



Fitzharrys School

Behaviour for Learning Policy

## Fitzharrys School



## Behaviour Policy

Initially approval	September 2022
Review Frequency	3 Years
Date(s) reviewed	June 2025
Version	Version 1.2
Policy Owner	Assistant Headteacher: Personal Development



## Aims of behaviour policy

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 work 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 learning and teaching is at the heart of this policy supported by consistent and effective leadership. Rewards 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.

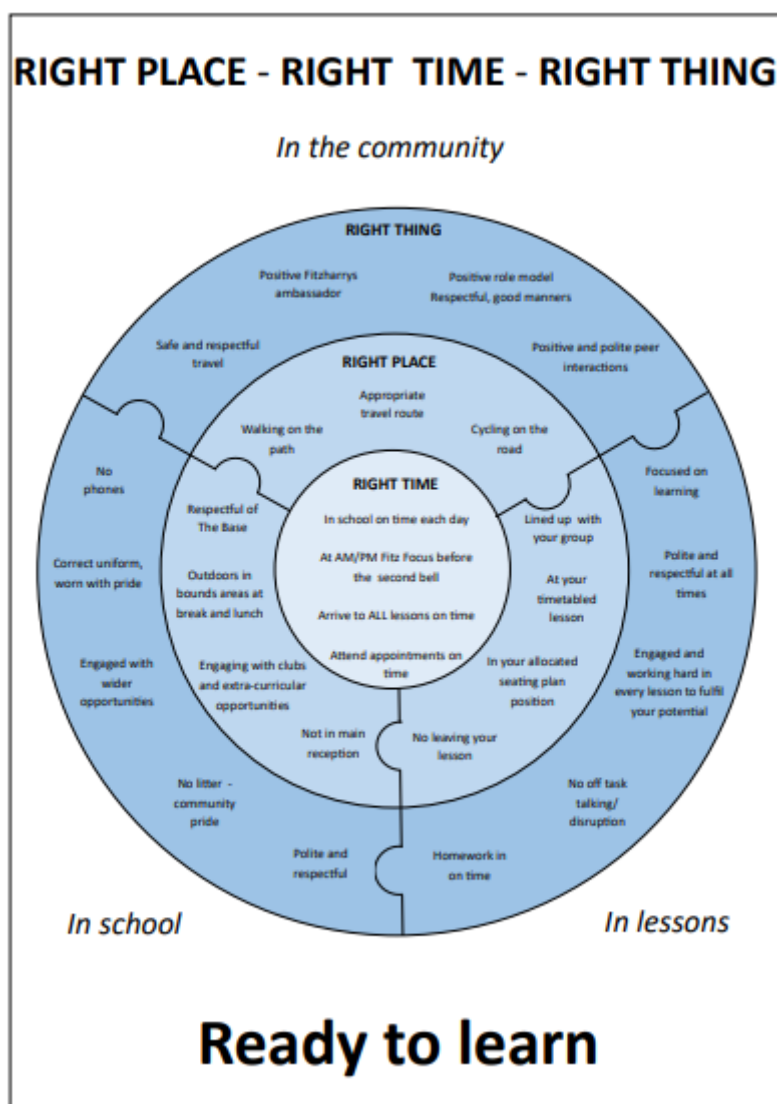
Our behaviour policy is developed in collaboration with students and underpins our expectation that all members of the school should work to make our Three R's a lived reality. Students must always be in the RIGHT Place, at the RIGHT Time and perhaps, most importantly, always be doing the RIGHT Thing. These principles apply in the local community where our students are our ambassadors as well as with our school community; both in lessons and when moving around the school site/social time.

## **RIGHT PLACE**

## **RIGHT TIME**

## **RIGHT THING**

These guiding principles are outlined in the following summary poster following our behaviour consultation. This is displayed in classrooms and around the school site as well as a key document in our student planner.



## Celebrating achievement and rewarding success

We reward and celebrate achievement by:

- Verbal praise in lesson
- Positive feedback on written work
- House points
- Positive phone call home
- Postcards home
- Department subject award
- Fitzharrys Awards
- Achievement award assemblies
- Annual presentation evening



## Consequences

When a student behaviour, conduct or work fails to meet our standards, an appropriate consequence will be set. No student's behaviour can be allowed to spoil other students' learning. Consequences will be applied consistently and fairly; if a student consistently misbehaves, they will consistently be held accountable.

Consequences include:

- B1 – Warning
- B2 – Centralised late detention\*
- B2 – Centralised lunch detention\*
- B3 – Centralised afterschool detention\*
- B4 – Internal isolation (P3-5 + ASDT)
- B4 – Extended internal isolation (P1-5 +ASDT)
- B5 – Suspension (fixed number of days)
- B5 – Expulsion (permanent removal from school)

\*Usually the same day where possible

The following lists outline some common reasons for different levelled consequences. Whilst specific examples are given these lists are indicative and are not exhaustive:

B3:

Inside the classroom

- Failure to respond to B2 (lunchtime) detention warnings
- Persistently disrupting learning
- Persistent lack of equipment
- Personal study not handed in or not completed to the required standard
- Bullying\*
- Arriving 5 minutes late or more without a valid reason (Truancy)
- Eating in class once the lesson has begun
- Persistently drinking any fluid other than water
- Applying make-up, deodorant, hairspray etc... in lesson
- Using a mobile phone without permission
- Inappropriate use of ICT

Outside the classroom

- Dangerous behaviour
- Refusing to follow instructions
- Acting dangerously
- Bullying\*



B4:

- Swearing/abusive language
- Violent behaviour
- Serious Health & Safety violations
- Refusal to co-operate with the Senior Leadership Team
- Bullying\*

\*Bullying incidents will always be reviewed to make sure that the scale of the consequence applied is appropriate. For instance on investigation some B3 consequences for bullying may progress to a B4 or B5.

### Other Consequences

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

- 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' System

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 B4 Isolation.

### Behaviour outside 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:

- 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.

**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

## 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.



ABC Levels. Achievement (positive), Behaviour (disruptive) and Community (bullying).

These are displayed in every classroom. Please see appendix two for more detail.

	A	B	C	Levels
	ACHIEVEMENT	BEHAVIOUR	COMMUNITY	
A ACHIEVEMENT	Positive Behaviours	Level		Likely reward
	Positive contribution in lessons.	1		Teacher praise.
	Excellent progress or contribution in a lesson/over a series of lessons.	2		House points/postcard.
	Excellent progress over a term, excellent behaviour and attendance over a term.	3		Department/HOY commendation, termly prize draw, termly afternoon invite.
	Sustained progress and or attainment over two terms or longer.	4		Fitzharrys Awards, School colours, Achievement Awards.
	Excellence over the year in a subject or area.	5		Presentation evening awards, Head's awards.
B BEHAVIOUR	Disruptive Behaviours	Level		Likely Sanction
	Talking over teacher, lateness, work not completed, mobile phone/use, throwing things.	1		Classroom teacher interventions. These will include verbal warnings, being moved, cooling off time.
	Repeating Level 1 behaviours. Rudeness to staff, rudeness to other students, refusal to follow instructions, regular lateness.	2		Break time/lunch time detention, phone call home, learning discussion with teacher, incident report completed.
	Continuing to disrupt lessons and/or refusal to follow instructions and/or rudeness to staff.	3		Removal to HOD with work, department detention, readmission meeting with HOD and teacher, parents and/or HOY involved.
	Regularly repeating the above behaviours, refusal to go to a HOD, failure on senior report.	4		Removal by a senior teacher, isolation, senior detention.
	Persistently refusing to co-operate, persistent disruption, threatening staff, one off serious incidents.	5		Exclusion.
C COMMUNITY	Bullying Behaviours	Level		Likely sanction
	Name calling.	1		Warning and bullying incident report written.
	Repeating name calling, threatening another student, ganging up on another student.	2		Loss of breaks/lunchtimes. Bullying incident report written.
	Continuing any of the above behaviours despite warnings.	3		Tutor/HOY detention and parents involved. Bullying incident report written.
	Regularly repeating the above behaviours. Racism, homophobia, hitting another student.	4		Isolation/senior detention. Bullying incident report written.
	Persistently behaving as above despite previous warnings. One off serious incidents or violence.	5		Exclusion.

Behaviour is everyone's responsibility





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

### 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 as an item which may be searched for.

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  
was taken as a consequence of the search.

follow-up action

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 sanction 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 is:

- 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:
- tobacco and cigarette papers;
- fireworks
- pornographic images.

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.



### Appendix One - Explanation of sanctions and levels.

<b>Disruptive Behaviours</b>	<b>Level</b>	<b>Likely Sanction</b>
Talking over teacher, lateness, work not completed, mobile phone/use, throwing things.	<b>1</b>	Classroom teacher interventions. These will include verbal warnings, being moved, cooling off time.

These will generally be dealt with the range of behaviour management skills we have - low level, non-intrusive, non-confrontational and positive re focusing on work.

Repeating Level 1 behaviours. Rudeness to staff, rudeness to other students, refusal to follow instructions, regular lateness.	<b>2</b>	Break time/lunch time detention, phone call home, learning discussion with teacher, incident report completed.
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Again, the range of behaviour management skills we have in our tool kit would be used to manage these behaviours, but the consequence delivered by the classroom teacher is more serious. Students should be warned that their behaviour is becoming level 2 and they risk a more serious consequence.

Continuing to disrupt lessons and/or refusal to follow instructions and/or rudeness to staff.	<b>3</b>	Removal to HOD with work, department detention, readmission meeting with HOD and teacher, parents and/or HOY involved.
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Students should be warned that they have the choice to co-operate or the choice to work with the HOD (or member of staff on a department parking rota) before they have to work somewhere else. Level 3 is where after school detentions would be used as a consequence.

Our agreement is they are given for:

- Persistent disruption of lessons
- Persistent use of bad language
- Persistent lateness
- Complete refusal to co-operate
- Malicious damage of property
- Aggression towards another student
- Serious rudeness to a member of staff



- Refusal to

meet with a member of staff to resolve Level 1 or 2 behaviours

- Refusing to complete work
- Truancy from your lesson

Regularly repeating the above behaviours, refusal to go to a HOD, failure on senior report. Failing to comply with 'On call' instructions	<b>4</b>	Removal by a senior teacher, isolation
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Although the department would want to follow up with a student involved in level 4 behaviours, this is where whole school pastoral sanctions would also be used. This would involve PSM/HOY interventions and support as well as detentions and or isolation. It is important to warn any student who is either refusing to go and work with the HOD or refusing to co-operate with the HOD that if a senior member of staff is called, they will automatically have either a day in isolation or detention on top of any other sanction for the behaviour that has led to the situation in the first place.

Persistently refusing to co-operate, persistent disruption, threatening staff, one off serious incidents.	<b>5</b>	Exclusion.
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This level of behaviour would be dealt with by the Leadership Team



Fitzharrys School

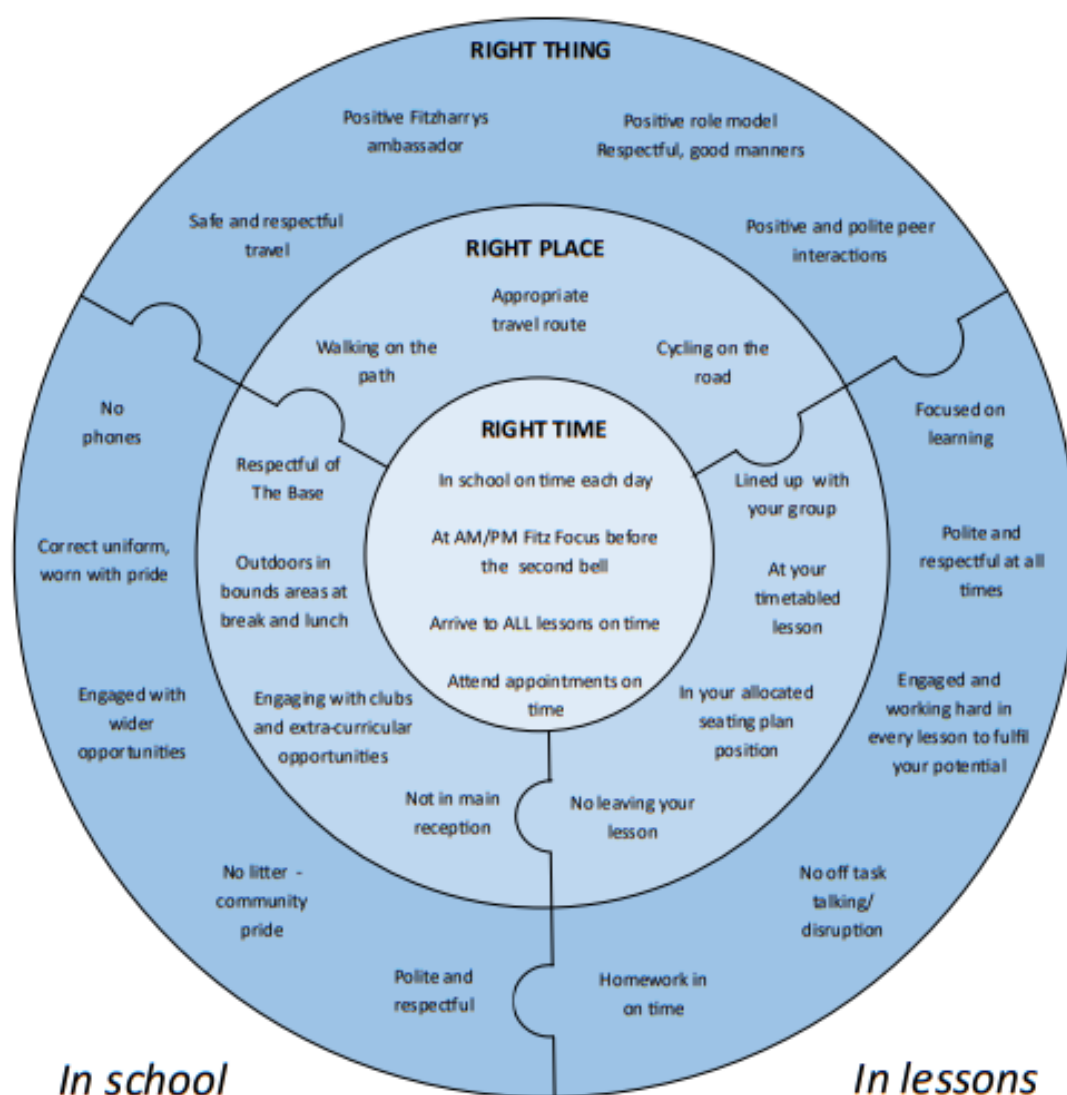
Behaviour for Learning Policy

## Appendix Two – Support Posters



# RIGHT PLACE - RIGHT TIME - RIGHT THING

*In the community*



## Ready to learn



# A B C Levels

## ACHIEVEMENT BEHAVIOUR COMMUNITY



### ACHIEVEMENT

Positive Behaviours	Level	Likely reward
Positive contribution in lessons.	1	Teacher praise.
Excellent progress or contribution in a lesson/over a series of lessons.	2	House points/postcard.
Excellent progress over a term, excellent behaviour and attendance over a term.	3	Department/HOY commendation, termly prize draw, termly afternoon invite.
Sustained progress and or attainment over two terms or longer.	4	Fitzharrys Awards, School colours, Achievement Awards.
Excellence over the year in a subject or area.	5	Presentation evening awards, Head's awards.



### BEHAVIOUR

Disruptive Behaviours	Level	Likely Sanction
Talking over teacher, lateness, work not completed, mobile phone/use, throwing things.	1	Classroom teacher interventions. These will include verbal warnings, being moved, cooling off time.
Repeating Level 1 behaviours. Rudeness to staff, rudeness to other students, refusal to follow instructions, regular lateness.	2	Break time/lunch time detention, phone call home, learning discussion with teacher, incident report completed.
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Regularly repeating the above behaviours, refusal to go to a HOD, failure on senior report.	4	Removal by a senior teacher, isolation, senior detention.
Persistently refusing to co-operate, persistent disruption, threatening staff, one off serious incidents.	5	Exclusion.



### COMMUNITY

Bullying Behaviours	Level	Likely sanction
Name calling.	1	Warning and bullying incident report written.
Repeating name calling, threatening another student, ganging up on another student.	2	Loss of breaks/lunchtimes. Bullying incident report written.
Continuing any of the above behaviours despite warnings.	3	Tutor/HOY detention and parents involved. Bullying incident report written.
Regularly repeating the above behaviours. Racism, homophobia, hitting another student.	4	Isolation/senior detention. Bullying incident report written.
Persistently behaving as above despite previous warnings. One off serious incidents or violence.	5	Exclusion.