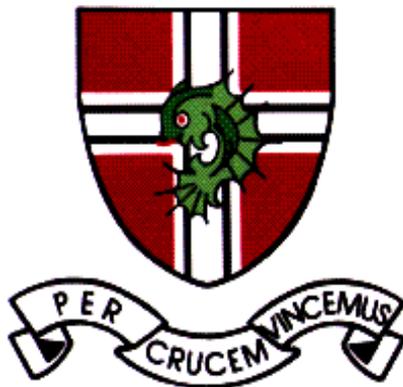


# St John Fisher Catholic Voluntary Academy



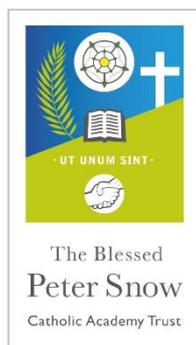
Maximising learning through  
the promotion of  
Positive Behaviour

November 2016

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## The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

*"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).*

**Our Academies therefore operate and are informed by the following four key principles of Christian formation:**

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

**In light of the above principles, the Trust aims to:**

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

# **Maximising learning through the promotion of Positive Behaviour**

## **St John Fisher Catholic Voluntary Academy Mission Statement**

**Following the example of our patron, St John Fisher, priest and scholar, we aim to love one another throughout our life at school, to learn and develop our full potential in the image of Christ.**

### **1. Background and Principles**

**1.1** We recognise that people respond far better to praise than to criticism.

In practice this means that as an Academy we recognise and encourage positive behaviour.

**1.2** The Academy will promote a consistent approach that all staff will be expected to follow.

**1.3** We aim to show how the Academy values and includes all members of its community.

**1.4** The Academy believes good behaviour is essential for a creative learning environment so that all members of the school community can feel they matter.

**1.5** We aim to improve students', parents'/guardians' and staff confidence.

### **2. Defining Terms**

**2.1** In this document the term Staff will refer to all who are employed by the Trust and the term Community refers to all who have direct or indirect connections with the Academy. The term Academy Community refers to staff and students.

### **3. Policy Aims**

**This policy should:**

**3.1** Build on clear values, principles and beliefs.

**3.2** Promote high standards of behaviour, attendance and achievement.

**3.3** Be understood, believed in and owned by the whole Academy community.

**3.4** Include all Academy staff, students and parents/guardians in its development and evaluation.

**3.5** Inform and be informed by practice both inside and outside of the classroom.

**3.6** Include advice on monitoring and evaluation.

**3.7** Be concise and avoid any unnecessary bureaucracy.

**3.8** Celebrate all students' achievements whether in or out of the Academy in order to encourage and motivate appropriate behaviour.

**3.9** Be read in conjunction with the Academy Anti-Bullying policy.

#### **4. How the Policy will be disseminated**

All members of the Academy community need to be aware of this policy.

**4.1** Relevant extracts from it may/will be published in/on the

- Academy prospectus
- staff handbook
- students' planner
- newsletter
- VI Form Prospectus
- VI Form Contract
- VI Form handbook
- Academy website

#### **5. Responsibilities**

**5.1** The Governing Body has ownership of the policy and is responsible for its regular review.

**5.2** The Headteacher is responsible for the overall policy and its implementation in school. This responsibility includes liaison with the Governing Body, parents, LA and outside agencies.

**5.3** The Academy has in place a Line Management System where the Senior Leadership Team will involve Heads of Faculty and Directors of Study in the implementation of the policy.

**5.4** All staff must take ownership of the policy and the responsibility for promoting good behaviour.

**5.5** The Headteacher will be responsible for any contact with the media. No member of staff should speak to the media about a behavioural matter.

**5.6** At all times the Headteacher will ensure that if any referrals of incidents to outside agencies take place it will be in the interests of the student, his/her family and the Academy

#### **6. Staff Training and Support**

**6.1** The Academy is aware of the need for all those involved with students to be adequately trained and supported. Staff will always be encouraged to attend appropriate training.

**6.2** Time must be set aside during the academic year for training on INSET days and during the regular pattern of meetings set out in the Academy calendar.

## **THE MANAGEMENT OF THE BEHAVIOURAL POLICY YEARS 7-11**

### **7. Behaviour Policy Implementation**

All staff will

- 7.1** Manage appropriate behaviour by using a range of positive reward strategies and a clear, consistent and fair range of graded and appropriate sanctions.
- 7.2** Create a climate in which students and adults are respected and in which achievement of all kinds is recognised and celebrated.
- 7.3** Develop clear and consistent behavioural expectations which are shared with the Academy community.
- 7.4** Develop strategies to foster increasing parental involvement in the promotion of appropriate behaviour
- 7.5** Accept that good behaviour needs to be taught; that poor behaviour will occur and has to be dealt with effectively

### **8. The Use of Sanctions**

- 8.1** In accordance with our positive behaviour policy, inappropriate behaviour must be dealt with in a constructive manner.
- 8.2** The most important thing is to praise and celebrate good behaviour as well as good work.
- 8.3** As a general rule when expectations are not met the teacher should 'correct' and 'explain'. 'Correct' behaviour that is unacceptable, 'explain' why it is not and outline the consequences of such behaviour. Again it is important to praise students if they respond and amend their behaviour.
- 8.4** Exclusion, both internal and external, either fixed term or permanent, is the ultimate sanction. This is at the Headteacher's discretion and must be regarded as a sanction for the most serious cases and to be used infrequently. Before a student arrives at this point it is expected that they would have had significant modification work on their behaviour through reports, target settings, parental meetings and sessions with learning mentors.
- 8.5** As the exclusion is the last resort for a school so an after-school detention should be the last resort for a classroom teacher.
- 8.6** Early intervention is essential. It often means low key solutions can be effective and guidance can be given in a non-confrontational manner.

- 8.7** It is of paramount importance that students are constantly reminded of both expectations and consequences, especially when behaviour falls below that required by the teacher.
- 8.8** If the student persists then a series of sanctions may be applied, increasing in severity. These are outlined on the pyramid system which can be seen in all classrooms and in planners. See Appendix 1.
- 8.9** All Heads of Faculty must produce an internal removal plan which states where students should be removed to if necessary. It is the responsibility of the HOF to ensure that all staff Faculty members adhere to it.

## **9. An outline of The Positive Behaviour System**

It is important that all students work to the best of their ability during the school day. Teaching and learning are our priority to ensure that all students leave St John Fisher with the best possible education. To support this, student behaviour must be excellent at all times. With this in mind, our positive behaviour system rewards those who try their best and conduct themselves correctly; whilst our sanctions aim to correct inappropriate behaviour which affects everyone in our community.

### **Rewards System**

#### **R1**

Class teachers should stamp student Planners each lesson if the students have done what is required of them. For double lessons two stamps can be given. Form Tutors can also issue two stamps per week. Stamps are collected and will be acknowledged via certificates presented in our Achievement Assemblies as follows: Bronze = 250 stamps, Silver = 400 stamps, Gold = 600 stamps, Platinum = 700 stamps. For 800 stamps a member of the School Leadership Team will write to parents/ guardians, and for 900 the Head will write home to offer his congratulations. Additionally, students will be able to 'trade' their stamps for stationery and/or privileges in school. These are outlined on the green reward pyramid. The Pastoral Managers will be responsible for the stationery trading and the issue of privileges. There is a page in the Planner where students can tally their good stamps.

#### **R2**

A 'Star of the Month' will be awarded in each form group. This is for excellent effort, attendance, attitude and contribution in the form. The Stars will receive a certificate and a small reward. Names should be entered on to SIMS by the form tutor by the end of the first week in each month.

#### **R3**

Each half term there will be a 'Director of Study Special Award' given to a boy and a girl in each year group who have consistently done their best. This will be acknowledged by a certificate, a small reward and tea with the Headteacher.

#### **R4**

Class teachers and form tutors nominate students three times a year for effort and attainment certificates which are presented in Achievement Assemblies. Staff will be given dates through the year when they should enter their nominations onto SIMS.

#### **R5**

The Senior Leadership Team will write home to praise the best 10 students in each year group for their average effort score over the course of the year. This will take place after the last effort collections.

#### **R6**

Attendance, effort and behaviour will be monitored over the course of the school year to determine which students are eligible for the end of year reward trip.

#### **R7**

Our Prize-giving ceremony recognises effort, attainment and attendance together with GCSE/BTEC/AS/A level qualifications in a formal setting with invited guests and parents/guardians.

### **Sanctions System**

#### **S1**

A verbal warning is given by the teacher to warn the student if they are beginning to display poor/disruptive behaviour. At this point the students name should be written on the board as a reminder, or their Planner taken in.

#### **S2**

If the behaviour continues then a 'staff concern' is written in the Planner. This level should also be used for no homework. It would also be the level which form tutors use initially for incorrect uniform. Five of these will equal a Whole School Detention (WSD) the next week, and 10 will equal a day in the Behaviour Support Unit (BSU).

#### **S3**

Continued poor behaviour will mean a detention at the teacher's convenience (break, lunch, after school) for 15 – 30 minutes (24 hours notice should be provided for an after school detention). This must be written in the Planner. Additionally the student should be moved within the classroom so that the teacher can observe the student better/they are moved away from peers. Should a student fail to attend the class teacher's detention then this should be escalated to the Head of Faculty. A no show here would be referred for Headteacher's detention.

#### **S4**

For a continuation of poor behaviour, the student should now be moved out of the room to another teacher following the Faculty withdrawal policy. This will incur a Whole School Detention (WSD) which will be on a Thursday or Friday after school for one hour. The teacher sending the student out of the room must complete an e-slip on SIMS by 3.30pm so that the Pastoral Managers can ensure a WSD is triggered. This should include the reasons leading to the student being removed from the classroom.

## **S5**

If the student continues the poor behaviour in the Faculty Withdrawal room, then the Head of Faculty should ring for on-call. The student will then usually be removed totally from lessons and placed in the BSU.

**The Head of Faculty can ring for on-call to deal with a serious/emergency situation without having gone through S1 – 4 above.**

## **S6**

For repeated poor behaviour over time, then a Behaviour Contract will be drawn up by the Director of Study in conjunction with the student and their parent/guardian. This will stipulate targets for improvement and consequences should the contract be broken.

## **S7**

Fixed term exclusions will be used for persistently disruptive students. Work will be sent home for completion, and on their return students will spend a day in the BSU.

## **S8**

A permanent exclusion is a very rare occurrence at St John Fisher and will only ever be used in extreme circumstances or for a very serious incident.

### **9.1 Going home at lunchtime**

Students are only allowed out at dinner time with a written note from a parent permitting them to go home for lunch. Any other student found out of school at dinner will have their parent(s) contacted and be placed in after school detention with the DOS.

### **9.2 Use of Mobile Phones**

Students are allowed to bring mobile phones into school as it is understood that these may be required for the journey to and from school. However, they must not be switched on during the school's hours of 08.55 am - 3.20 pm unless directed by a teacher. If any student does bring a mobile into school and it is lost or stolen the student must take some responsibility. Should a mobile be confiscated in school hours then this will be left at Reception for a parent/guardian to collect only.

### **9.3 The Behaviour Support Unit BSU)**

The BSU will be open to students from 9.05am to 4.20pm. Students booked into the BSU, or taken there on by on-call, will spend 6 periods plus an extension on the school day until 4.20pm.

It may be necessary for the extended hour to 4.20pm to move to the following day if it proves impossible for the student to get home otherwise. This will be decided in conjunction with the parent and BSU manager.

On arrival at the BSU students will be expected to put their belongings in a locker and hand in their mobile phone. This will be locked away. They will then be directed to a desk where they will remain for the duration of their stay. Students will be provided with work and are expected to complete this in silence. Equipment will also

be provided. Access to the toilet will only be permitted at the normal break and lunch times. Lunch orders will be taken in the morning – panini/sandwich type lunch only – and these will be collected and given to students when the BSU breaks for lunchtime. Students are not permitted to leave the building. Any infringement of these rules will result in extended time in the BSU or a fixed term exclusion. On return from exclusion a day will always be spent in the BSU until 4.20pm.

## **10. Pastoral Organisation**

The school has a pyramid structure based on Form Tutors for each year group supervised by a Director of Study who in turn reports to the Assistant Headteacher (PWA) who meets regularly with the Headteacher. There are two Pastoral Managers – one for KS3 and one for KS4, who support the work of the Pastoral Team and assist with primary and post 16 Transition. The Form Tutor has a key role in the success of the behaviour management system. It is essential that they know the following about their tutees:

Which are Looked After students?

How many have SEN and what are their needs?

How many are More Able Students?

Which buses do the tutees get to school? Are any of these buses late on particular days?

What are the home circumstances of each student?

Do any members of the form have musical or sporting abilities?

How many persistent absentees (pupils below 90%) do you have in your form and what strategies have you employed to get them back into school?

## **11. Parent/Guardian Contact**

Good relationships with our parents and guardians are essential for the implementation of a sound and positive behaviour policy. The Form Tutor remains the first contact point for parents/guardians with the Pastoral Managers also available as non-teaching support.

### **11.1 Planned Calendar Meeting**

All parental consultation and review meetings are calendared and published in the Student Planner:

- Y7 – Tutor Evening  
Parents' Evening
- Y8 – Parents' Evening
- Y9 – Parents' Evening  
Preferences Evening
- Y10 – Parents' Evening  
Information Evening
- Y11 – Information Evening  
Parents' Evening  
Elective Review Evening
- Y12/13 – Information Evening  
Parents' Eve

## **Formal Contact outside the Planned Events**

- Any member of staff may contact a parent/guardian to discuss a problem with a student.
- If a call turns abusive staff should report it immediately to DoS.
- If a member of staff ask to see a parent/guardian in school they must make sure they have consulted with the DOS or HOF and, if any doubt, have a senior teacher in attendance.

## **12. Form Tutors' Responsibilities**

### **12.1 Expectations and Consequences**

- Students need to be taught good behaviour and this is a major role for the Form Tutor.
- Students constantly need to be reminded of their responsibilities and the Positive Behaviour System should be displayed in a prominent place in the classroom.

**12.2** The Form Tutor is responsible for the monitoring of a student's behaviour, spiritual development and academic progress, encouraging excellence in these areas and intervening as required to improve situations.

**12.3** The Form Tutor must encourage full attendance and punctuality and monitor absences closely both in terms of days missing and lessons missed during the school day after being marked present through checking of the lesson monitor.

**12.4** It is the Form Tutor's role to make sure the planner is graffiti-free and signed every week. The time to do this is the Form Period from 9.00-9.30 on Friday when tutors are tallying staff concerns. Any student with graffiti on their planners should be referred to their Pastoral Manager.

**12.5** A key task for Form Tutors is to ensure that when the students leave their form bases uniforms are correctly worn and students have the relevant equipment.

**12.6** Both registration and form periods are under the control of the Form Tutor and are formal sessions. Students must be seated at their desk and engaged in some purposeful activity.

**12.7** The following is the set format for registration and form period:

- Both must start with an act of worship which has been planned and delivered by students.
- The register must be called in a formal manner
- Any notices are given out
- Checks on uniform and equipment must take place

- It is of great importance that we make use of the planner, therefore the expectation is that every student takes out their planner and places it on the desk. Day planners are only issued by the Form Tutor or Pastoral Managers and recorded on lesson monitor (red flag)
- Any student who asks for a day planner on a second day in one week will be placed in the BSU for the day.
- Any student found without a planner or day planner during the day should be flagged up to the Pastoral Managers by email.
- The Form Tutor, in discussion with their Director of Study, will be responsible for the level of sanction for students without a planner or day planner.

**12.8** At the end of Friday form period (9.30am) all students with 5 or more staff concerns from that week should have been entered onto the Whole School detention list for the following week by their Form Tutor. If any student has failed to bring their planner they must be placed in whole school detention until they can prove they do not have five staff concerns.

### **13 Faculty Responsibilities**

**13.1** The emphasis at St John Fisher Catholic Voluntary Academy is on praise. As a rough guide staff should aim to praise a student four times as much as they sanction. Positive intervention strategies, underpinned by a consistently applied behaviour and attendance policy, promote behaviour for learning.

**13.2** Staff must model polite, professional behaviour in the classroom. Staff behaviour affects relationships and as a consequence, inclusion, motivation, attendance and learning.

**13.3** A poorly planned and uninspiring lesson will almost certainly produce poor behaviour.

**13.4** Good stamps should be issued to each child every lesson if they have done what is required of them and are well behaved.

**13.5** Each Faculty must comply with the Positive Behaviour System using the pyramids. Staff must not write more than three concerns per lesson in the planner.

**13.6** Every Faculty must have an internal removal plan for disruptive students and a Whole School detention will be issued to students who have to be removed from a lesson. The class teacher has the responsibility for entering this in Sims.

## **14. Timetabling and Setting**

### **Guidelines**

#### **14.1 Timetable**

The curriculum is reviewed annually to maximise opportunities for success and minimise the likelihood of failure and consequent disaffection. KS4 and KS5 curricula are tailored to students' needs and choices, including a varying requirement for numbers of examination courses to be followed. The pattern of subjects or groups can cause behavioural problems and all attempts will be made to avoid this situation. Distribution of lessons in the week will usually be spread throughout the day.

#### **14.2 Setting**

Setting can create groups that are difficult to teach and great care must be used to avoid the concentration of problem students. The creation of bands are worked through with DOS, SENCO and HOFs. HOFs are required to allocate staffing sensitively to maximise the benefits of experienced teachers.

## **15. Organisation of Premises/Movement around the Academy**

### **Movement and Punctuality**

Movement around the Academy and punctuality are critical to student success. A late teacher is an unprofessional teacher. The students will take the lead from us.

**15.1** We must guarantee that each session or lesson starts on time. Teachers must be outside their doors seeing their classes out and their next class in, also helping to keep order on the corridor. This is the priority at the end and start of lessons and the HOF is responsible for its smooth operation.

**15.2** There are only three corridors with one way systems at break, dinner and change over of lessons:

- The top corridor, where movement is from the Staff Room end towards Beverley Block
- The bottom corridor, where movement is from the Beverley Block end towards the library
- The Cambridge corridor where students enter at the doors nearest the Main Block and exit from the doors nearest the Sports Hall
- In the Cambridge Block the stairs nearest the main school are for UP and those nearest the Sports Hall are for DOWN

The one way system does not apply during lesson time but does apply between lessons, break and dinnertime as well as before and after school.

**15.3** On corridors where there is two-way traffic both staff and students must walk on the left hand side. It is of the greatest importance that the whole Academy community follow the above procedures, especially important in the prompt arrival to class of teachers where doors have to be locked.

**15.4** As a general rule, no student should be out of class during lesson time. If you let a student out they must have a note in their planner with the time, date and signature of the member of staff and the reason for their absence from class.

**15.5** If a student has to be removed for poor behaviour, they should be taken to the faculty internal removal location. No student should be stood outside a classroom.

**15.6** Some areas are out of bounds except for emergency exit during a fire alarm. The areas are:

- Behind the Beverley Block
- Behind the York Block and Chapel
- The staff car parks
- Behind the Sports Hall

## **15.7 Lunchtime and Break Organisation**

### **Lunchtime Arrangements**

- There are a number of lunchtime supervisors.
- There are a number of staff who volunteer to do a duty.
- There are Year 11/6<sup>th</sup> Form prefects on duty.
- Year 11 have a small common room.
- Sixth Form have a large common room.
- Students eat in the dining room and hall except when examinations are on and then they eat in a designated classroom.
- Students may remain in the dining room/hall after lunch until the first bell.
- During the warm weather, students may eat outside either using the benches or fields.

## **16. On-Call Management/Patrols**

### **Faculties must:**

- Have a rota for student removal known to all staff.
- Follow up relocated students with an after school detention.
- Have contingency plans for absent colleagues and also to support smaller departments.
- Prepare work packages for relocated student in either another classroom or in the BSU. The subject teacher is responsible for this.

### **On-Call:**

For serious incidents, the Head of Faculty or their nominated stand in may call the reception to allow a senior manager to assess the situation.

Where a senior manager is summoned the likeliest sanction will be that the student is removed and placed in the BSU. For a serious incident the student may be excluded from school.

### **Patrols:**

- Patrols will take place one per session (10 in the week).
- Patrol staff are the Senior Leadership Team of the school.

- Patrols will concentrate on the implementation of the Positive Behaviour System, uniform checks, planner and equipment checks, praising examples of good work and progress.
- Pupils who have been highlighted as misbehaving during patrols must have points written in their planner by subject teacher as a result.

## **17. Exclusion Policy**

### **Philosophy**

Using our mission statement as the basis for our thinking we attempt to include all the students in our community all the time. It is with sadness that we accept that the behaviour of some students falls so seriously below our expectations that it may merit a fixed term exclusion or in some extreme cases a permanent exclusion. The Academy will always endeavour to use every alternative strategy possible, for example the Key Stage 4 Provision, Westfields Pupil Referral Unit (PRU) and our Behaviour Support Unit, before a permanent exclusion is imposed and after an exclusion to attempt to create a successful reintegration programme that will minimise a recurrence of the behaviour that was the cause of the action. At all times we will be conscious of students with SEN.

### **Management of Exclusions**

Only the Headteacher, or in his absence a Deputy Headteacher, can exclude a student. The tariff will be determined by the Headteacher or Deputy to achieve consistency.

Where a serious breach of behaviour occurs a student may be excluded without recourse to any other strategies.

Any student in danger of either external exclusion or the alternative strategies must be given the opportunity to state their case and to supplement it with a written statement.

If a student is externally excluded from the Academy they must be informed verbally and parents contacted. A formal letter must be sent by first class post on the same day. The Attendance Secretary, Pastoral Secretary, Form Tutor, DOS, AHT PWA and Pastoral Managers will be informed.

Work for the excluded student will be collected by the Pastoral Secretary and either collected by the student or sent home.

The parents/guardians of any student externally excluded must be seen either during the period of exclusion or on the students return by either the Pastoral Manager or DOS. The first day back after exclusion will be spent in the BSU.

## **18. Attendance Policy**

### **Background and Principles**

As an Academy we recognise that excellent attendance and punctuality are crucial to spiritual, social and academic development.

The Academy has an important role to play in impressing upon our students the importance of excellent attendance and punctuality not just for success in their education but also for their future experiences in the world of work.

The Academy aims to create an environment where all students will want to come to school and succeed in their studies so increasing attainment levels in all areas.

Our target is to reach an attendance level of over 95% and a punctuality level that only reflects unavoidable lateness.

Each year, attainable but challenging, targets will be set for each year group and the Academy as a whole.

Parents are not permitted to take their children out of school during term time for family holidays. Such absence can be very disruptive to student's learning and development. Any request for holiday absence will be considered individually. Only in **very exceptional** circumstances will authorisation be given.

Where the Headteacher decides that authorisation cannot be given but the absence still occurs, it is likely that a Fixed Penalty Notice will be issued.

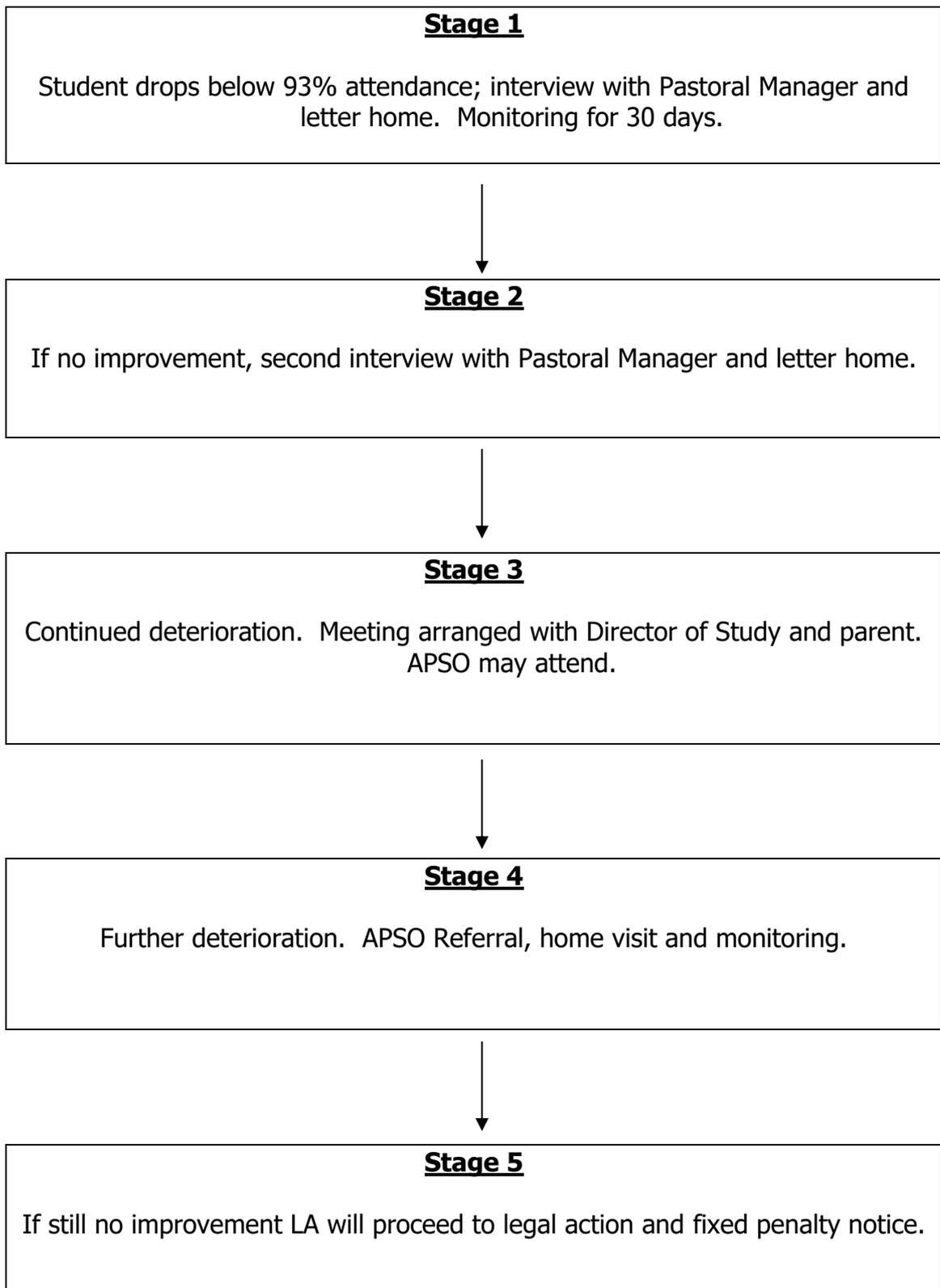
The Academy will publish the holiday and term times by the end of the preceding year to allow parents to avoid booking holidays in term time.

The Academy Attendance Policy gives full guidelines and explanations regarding all matters to do with Attendance.

### **18.1 Attendance Strategies**

- It is expected that parents will contact us before 10am on the first day of their child's absence.
- If no contact is made, the Academy will contact the parents on the first day of absence (a priority must be the continual update of telephone numbers)
- Students must return with a note in the planner to confirm absences. It is not sufficient to say that a child 'was ill' or 'unwell'. A specific reason must be given.
- Pastoral Managers will monitor (i.e. review and evaluate performance) attendance on a weekly basis and report each week in line management with the DoS.

- Assistant Headteacher to report to Head teacher on a regular basis.
- DOS to include attendance in their SEF each year. This must include an evaluation of the data by both form and year, highlighting trends and patterns and concluding with recommendations for improvement.
- Targets to be set for each year group and target setting for individuals and forms to be developed. These to be minuted in the first year team meetings.
- To highlight attendance by displaying monthly statistics.
- To give positive rewards for both excellent and improving attendance. 100% attendance to be entered in a prize draw each month in each year group.
- Students to track individual attendance each week using planner page.
- To continue the development of re-integration programmes for poor attenders in the Learning Support Unit.
- To set priorities and targets with our Attendance and Punctuality Support Officer (APSO) for each year group and school.
- The following procedure is in place to help students attend school:



## **19. Behaviour On The Buses**

Please see School Travel Plan (appendix 2). The Travel Plan encourages schools to identify and resolve problems associated with the journey to and from school, focussing on Health and Safety. As part of this we have established a Bus Monitor Scheme via which pupils highlight inappropriate behavioural issues, on school buses, to the member of staff In Charge of Academy Transport. Such issues are always dealt with as the Academy believes in promoting positive behaviour.

The Student Code of Conduct for travelling on buses is highlighted in the School Planner.

### **Summary**

Successful implementation of the behaviour and attendance policy is through:

- Ownership of, and consistent implementation by all staff.
- Respect and pride demonstrated by all students.
- Shared identification of solutions that are relevant and workable.
- Academy systems that support information sharing and student monitoring.
- Excellent communication with parents/guardians.
- Celebrating and sharing success regularly and widely.

## Equality Impact Assessment

<b>School</b>	<b>St John Fisher Catholic Voluntary Academy</b>
<b>Date</b>	<b>November 2016</b>
<b>Lead member of staff</b>	<b>C Kernan</b>
<b>Other involved staff/role</b>	

### **Proposed Plan**

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision  
to change or reduce practice/provision  
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Update to Academy Positive Behaviour Policy bringing in a renewed emphasis on rewarding students

### **Is the proposal likely to have an adverse impact on compliance with the Equality Duty?**

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

## Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Student Council, Year 10 students, Staff Consultation, SLT discussions all taken place and minuted
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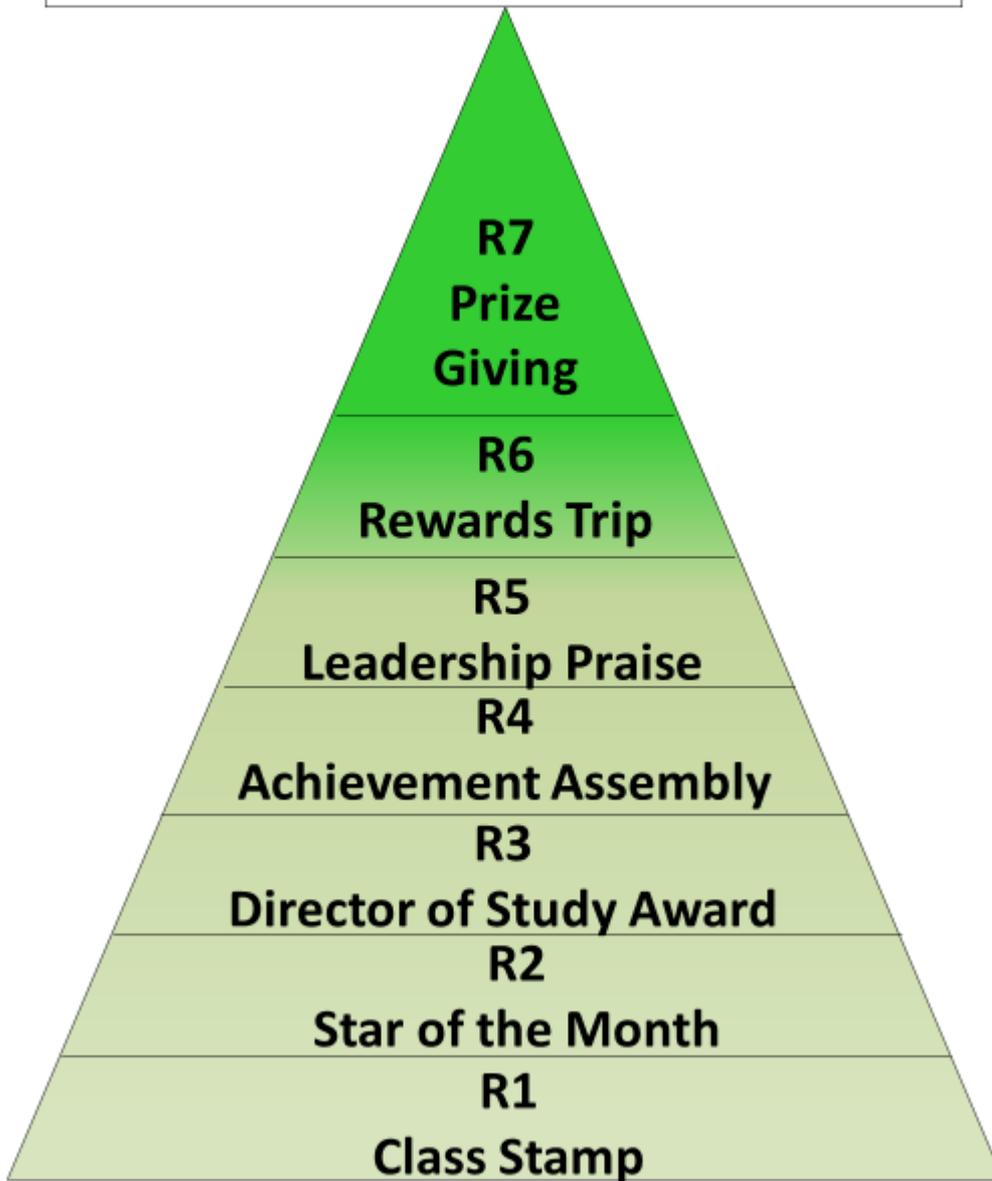
## Potential Issues NONE

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, Academy Councillor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability		Neutral	
Race		Neutral	
Sex		Neutral	
Gender reassignment		Neutral	
Pregnancy, maternity		Neutral	
Religion/belief		Neutral	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

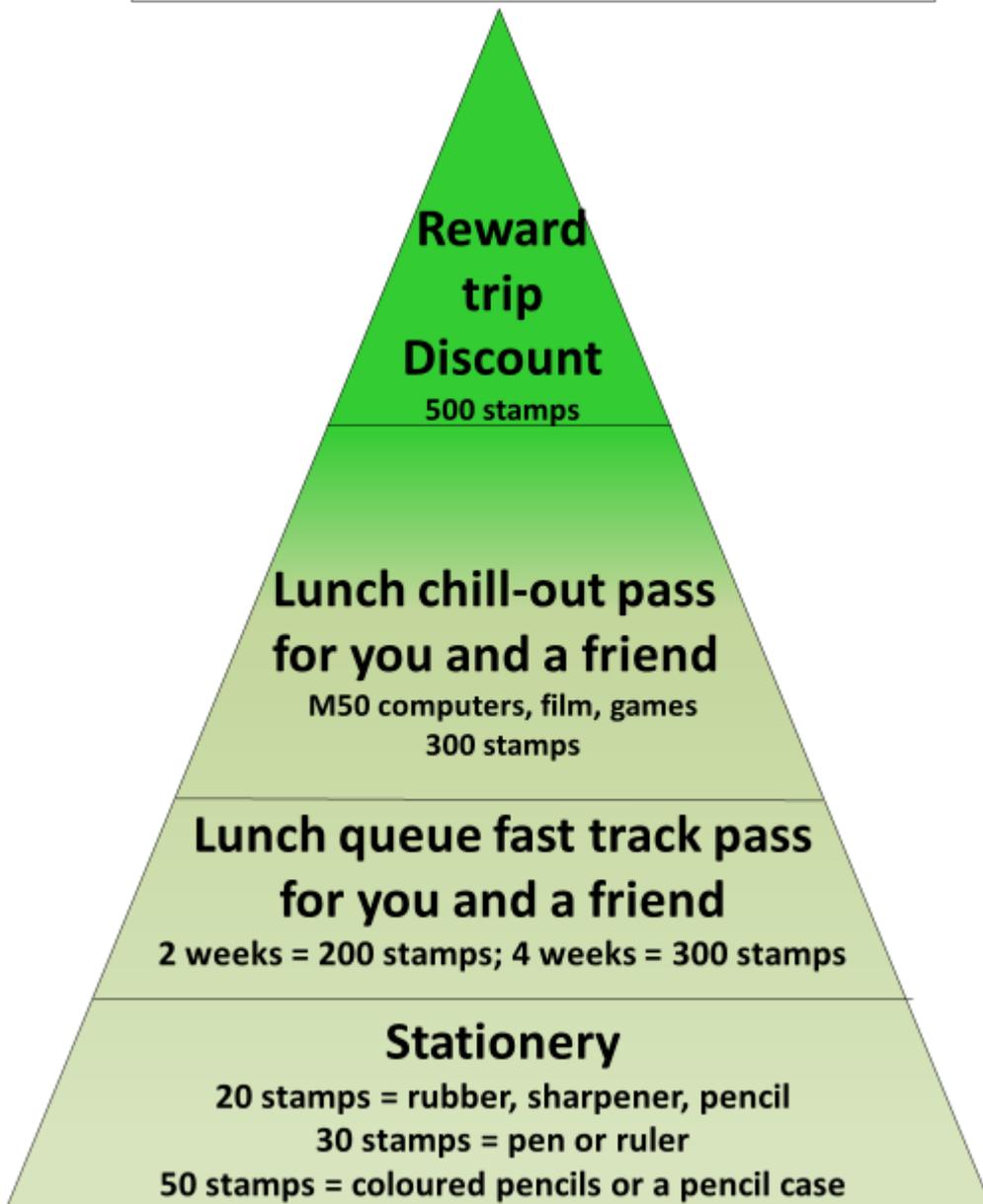
Explain in more detail

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**REWARDS FOR POSITIVE BEHAVIOUR**

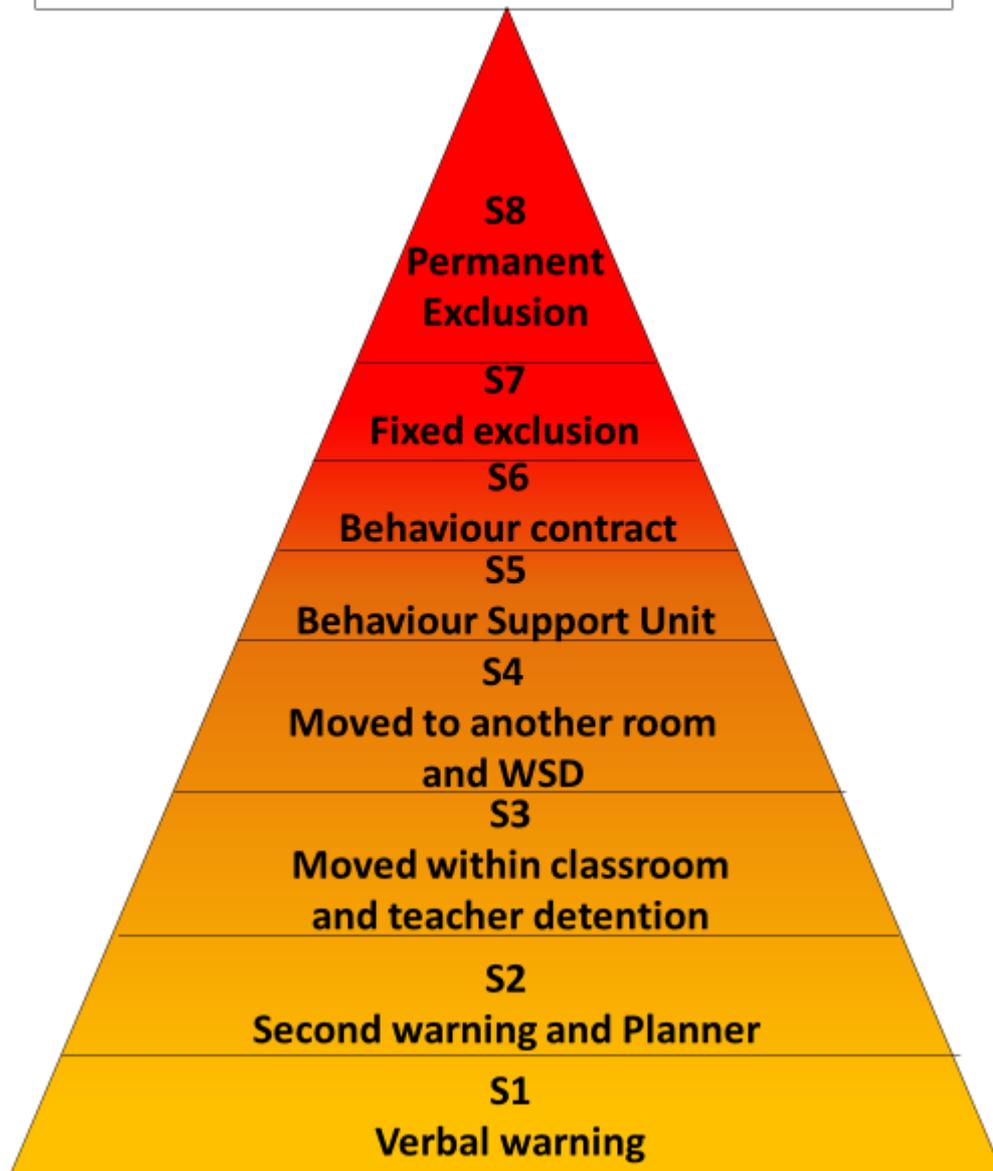


**REWARD TRADING**



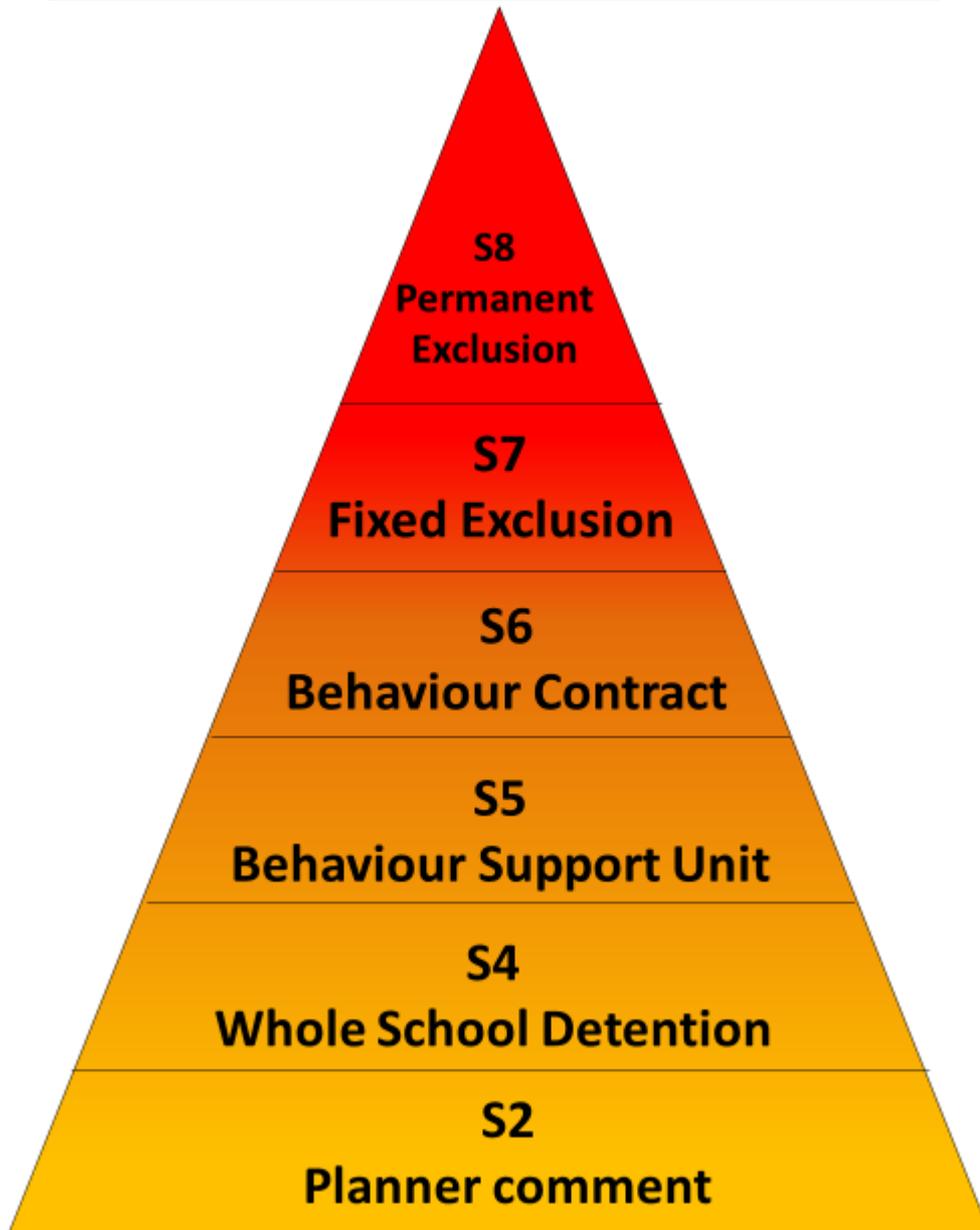
19

**SANCTIONS FOR POOR BEHAVIOUR IN THE CLASSROOM**



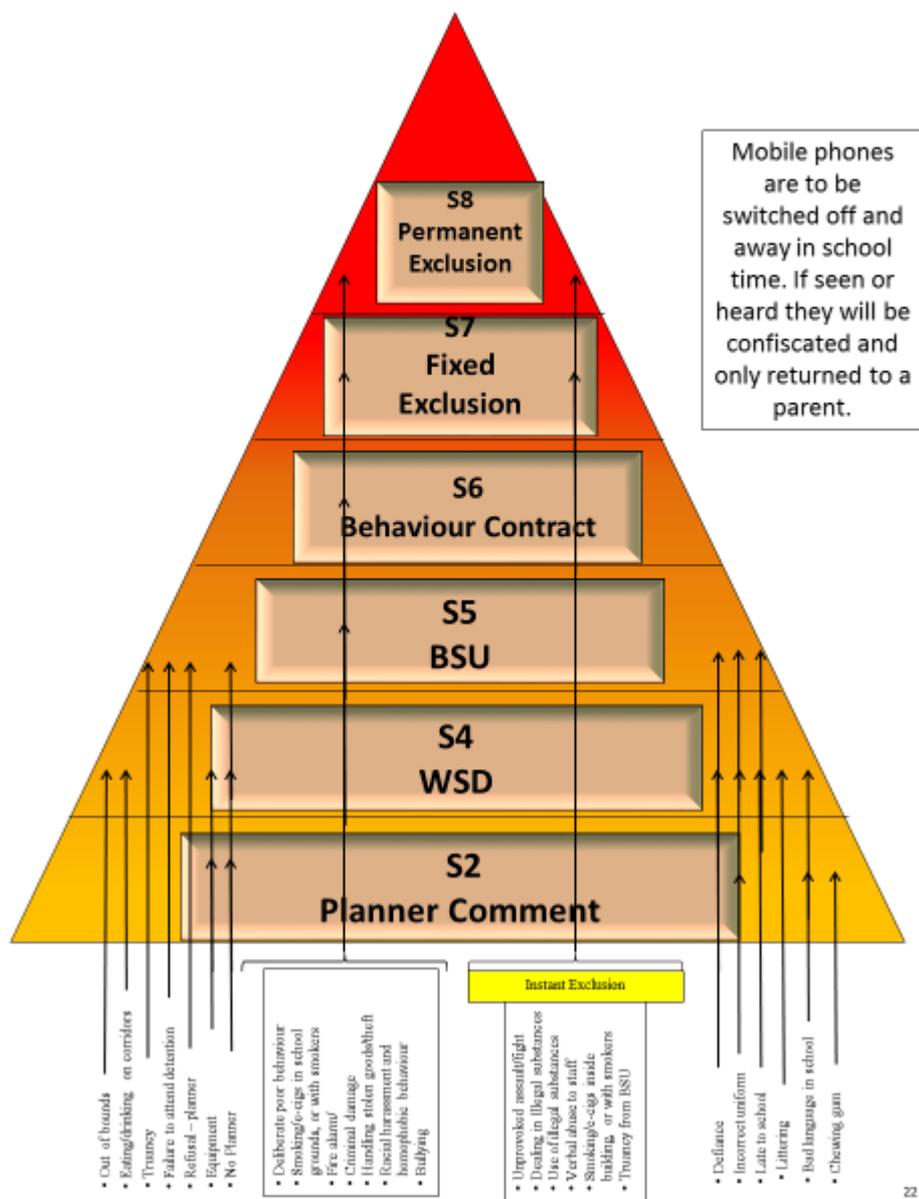
20

**SANCTIONS FOR POOR BEHAVIOUR AROUND SCHOOL**



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# SANCTIONS FOR GENERAL POOR BEHAVIOUR



Mobile phones are to be switched off and away in school time. If seen or heard they will be confiscated and only returned to a parent.