.
- Being placed on report; either subject or pastoral.
- Contact/Meetings with Parents and Carers.

Students within Communication and Interaction bases are expected to follow the school behaviour policy. Students who are not yet able to understand or fully adhere to the standard 4 expectations of the policy may require a differentiated and adapted approach which works within the principles of the policy. Specialist staff may work with school staff to offer alternative behaviour strategies based on specific individual need.

## On Call

Fitzharrys school operates an 'on call' system with Senior Staff supporting staff to consistently apply the Behaviour Policy and ensure students meet our standards and expectations. At times, 'On call' may be used to help escalate behaviour sanctions where students are not complying or following reasonable requests from staff. Failure to follow 'on call' instructions could result in a higher sanction such as Isolation.

## Behaviour outside of school

The expectations, rules and agreements within this policy apply both on school premises and outside of school. Staff have the right and responsibility to challenge inappropriate and dangerous behaviours of students both in and out of school. In line with Behaviour & Discipline in Schools January 2016 the school may impose sanctions on a student for poor behaviour outside of school: Specifically when students are:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school PE Kit / Branded items or
- Identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public (including cyber bullying – see the Anti-Bullying Policy) or
- could adversely affect the reputation of the school.

The sanctions imposed will be determined by the severity of the misbehaviour.

## Home School Communication

Communication regarding house points and consequences happens via ePraise. Staff log all incidents above a B1 warning and these are then available for parents to access as part of the oversight of how each student is performing in school. The supporting app is available on both Android and Apple platforms as well as the traditional web-based sign in. [www.epraise.co.uk](http://www.epraise.co.uk).

Tutors are the first point of contact for their tutees and their families. Tutors will monitor the behaviour logs for their form and follow up with supporting conversations with their tutees. If poor behaviour patterns persist, then home contact will be established as home and school work together to support students and secure positive engagement with learning. Support may include a short period of time on a focused target report or positive report overseen by the tutor, Head of Year or member of Senior Leadership Team (SLT)

## Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Fitzharrys School applies the guidelines written by the DfE in July 2022 to ensure that these are carried out consistently. We also use CCTV as appropriate to help identify students who may need to be searched. The Headteacher and the staff he authorises have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify that is at risk of disrupting learning, the school day or placing students at risk physical or mental harm. Staff conducting the search will log this information on the schools safeguarding data base so that the DSL is informed and can take appropriate action.

This should state:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow – up action was taken as a consequence of the search.

In accordance with the above guidance, where students do not co-operate with staff, the behaviour policy will be applied, and students may receive a consequence for this. If there is believed to be a risk of serious harm, the school may involve the police if the student does not comply.

The list of prohibited items/items that staff can search students for is:

- mobile phones;

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- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- vapes, vaping products (i.e. fluid), cigarettes, tobacco, lighters and cigarette papers;
- fireworks
- pornographic images.

\*Please note that this list is not exhaustive and there may be other items that the school deems to be prohibited or items that can be searched for, and this will be communicated to parents so they understand why the search took place.

When searching students, our staff will:

- Make sure the student gives consent
- Make sure the student understands why they are being searched
- Ensure the students knows how this will be conducted
- Find a suitable space that protects privacy
- Have at least 1 member of staff of the same sex as the student present and at least 2 members of staff present where possible (unless danger of serious harm or time constraints)
- Inform parents that this has taken place, why it was needed and what the outcome was
- Record that the search has taken place on the schools safeguarding reporting system (CPOMS)

## Child – on child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, Fitzharrys School follows the general safeguarding principles set out in Keeping children safe in education (KCSIE).

The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response and to make referrals to outside agencies as appropriate. Staff report any concerns to the DSL via our safeguarding system (CPOMS). Each incident is considered on a case-by-case basis.

We are clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. This includes the use of inappropriate language.

## Staff Training

To ensure all staff are able to apply the policy consistently, we offer regular staff training in regard to Behaviour for Learning. This includes INSET days, staff briefing slots and Staff meeting time. New staff have an induction meeting on the application of the behaviour policy. Where staff need extra support, we offer coaching and mentoring which includes discussions, modelling, observations and reflective conversations.

## Responsibility for behaviour at Fitzharrys

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Behaviour is everyone's responsibility at Fitzharrys. When on formal duty and also when moving around the site it is the responsibility to challenge and follow up any poor behaviour which doesn't meet our expectations, staff should be positive and interact with children and get involved. This means:

- ✓ be visible
- ✓ move around and talk to students in your duty area
- ✓ if there is an incident, try and resolve it yourself – if you do not resolve it students may learn that you will not resolve things in lessons
- ✓ record and follow up as appropriate

Fitzharrys Staff Behaviour for Learning Information



**Fitzharrys  
School**

## Right Time – Right Place – Right Thing

### Celebrate the Positives:

Use Epraise to award House Points for *Aspiration, Opportunity, Integrity* to develop the culture of success.

| Behaviour Sanctions:                                                                                                                      | Framing the Conversation                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>B1: Verbal Warning</b><br/>Issue B1 using positive framing.</p> <p><b>B2: 15min Lunch Detention</b><br/>Record on Epraise.</p>      | <p>Teacher uses <b>CALM</b> approach to refocus student and maintain relationships.</p> <ul style="list-style-type: none"> <li>• Connect before Correct</li> <li>• Regulate, Relate, Reason</li> </ul> | <p><b>(C) Connect:</b> with feelings</p> <p><b>(A) Acknowledge:</b> feelings to validate</p> <p><b>(L) Limits:</b> positively re-frame</p> <p><b>(M) Make a Plan:</b> focus on solutions</p>                                                                                                                                                                                                                                                               |
| <p><b>B3: 45min After-School Detention</b><br/>Record on Epraise.</p> <p><b>Student 'Parked'</b><br/>If refusing, use <i>On Call</i>.</p> | <p><b>Restorative conversation</b> arranged through Pastoral team if appropriate or requested.</p>                                                                                                     | <p><b>Unique Perspective:</b><br/>What happened according to each person?</p> <p><b>Thoughts and feelings:</b><br/>How did each person feel, then and now?</p> <p><b>Harm and affect:</b><br/>Who has been affected and how?</p> <p><b>Underlying needs:</b><br/>What do you need to feel better?<br/>Can we improve things or make them clearer?</p> <p><b>Ownership of solutions:</b><br/>What needs to happen to move forwards or put things right?</p> |
| <p>Failed B3 = Friday SLT detention. Failed SLT = Internal Suspension.</p>                                                                |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Aspiration | Opportunity | Integrity

Other Policies linked to this policy can be found on the school website or are available on request:

- Exclusion Policy
- Drugs Policy
- Physical Force and Restraint Policy
- Anti-Bullying Policy
- Safeguarding

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