



**ST JOHN FISHER
HARROGATE**

Behaviour and Engagement Policy

Designated Teacher: Deputy Headteacher

Adopted: October 2026

Review Period: 2 years

Review Date: September 2028

Introduction

Mission and Vision

St John Fisher Catholic Academy exists to educate the whole person. Our mission, Educating for Life, shapes everything we do, and sits at the heart of this Behaviour and Engagement Policy: we care not only about what our students achieve, but about who they become.

We recognise and value the unique gifts of every child in our care, and we are committed to supporting their spiritual, moral, intellectual and personal development. Good behaviour is not simply a set of rules to be enforced; it is the daily practice of the respect, self-discipline and care for others that allow every student to flourish, and that allow our school community to remain a safe, calm and purposeful place to learn.

Our vision is to provide an outstanding Catholic education that equips our young people with the qualifications, confidence, compassion and faith to make a valuable and positive contribution to the world beyond our gates. This policy exists to protect that vision in practice: to ensure that every student, whatever their background or need, is able to learn free from disruption, and that every member of our community — staff, students, parents and carers alike — understands both what is expected of them and what they can expect from us in return.

We are proud to welcome students and families of all faiths and none who wish to be part of, and contribute to, our Catholic ethos. This policy is written and applied in that same spirit of welcome, fairness and high expectation.

Virtues

The virtues we strive to live by at St John Fisher Catholic Academy are:

- **Attentiveness** – Listening carefully, being present, and truly understanding others and our faith.
- **Compassion** – Showing kindness and empathy to everyone, especially those in need.
- **Gratitude** – Appreciating the gifts we have and expressing thankfulness in word and action.
- **Perseverance** – Staying committed and resilient, even when challenges arise.
- **Responsibility** – Taking ownership of our actions and contributing positively to our community.
- **Self-control** – Managing our emotions and behaviour with maturity and respect for others.

We believe that virtues, much like good habits, become a natural part of our students' lives through teaching, encouragement and example. These virtues are not abstract ideals; they are the practical, daily standard against which behaviour in our school community is measured, and they are woven through every part of school life, including collective worship, our personal development programme, and our wider Faith in Action activities. Where a student falls short of these standards, our response — set out in the sections that follow — is always rooted in the same values: fairness, restoration, and a belief in every student's capacity to do better.

1.0 Legislation and statutory requirements

This policy is based on statutory legislation and advice from the Department for Education (DfE), including, but not limited to, the following:

Legislation

- Equality Act 2010

DfE Statutory Guidance

- Keeping Children Safe in Education, 2026
- Working Together to Safeguard Children, 2026
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015
- School Suspensions and Permanent Exclusions, 2026
- Working Together to Improve School Attendance, 2026
- Searching, Screening and Confiscation in Schools, 2022

DfE Non-Statutory Guidance

- Behaviour in Schools: Advice for Headteachers and School Staff, 2024
- Mobile Phones in Schools, 2026
- Mental Health and Behaviour in Schools, 2018
- Preventing Bullying, 2026
- Restrictive Interventions, Including Use of Reasonable Force, in Schools, 2026

2.0 Roles and Responsibilities

2.01 The Academy Council

The Academy Council will review this Behaviour and Engagement Policy in conjunction with the Headteacher, monitor the policy's effectiveness and actively support the school in the implementation of this policy.

2.02 The Headteacher

The Headteacher has overall responsibility for maintaining discipline in the school, which will include reviewing this Behaviour and Engagement policy in conjunction with the Academy Council.

2.03 The Deputy Headteacher

The Deputy Headteacher with responsibility for Inclusion, Safeguarding and Behaviour and Attitudes is responsible for reviewing this Behaviour and Engagement Policy in conjunction with the Headteacher and Academy Council, and for the strategic leadership, monitoring and evaluation of behaviour, attendance and engagement practice across the academy.

The Deputy Headteacher is accountable for ensuring that a climate and culture of excellence exists throughout school to enable our young people to aspire to our core Catholic values, so that they develop as confident and well-rounded human beings who are ready and willing to take their place in society and in their service of others.

They lead and inspire staff, taking responsibility for the academic, pastoral, spiritual, moral, and cultural wellbeing of students in Key Stage 3 and Key Stage 4 (Year 7 to 11). Working closely with Key Stage Phase Leaders in particular, they hold colleagues to account for promoting and ensuring high aspirations and standards in all areas of school life so that all students have the confidence and security to pursue excellence. Key responsibilities include:

- Implementing, monitoring and reviewing all aspects of the school's Behaviour and Engagement Policy, so that all staff understand it and are proactive in their application of the policy daily
- Using school data and tracking information to monitor the progress of students as individuals and in groups, coordinating bespoke, targeted interventions that demonstrate impact and improved progress for students
- Establishing excellence in our students' levels of attendance, punctuality, uniform standards, and discipline, responding effectively, promptly and with impact when necessary
- Providing outstanding safeguarding and pastoral care which promotes student welfare

2.04 The Senior Leadership Team

All Senior Staff should be knowledgeable and proactive within the school's behaviour system. They must be a highly visible presence in school, actively serving others whilst promoting and modelling the Academy virtues and Gospel values to which we aspire.

2.05 Heads of Department (HODs), supported by other TLR holders in their departments

Heads of Department and other TLR holders will act as a role model to their department and students to ensure that all within the department are following the expected school policy regarding Behaviour and Engagement for learning and that recognitions and sanctions are applied fairly and with consistency, recording these details appropriately in Arbor. They may also be required to:

- Lead the department to ensure that the teaching and promotion of our Ready, Respectful, Safe (RRS) expectations is explicit, modelled and integrated within lessons
- Develop staff expertise in addressing subject-related behaviour issues
- Offer feedback and advice to colleagues experiencing difficulty with the behaviour of students
- Recommend CPD and support through use of the school's Appraisal systems
- Support teachers in their curriculum area if learning is being disrupted and classroom strategies have not worked, although teachers remain responsible for the behaviour in their lessons
- Ensure curriculum content, design and delivery engages students
- Allocate time during departmental meetings to discuss departmental behaviour responses in Curriculum time
- Liaise with Key Stage Phase Leaders regarding contact with home, interventions, and strategies to support student progress.

2.06 Key Stage Phase Leaders (KSPLs)

Key Stage Phase Leaders will embody the vision for our young people to aspire to our core Catholic values so that they develop as confident and well-rounded human beings who are ready and willing to take their place in society and in their service of others. They provide strategic leadership for the pastoral development, behaviour and attitudes, attendance, wellbeing and engagement of the two-year groups within their Key Stage Phase, promoting and ensuring high aspirations and standards in all areas. This will be achieved through the development of a culture of excellence in both academic and extra-curricular involvement.

As part of their role KSPLs will also be required to:

- Lead the implementation of the school's Behaviour and Engagement Policy across their phase, ensuring Form Tutors, Year Managers and colleagues understand it and apply it consistently and fairly
- Take overall strategic responsibility for their phase in terms of attendance, discipline, behaviour and uniform
- Maintain an overview of student behaviour, attendance, engagement and progress across the phase, using the school's MIS (ARBOR) and pastoral information to inform recognitions, interventions and sanctions
- Line manage and lead the relevant Year Manager(s), ensuring pastoral systems, processes and expectations are implemented consistently across the phase
- Ensure all Form Tutors understand and are actively implementing the key aspects of the school's policies, including those for behaviour, attendance and safeguarding
- Support the development of staff expertise in addressing behaviour issues and understanding of barriers to academic progress
- Coordinate pastoral intervention plans and support programmes for individual students and identified groups, working with Heads of Department, the SENDCo and senior leaders to remove barriers to learning
- Contribute to the school's self-evaluation processes and improvement priorities through the effective use of pastoral, attendance and behaviour information

2.07 Year Managers (YMs)

Year Managers are line managed by, and accountable to, their Key Stage Phase Leader, and are responsible for the day-to-day operational pastoral leadership of a designated year group. They play a key role in ensuring students feel safe, supported and able to participate fully in school life, maintaining consistently high expectations for all students in relation to behaviour, punctuality, attendance, uniform, engagement and attitudes to learning.

As part of their role Year Managers will also be required to:

- Take operational responsibility for the pastoral care, behaviour, attendance, safety and engagement of their designated year group, consistently applying and upholding high standards of behaviour and conduct
- Support the implementation of the school's behaviour systems, ensuring clarity, consistency and fairness on a day-to-day basis
- Investigate behaviour incidents thoroughly, gathering evidence to inform appropriate actions and ensuring accurate records are maintained
- Monitor and track behaviour, rewards and sanctions for students within the year group, supporting lunchtime and after-school reflections (detentions) and internal exclusion provision where required
- Undertake supervision and on-call duties at key times during the school day, including start/end, break/lunch and Student Services
- Provide targeted pastoral mentoring for identified students to improve behaviour, attendance, safety and attitudes to learning
- Act as a key point of contact for parents and carers, maintaining effective communication and partnership working on behaviour and engagement matters
- Support Form Tutors and teachers in maintaining high expectations and consistent practice across the year group

2.08 Form Tutors

Form Tutors have a key role in establishing and maintaining school routines and the expectations outlined in our Behaviour and Engagement Policy. They must ensure that each student starts their school day in a positive, safe and nurturing environment with a clear focus on the standards of dress and behaviour expected in their own personal pursuit of excellence, as outlined in our RRS expectations. They will follow the Form Time activities as a means of supporting students to meet these expectations.

2.09 All Staff

All members of staff, including all support staff, have a duty to uphold and implement the Behaviour and Engagement Policy with clarity, compassion, and consistency. They will be expected to:

- Provide outstanding safeguarding and pastoral care which always promotes student welfare
- Always be positive ambassadors of the school, through their professional behaviour and conduct
- Use the school's recognition system and hierarchy of sanctions to promote our collective pursuit of excellence
- Routinely remind students of our RRS expectations as part of our behaviour management practice
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students
- Record all behavioural events, both positive and negative, by following the correct reporting procedure
- Support other members of staff with behavioural issues involving individual students or groups of students
- Liaise with other members of staff and the senior leadership team (SLT) to implement effective behaviour management
- Intervene promptly when they encounter poor behaviour or unexplained absence
- Treat all students fairly, seeking to raise their self-esteem, strive for excellence and develop to their full potential
- Contact parents/carers regarding their child's behaviour where necessary and appropriate
- Provide a personalised approach reflecting the specific behavioural needs of students
- Use the school's MIS (Arbor) to record positive, negative, and neutral behaviour incidents (see Behaviour and Engagement staff guide for descriptions and practical advice)
- Engage in relevant CPD to develop their understanding of behaviour for learning and the Behaviour and Engagement Policy

The policy applies to all areas of school life. It should always be applied in keeping with our aim to immerse students and staff in a climate of excellence where all members of our community develop a love of learning, a love of each other and a love of God.

2.10 Students

All students have committed to the highest standards of conduct by joining our school community and are expected to always abide by the school's Behaviour and Engagement Policy.

Behaviour should reflect the teachings of Jesus Christ and should uphold the school's Mission, Vision and Virtues always.

The fundamental responsibilities of students in respect of behaviour are articulated in our RRS expectations which is how students are empowered to model our virtues in their daily school lives and interactions.

Students who choose to contravene school rules will be disadvantaging themselves and others from learning. In such cases those responsible will face a sanction as outlined in this policy.

2.11 Parents

Parents are responsible for choosing a school which is in keeping with their own values and expectations. On choosing St John Fisher Catholic Academy, they enter into a partnership with the school, in which we will work together to uphold that shared purpose, consequently the school expects parents to:

- Work with school staff to promote the positive behaviour of their child, including supporting staff in issuing sanctions in line with the school Behaviour and Engagement Policy, whilst retaining the right to seek further understanding regarding decisions relating to their child's behaviour
- Share any concerns they have regarding their child's education, welfare, behaviour, and life at St John Fisher Catholic Academy with their child's Form Tutor, Year Manager or Key Stage Phase Leader
- Support their child's independent learning
- Attend an in-person readmission meeting following any suspension to discuss the incident(s) that led to the suspension and to ensure that both they and the student understand the seriousness of the situation and the actions the school may undertake if improved behaviour is not forthcoming. This should be scheduled on the afternoon before, or morning of the students return.

Personal use of social media by students remains an area of responsibility that lies primarily with parents and carers. In line with the Department for Education's guidance on Mobile Phones in Schools (2026), St John Fisher Catholic Academy operates as a mobile phone-free environment by default: students are not permitted to use mobile phones or other smart technology with similar functionality (including smart watches) at any point during the school day, including lessons, the time between lessons, breaktimes and lunchtimes. Our ICT facilities have settings in place to block, as far as possible, inappropriate material and communications accessed through school systems.

Beyond school, we would expect parents and carers to put in place similarly sensible restrictions and to actively monitor their child's use of social media and mobile technology. We would expect complaints or concerns about social media use to be raised in the first instance with the relevant platform or organisation and, where necessary, with the police. Further information on social media use, ICT and online safety is contained within our Safeguarding Policy.

We can direct parents to organisations for further advice and support, including to our Safer Schools Police Officer, on request. Key Stage Phase Leaders and Year Managers are the main point of contact for parents on matters relating to mobile phone use and social media.

3.0 Behaviour, Recognitions and Sanctions

3.01 Behaviour

The school has very clear expectations regarding students' behaviour, which are detailed in our RRS expectations statements that appear in each classroom (Appendix A). It is a basic expectation that students always behave in a respectful manner, reflecting the Gospel teachings of Jesus Christ which are central to the school's Mission Statement, Vision and Virtues.

When students demonstrate the behaviours that we seek to promote and that reflect our RRS expectations they actively contribute to creating, maintaining, and promoting a positive and safe learning environment across the school. Staff will be expected to recognise and acknowledge these student behaviours using the procedures outlined in this policy, including referring to our RRS expectations (Appendix A) and awarding the Positive Recognition Behaviour Event codes (Appendix D) appropriately.

It is inevitable that there will be instances of student behaviour that fail to meet our RRS expectations. In these circumstances staff will be expected to respond accordingly using the procedures outlined in this policy as a guide. A summary of our RRS expectations (Appendix B) in lessons and our hierarchy of sanctions and support (Appendix C) can be found in the Appendix section of this policy.

3.02 Recognition and Praise

By promoting and upholding the principles encompassed in our Ready, Respectful, Safe (RRS) expectations we encourage all members of our school community to pursue excellence daily. Observing and acknowledging those behaviours that we wish to encourage and develop is a crucial part of ensuring that all members of the school community feel valued and recognised for their positive contributions.

All staff will use praise and encouragement to raise student expectations and progress, recognising effort as well as achievement. Praise will always be:

- Specific to a task or behaviour
- Meaningful and personalised
- Used to reinforce our core values, ethos, and expectations
- Earned, ensuring that the recipient is clear about why they have received it
- Used to motivate students and develop their self-efficacy
- Applied fairly, transparently, and consistently.

St John Fisher Catholic Academy has a recognitions system in place, how praise may be awarded, which includes the following:

- Verbal praise
- Written praise (student's work/planner)
- Recognition boards in classrooms
- The awarding of recognition points (R1 and R3) in Arbor
- Positive Notes (R6)
- Phone calls to parents
- Achievement certificates
- Reports and Progress Records
- Parents' Evenings
- Awards Evenings
- Termly recognition assemblies
- Recognition events

Positive Behaviour points (R1 and R3) and Positive Notes (R6) are awarded in recognition of outstanding work, effort, behaviour, attendance, and punctuality. They are intended to be aspirational, yet achievable, acknowledging a student's personal pursuit of excellence.

Appendix D outlines the Positive Behaviour Events with accompanying guidance notes.

3.03 Sanctions

At times, students will need reminders about our RRS expectations, guidance on good behaviour and on occasion sanctions to impose and reinforce our high standards. At all times, our aim will be to support and encourage, taking account of everyone's needs. Our standards and expectations for behaviour will not be diluted to accommodate individual preferences but will always be focussed on supporting each student's personal pursuit of excellence.

Our RRS expectations, including in lesson descriptors (Appendix A & B) give students the chance to reflect on their behaviour, to exercise self-control and to make thoughtful decisions. By providing these repeated opportunities for a student to pause and consider their next course of action, we are framing the student's behaviour as their choice, with a sanction/consequence/outcome for which they are responsible.

If a student continues to disrupt a lesson following a Reminder and Caution, they will be removed from that lesson to work in a Support Classroom. Parents will be informed of the removal via Arbor (Parent App) and the student will be sanctioned with a lunch-time reflection. They may also be given the opportunity to attend a short (5 minute) reparation meeting with the member of staff who removed them from their lesson if appropriate.

Lunch time reflections are used for students who are either: subject to an On-call Removal; sent to a Support Classroom; or have accumulated –4 consequence points or multiples of –4 within a term. These totals reset to zero every term to allow all students a fresh start. Teachers may arrange a reparation meeting with a student after a Support Classroom or On-Call, if appropriate. Lunch-time reflection provides one avenue for this to happen so we can ‘repair and move on’.

The lunch-time reflection will last for 25 mins to allow students time to get lunch and use the toilet. Students will be informed during Period 1 and/or reminded in Period 4. Failure to turn up will result in the reflection rolling over to the next day and a Thursday after-school reflection, 3.25 to 4.25pm. Senior Leaders, Key Stage Phase Leaders and Year Managers may use either lunch or after-school reflections as a response to incidents, or cases of persistent defiance.

When a Thursday After-school Reflection has been issued, the school will endeavour to give at least 24 hours’ notice of the sanction. Parents/carers will be informed of a Thursday Night Reflection via either, phone, text, email, Arbor (Parent App), post, or face-to-face. It will be the Parent/carer’s responsibility to make suitable travel arrangements for their son/daughter at the end of the session. With enough reasonable prior notice and parental contact giving an explanation, Reflections can be rescheduled. Failure to attend an After-school reflection results in it rolling over to the following week and time allocated in G5C, the school’s reflection room.

Sanctions should be used in accordance with the commitment to resolve problems and in a spirit of reconciliation. All staff must seek to ensure that sanctions are proportionate to the offence and should enable students to make reparation where possible. Sanctions will follow the principles of repentance, forgiveness, and reconciliation, involving a restorative approach in line with the school’s RRS expectations, beliefs, and Catholic ethos. They will:

- Relate to a specific task or action and will be applied clearly
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
- Reinforce our RRS expectations, core values and ethos
- Not focus repeatedly on the same issue without progress
- Not have a negative effect upon others

The following sanctions and support may be applied at the discretion of staff and where appropriate:

- Verbal warning/caution
- Adjusted seating plan
- Removal from the classroom or specific area of classroom
- Improving work of an unacceptable standard
- Negative Behaviour Event entry on Arbor
- Carrying out useful tasks to support the school community
- Withdrawal of privileges
- Removal from a group or class or lesson
- Completion of specific programmes of work on areas such as bullying and social skills
- Lunch time reflection
- Thursday after-school reflection
- Meeting with the Key Stage Phase Leader, Year Manager, Head of Department, or members of the school’s Senior Leadership Team
- Withholding participation in educational visits or sports events which are not essential to the curriculum
- Meeting with the Headteacher or Academy Council disciplinary committee
- Being placed on report and/or signing a behaviour support plan
- Referral to an external agency or inclusion support.

- Reflection Room (G5C) – a fixed-term placement within school, removing a pupil from their normal timetable to reflect on their behaviour and support successful reintegration into lessons
- Off-Site Direction – a supportive placement at another local school or setting, arranged directly with that school, which may be short or longer-term and is used to support a pupil's behaviour and engagement outside their usual environment
- Managed Move – a supportive, planned transfer of a pupil to an alternative school or education provider, agreed by all parties as being in the pupil's best interests
- Suspension – a fixed-term period during which a pupil is not permitted to attend school.
- Permanent Exclusion – used only as a last resort, where a pupil is permanently removed from the school roll

NB This is not an exhaustive list, an appropriate sanction will be determined in consideration with the specific circumstances surrounding an incident.

We recognise that students can make mistakes along the way, and there are some that find it a challenge to consistently meet the expectations we hold for all. Appendix F is a graduated response summary that outlines the support to be put in place for students across 6 stages and the key lead members of staff. It is important to point out that the stages are an outline as each student's situation is different. For example, interventions from different stages may occur simultaneously as a wider package of support. In addition, based on the nature of certain serious incidents, students may bypass a stage(s). At any stage the SENDCo could be involved if appropriate and reasonable adjustments to be implemented where necessary. Support via the SEND department or specialist services may also be utilised at various stages where appropriate.

Any student found to have made (false) malicious allegations against a member of staff may face a Disciplinary Committee chaired by the Headteacher and a member of the Academy Council plus any other appropriate member of staff.

An overview of Negative Consequence Behaviour Events can be found in Appendix E.

3.04 Uniform & Equipment Standards

We will uphold high standards as regards uniform. Where a student is not in correct uniform, spare items are available from Student Services on a loan basis; as security for the loan, and to encourage the item's prompt return, the student's mobile phone pouch will be held at Student Services and exchanged back for the loaned uniform item once it is returned.

Footwear

Students must wear plain black school shoes. Trainers, and black sports-branded footwear designed to resemble trainers (including but not limited to Nike Air Force, Adidas Samba, or similar styles), are not permitted, regardless of colour.

Make-Up, Nails and Eyelashes

Any student who chooses to wear excessive make-up, false nails, or false eyelashes will be asked to remove them immediately. Extreme hair styles and/or colours will also need to be addressed at the earliest opportunity.

Jewellery

Jewellery that does not meet the uniform policy will be confiscated and stored safely at Student Services. It will be returned to the student on the Friday of the same week. Students are permitted two stud earrings in either ear and a watch.

Learning Diary

Students will be issued with a Learning Diary in September. This is a compulsory piece of school equipment and is expected to be open and on desks in every lesson.

Where a student has forgotten their Learning Diary, a daily sheet will be issued from Student Services in exchange for the student's mobile phone pouch. A replacement Learning Diary can be purchased for a fee of £5 (reduced to £2 after Easter).

Stationery

All students are expected to come to school with a fully equipped stationery set, as outlined in the Learning Diary. It is the responsibility of parents and carers to ensure their child is properly equipped for learning each day. The school will support students where necessary.

Mobile Phones

Mobile phones and other smart technology (including smart watches and wireless headphones/earbuds) are a prohibited item at St John Fisher Catholic Academy. Full details of our mobile phone-free policy, the secure pouch system, and the associated sanctions are set out in Sections 5.04 and 5.05 of this policy.

4.0 Child-on-child abuse

We believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people. At St John Fisher Catholic School, we continue to ensure that any form of abuse or harmful behaviour is dealt with in the most appropriate manner to minimise the extent of harm to the child or young person.

Keeping children safe from child-on-child abuse is a shared responsibility. This section sets out not only how staff will respond, but what we expect of students and of parents and carers in preventing, recognising and reporting this type of abuse.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sharing self-generated intimate images and/or videos, including those generated or manipulated using AI (for example, deepfakes)
- physical or sexual assaults
- serious physical assault and harm, or the threat of harm with a weapon
- child sexual exploitation
- sexual harassment

These behaviours should never and will never be tolerated and will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Dismissing or tolerating such behaviours risks normalising them and can lead to a culture of unacceptable behaviour, misogyny, and an unsafe environment in which children do not feel able to come forward and report abuse. Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately and sensitively to reduce the extent of harm suffered by the target or victim of the abusive behaviour. Throughout our response full consideration will be given to the impact on the individual's emotional, physical and mental health and wellbeing.

We expect students to:

- Treat their peers with respect, kindness and dignity, in line with our Catholic values
- Never engage in, encourage, or stand by and ignore bullying, harassment or abusive behaviour towards another student
- Speak up if they witness or experience abuse — either directly to a trusted adult, through a friend, or via our reporting systems
- Understand that "it was just banter" or "everyone does it" will never be accepted as a justification for harmful behaviour

We expect parents and carers to:

- Reinforce the same standards of respect and behaviour towards others that we promote in school, including online
- Take seriously and act on any concerns their child raises about the behaviour of a peer, and report these to school promptly
- Work with the school openly and constructively if their own child is involved in an incident, whether as the person harmed or the person alleged to have caused harm
- Understand that both the safety of the child affected, and the welfare of any child alleged to have caused harm will be considered, and support the school's process rather than seeking to resolve concerns directly with other families

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either North Yorkshire Police and/or North Yorkshire County Council Early Help and Safeguarding Hub (EHaSH). Advice will be sought from equivalent agencies for students living outside the Local Authority.

Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the School's Anti-Bullying or E-Safety policy.

Where there is no risk of significant harm, parents of all the students concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online, and staff should be particularly alert to the periods of the school day when children may be at highest risk, such as immediately after school. We would ask parents and carers to be similarly alert outside the school day, particularly online and during unsupervised time.

4.01 Child-on-child abuse description

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Serious physical assault and harm, or the threat of harm with a weapon
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be a standalone incident or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of self-generated intimate images and/or videos, including those generated or manipulated using AI (for example, deepfakes)
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence under the Voyeurism (Offences) Act 2019
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse other children online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of self-generated intimate images and/or videos, especially around chat groups; and the sharing of abusive images and pornography to those who do not want to receive such content.

Students are expected to understand that behaviour of this kind, whenever and wherever it takes place — including outside school hours and off school premises — may still fall within the scope of this policy where it affects the welfare of another student or the good order of the school.

If staff have any concerns about child-on-child abuse, or a student makes a report to them, they will follow the established safeguarding procedures in school, as appropriate.

4.02 Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap and escalate. Early intervention in inappropriate behaviour, such as misogyny, can help prevent escalation to more serious abuse. Children who display harmful sexual behaviour have often experienced abuse or trauma themselves, and it is important that they are offered appropriate support alongside any sanctions applied under this policy.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff reassure the student, emphasising, that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Some groups of students are potentially more at risk. Evidence shows that girls, students with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) young people are at greater risk. We also recognise that for some forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously regardless of the age or sex of those involved.

Students should feel confident that reporting sexual harassment or sexual violence, however it occurred and whoever was involved, will always be taken seriously, and that they will never be blamed or made to feel ashamed for coming forward.

Parents and carers are asked to reinforce with their children, from an early age, the importance of consent, respect for others' bodies and boundaries, and that language or behaviour of a sexual nature towards a peer is never acceptable, regardless of intent.

Staff should be aware of the importance of:

- Making clear that there is a zero-tolerance approach to sexual harassment and sexual violence; that it is never acceptable, and it will not be tolerated
- Challenging inappropriate behaviours, including low-level behaviours that may indicate an escalatory pattern
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts
- Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a student makes a report to them, they will follow the established safeguarding procedures in school, as appropriate.

In particular, sections below set out more detail about our school's approach to this type of abuse.

4.03 Allegations of abuse made against other students

We recognise that students can abuse their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's Behaviour and Engagement Policy. However, our Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent, including where a weapon is used or a threat of harm with a weapon is made
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including self-generated intimate images and/or videos, and those generated or manipulated using AI, such as deepfakes)

Where an allegation is made against their child, parents and carers will be kept informed at an appropriate stage of the process (see 4.09) and are expected to engage constructively with the school, supporting both their own child and the wider safeguarding process, rather than approaching other families or students directly.

4.04 Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- Staff receiving the report must record details of the allegation and tell the DSL and/or DDSL; they will not investigate the allegation
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- A familiar, trusted member of staff will support the children who have been victims of or perpetrated the abuse. An Early Help Referral may be appropriate

Students are encouraged to make use of the named person offered to them and to continue reporting any ongoing concerns for their safety throughout this process.

4.05 Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory, misogynistic or sexualised language or inappropriate behaviour between students, including requesting or sending intimate images
- Be vigilant to issues that particularly affect different genders — for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour, consent, and the risks associated with sharing self-generated intimate images, including those generated or manipulated using AI

- Ensure students can report abuse using our reporting systems easily and confidently
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening — staff should maintain an attitude of "it could happen here"
 - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they must play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns

We ask **students** to play their part in this culture by looking out for one another, never encouraging or filming incidents of abuse or harm, and speaking to a trusted adult if a friend confides in them or they are worried about someone's behaviour.

We ask **parents and carers** to support this culture at home by talking to their children regularly about healthy relationships, respectful behaviour, and what to do if they see or experience abuse, and by contacting school promptly if they have any concerns.

4.06 Sharing of self-generated intimate images and/or videos

This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders. This includes images and videos that are self-generated, shared by others, or generated/manipulated using AI (for example, deepfakes).

Staff responsibilities when responding to an incident:

If you are made aware of an incident involving the consensual or non-consensual sharing of self-generated intimate images and/or videos, including AI-generated or manipulated imagery, you must report it to the DSL and/or DDSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL.

Students must never create, request, forward, save or share an intimate image or video of another student, including one that has been generated or manipulated using AI, even if they did not create the original content. Doing so may be a criminal offence as well as a serious breach of this policy, regardless of the student's intentions. Any student who receives such an image should not forward or show it to others and should report it to a trusted member of staff immediately.

Parents and carers are asked to be alert to signs that their child may be involved in this kind of incident, whether as the person affected or the person sharing images, and to contact the school promptly rather than attempting to resolve the matter independently, delete evidence, or confront other families directly — doing so can compromise both the child's welfare and any subsequent police or children's social care investigation.

4.07 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff — this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to any student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of self-generated intimate images and/or videos (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

4.08 Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the students involved (if appropriate). If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

4.09 Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

We ask **parents and carers** to engage with this process constructively and in confidence, to support their own child through it, and to trust the school's judgement regarding the involvement of other agencies. Information shared with parents and carers during this process must not be shared further, including on social media, as doing so may itself cause harm to a child and could constitute a further safeguarding or legal issue.

4.10 Referring to the police

If it is necessary to refer an incident to the police, this will be done by dialling 101.

4.11 Recording incidents

All incidents involving the sharing of self-generated intimate images and/or videos, and the decisions made in responding to them, will be recorded.

4.12 Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation)

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery
- Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report this to the DSL. **Parents and carers** who notice any of these signs at home are encouraged to share their concerns with the school promptly, even where they are unsure whether it is significant.

4.13 Curriculum coverage

Students are taught about the issues surrounding the sharing of self-generated intimate images and/or videos, including those generated or manipulated using AI, as part of our Safeguarding and RHSE curriculum. Teaching covers the following:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of self-generated intimate images and/or videos is also shared with students so they are aware of the processes the school will follow in the event of an incident. **Parents and carers** are encouraged to

familiarise themselves with our RHSE curriculum content, available on request, so that messages given at school and at home are consistent.

4.14 Reporting systems for our students

Where there is a safeguarding concern, we will take the student's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for students to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Ensure all children know they can report any issues face to face, via a friend, or to a trusted member of staff who will pass this on to the DSL
- Make the reporting systems and processes clear through discussion in our PSHCE curriculum delivery
- Ensure students feel safe in submitting any concerns, through reassurances provided following disclosures

5.0 Searching, Screening and Confiscation (inc. Prohibited Items)

5.01 Searching and Prohibited Items

This section is written in accordance with the Department for Education's statutory advice Searching, Screening and Confiscation in Schools (2022, current as the live DfE version at the time of writing), Behaviour in Schools: Advice for Headteachers and School Staff (February 2024) and reflects our powers under the Education Act 1996 (as amended), the Education and Inspections Act 2006, and the Education Act 2011.

Students should not bring onto the school site, or be in possession of, items which detract from good behaviour or have a negative effect on their own learning or that of others, or which endanger the health, safety and wellbeing of themselves or other members of the school community. This extends to off-site school activities. Failure to adhere to the school rules regarding prohibited items may result in a suspension or permanent exclusion.

Only the Headteacher, or a member of staff specifically authorised by the Headteacher, may carry out a search. The Headteacher may authorise individual members of staff to search for specific items, or for all items set out in this policy — for example, staff on gate duty may be authorised to search for mobile phones and related devices, while a narrower group may be authorised to search for weapons or drugs. A defined list of staff authorised to conduct searches is maintained by the Headteacher and reviewed annually.

Where an individual search is being carried out on the grounds of suspicion, a handheld metal detector wand may be used by an appropriately trained and authorised member of staff as an initial, low contact means of establishing whether a device is being carried, prior to any further physical search taking place. This does not replace the requirements set out below regarding witnesses, location, and the extent of any physical search. Routine, blanket wand checks applied to all students — for example, at the school gate as part of our mobile phone pouch system — are screening rather than searching and are addressed in Section 5.01a below.

The DfE has identified the following as prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic materials
- Any article that a 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 the property of, any person (including the student)
- Any item which is a violation of the school rules

In addition to the statutory list above, our school rules identify the following as prohibited items:

- Mobile phones, smartwatches, wireless headphones/earbuds, and any other device capable of communication, recording or playback, unless secured in a school-issued lockable pouch in accordance with Section 5.04 of this policy
- Any unauthorised device intended to unlock or bypass the school's phone pouch system

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets and/or bag. Staff should always seek the student's cooperation before conducting a search, and should explain why the search is taking place, how it will be conducted, and give the student the opportunity to ask questions.

Where a student refuses to cooperate with a lawful search, this is treated as a separate breach of this policy — non-cooperation with a legitimate staff instruction — regardless of whether the item suspected is subsequently found. This will result in a 0.5-day (half-day) fixed-term suspension. This sanction is applied for the refusal itself, and does not constitute, or require, a finding regarding possession of any item. Staff should note that reasonable force may only be used to search for items on the statutory prohibited items list above (e.g. weapons, drugs, alcohol, stolen items); it may not be used to search for items banned under school rules only, such as mobile phones. Where a student refuses a search for a rules-only item such as a phone, staff must not attempt to physically search the student and should instead apply the non-cooperation sanction and refer the matter to a Senior Leader or the Key Stage Phase Leader.

Where there is potential danger or risk to the personal safety of a member of staff or a student, the police may be called to assist.

Where a search is being undertaken, the following must be adhered to:

- The member of staff conducting a search must be of the same sex as the student being searched, and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched*
- Staff may not require a student to remove any clothing other than outer clothing
- A handheld metal detector wand may be used by an appropriately trained member of staff as part of an initial screening process
- A student's possessions may not be searched except in his/her presence and in the presence of another member of staff
- If, during a search, the member of staff finds anything they suspect of falling within the knives and offensive weapon category, or any other thing they suspect is evidence in relation to an offence (e.g. drugs), they may seize and retain it
- Whenever a search is undertaken, irrespective of the outcome, the Headteacher must be informed directly or via email to the Headteacher's PA or CPOMs.

*There is a limited exception to this rule. An authorised staff member may carry out a search of a student of the opposite sex to them and/or without a witness present, but only where there are reasonable grounds to believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

5.01a Screening

Screening is defined by the Department for Education as the use of a walk-through or hand-held metal detector to scan all pupils, routinely and without individual suspicion, before they enter the school premises. Under our mobile phone pouch system (see Sections 5.04 and 5.05), all students are seen securing their device in their pouch under staff supervision each morning. Where a student states they have no device, or is selected as part of a random check, they are screened using a hand-held metal detector wand before entering the premises; this use of a wand constitutes screening on this basis. In line with statutory guidance, the school has given pupils and parents/carers advance notice of this screening arrangement, including what it involves and why it has been introduced, through published communications ahead of its launch.

Where a wand check moves beyond this routine screening — for example, because of individual suspicion that a specific pupil has an undeclared item — this is treated as a search, and the procedures, recording requirements, and parent-notification considerations set out earlier in this section apply.

5.02 Obligation to Report Prohibited Items

Any member of the school community who suspects and/or observes an individual possessing, manufacturing, transferring, selling, or using a weapon should immediately report this in person to a Senior Leader and then to the Senior DSL via CPOMS.

Any member of the school community who observes unattended items they reasonably believe to be weapons should also immediately report — in person, NOT via CPOMS — the description and location of these items to a Senior Leader and then to the Senior DSL via CPOMS.

In addition to the prohibited items listed above, the following items could cause harm, distress or injury, or could adversely affect good order and discipline of the school community:

- Aerosols
- Any item fashioned to cause injury, such as a sharpened stick or a shard of glass
- Catapults
- Chewing gum
- Dangerous chemicals
- E-cigarettes, vapes and associated materials
- Energy drinks
- Laser pens
- Matches and lighters
- Needles
- Offensive material
- Pepper sprays and gas canisters
- Rope, cable ties, chains
- Solvents
- Stink bombs
- Super glue
- Tools (scissors, screwdriver, hammer, nails, etc.)

Any of these listed items must be reported to the relevant Key Stage Phase Leader/Senior Leader.

The school considers that the items listed above are inappropriate, and possession of such items on the school site, on the journey to and from school, and during any school-related activity is not permitted. This is not an exhaustive list, and the Headteacher may consider other items as inappropriate if possession of such items may cause harm, distress, or injury to another person.

5.03 Confiscation

Staff are authorised to confiscate items from students who contravene school rules. Any prohibited items (listed above) found in students' possession will be confiscated. These items will not be returned to students, save as set out below.

The following items must be passed to the Headteacher, or the Deputy Headteacher in his absence, immediately:

- Drugs
- Knives or weapons
- Stolen items

In the absence of the Deputy Headteacher, items must be passed to the Senior DSL.

In the case of other items:

- Alcohol can be retained or disposed of, but must not be returned to the student
- Fireworks can be retained or disposed of, but must not be returned to the student
- Vapes, tobacco or cigarette papers can be retained or disposed of, but must not be returned to the student

Where appropriate, confiscated items may be passed on to the police.

For confiscated items such as jewellery, the property will be kept in a secure location, clearly marked with the name and form of the student. It will be returned to the student (or parent/carer as appropriate) after 3:25pm at the end of the school week (typically Friday) in which it was confiscated.

Mobile phones, smartwatches, and wireless headphones/earbuds not secured in a school-issued pouch will be confiscated in accordance with Section 5.04 below.

The school reserves the right to retain a confiscated item until it is collected by a parent/carer. This is most likely to be the case for repeat offenders.

Mobile phones and other electronic devices are not the responsibility of the school; the school has no obligation to store or protect such items, and cannot be held responsible for loss, theft or damage howsoever caused. The only exceptions to this are items held by the school under the pouch system set out in Section 5.04 — including spare pouches issued for a forgotten pouch, phones held at Student Services in place of a lost or damaged pouch, and phone pouches held as security in exchange for a loaned item of uniform or equipment — together with storage during public examinations and/or when students choose to hand in valuables at the start of a PE lesson.

5.04 Mobile Phones, Smartwatches and Wireless Devices — The Pouch System

In line with the Department for Education's guidance *Mobile Phones in Schools* (2026), St John Fisher Catholic Academy operates as a mobile phone-free environment by default. This is achieved through a secure, lockable phone pouch system, issued to every student.

The mobile phone-free rule applies from the point a student passes through the green gate, Collins Entrance, or Reception to enter school in the morning, until they pass back through one of those same points or the Sixth Form Access Door at the end of the day. These entry and exit points — not the wider edge of the school site — are the boundary that matters for this policy.

This section applies to all students, throughout the school day (including breaktimes, lunchtimes and transition periods), across all areas of the school site and during all off-site, school-organised activities. It applies to all devices capable of communication, recording or playback, including mobile phones, smartwatches and wireless headphones/earbuds.

Every student is issued a personally assigned, signal-blocking pouch, which they must bring to school every day. On arrival at school, students place their phone in their pouch, which is locked under staff supervision at the school gate. Every student must be seen individually locking a phone into their pouch, or be screened using a handheld metal detector wand, before entering the school site. Phones must be switched off or set to airplane mode before being placed in the pouch, to protect battery life for students' journeys home and to prevent devices ringing, buzzing, or vibrating during the school day. A verbal claim of "no phone" is never accepted without wand screening. The pouch remains on the student's person but cannot be opened until the end of the school day. At the end of the final lesson, staff unlock pouches using unlocking stations located around the school site. If a student leaves school early, their pouch will be unlocked by reception staff, who will also re-lock it on the student's return before they rejoin lessons.

If a student forgets their pouch, their phone will be held securely at Student Services for the day, and the student will be issued a temporary spare pouch, so that the pouch-check process at the gate and during the day remains consistent for staff and other students. The phone will be returned to the student from Student Services at the end of the school day. This will result in a lunchtime reflection. Where this becomes persistent — defined as a third occurrence within a half term — the consequence will escalate to a more serious sanction in line with this policy, and the matter will be referred to the relevant Year Manager/Key Stage Phase Leader.

In certain subjects where mobile devices form a legitimate part of the curriculum — for example, Design & Technology, Art, Dance and Music — designated teaching staff may hold a portable unlocking device. Where a teacher judges that supervised access to a phone is required for a specific learning task (for example, photographing coursework for printing, or using a choreography or composition app), they may unlock a student's pouch for that purpose within the lesson. The phone must be returned to the pouch and relocked before the student leaves the room. This is the only circumstance in which a student may access their phone during the school day outside of the medical exceptions set out below, and it remains entirely at the discretion and direct supervision of the teacher holding the device.

Any student who refuses to secure their phone, smartwatch or wireless device in the pouch; is found in possession of, using, or attempting to access a mobile phone or related device during the school day; is found in possession of a second or decoy device; denies possession of a phone or device when screening or a search subsequently proves otherwise; damages, tampers with, or attempts to bypass the pouch system; will be regarded as being in breach of school rules relating to prohibited items, and will receive a 0.5-day (half day) fixed-term suspension. If a student is found in possession of an unauthorised device intended to unlock or bypass the pouch system, this will result in a fixed-term suspension, the length of which will be decided by the Headteacher according to the circumstances of the incident.

Where a student refuses to cooperate with a search altogether, this is instead treated under the non-cooperation provision set out in Section 5.01, which carries the same 0.5-day sanction. This sanction applies consistently across all the breaches listed above (other than possession of an unauthorised unlocking device, where the length of suspension is decided by the Headteacher), reflecting that each represents a deliberate attempt to circumvent the school's mobile phone-free policy, whether through possession, use, deception, refusal, or damage to school property.

Where a student carries an undeclared device on behalf of another student, both students will be treated as being in breach of this policy, regardless of who was found in physical possession of the device. Persistent or repeated breaches will result in escalated sanctions in line with this policy.

Suspensions issued under this section will be recorded with a Primary Reason of "Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy," in line with DfE census categories. Where damage to school property (the pouch) or defiance/disobedience, including non-cooperation with a search, is also a feature of the incident, this will be recorded as a Secondary Reason. Both elements carry equal weight in determining the half-day suspension.

Where there is reasonable suspicion that a student is in possession of a concealed, second, or decoy device, or has misrepresented what they are carrying, staff may carry out a search using a handheld metal detector wand in accordance with Section 5.01 of this policy and the statutory searching and confiscation powers referred to above.

Where damage to a pouch is found to be deliberate or the result of misuse, the replacement cost (currently approximately £16.00) will be recharged to parents/carers, in addition to the sanction set out above. Any pouch reported faulty must be handed to Student Services immediately, so it can be assessed for genuine wear or fault before a decision is made on charging or sanction.

Where a student breaches this process more than once, or a pattern of breaches builds up over time, the length of any further suspension will increase in line with our Behaviour and Engagement Policy and may extend beyond half a day.

We recognise this is a firm consequence, and it reflects how seriously we take the importance of protecting learning time and keeping the system fair for every student and member of staff.

Medical exceptions

We recognise that a small number of students may require reasonable adjustments to this policy in line with our duties under the Equality Act 2010 and the Children and Families Act 2014.

Where a student has a known medical reason requiring ongoing access to a mobile phone to track a health measurement (for example, an app used to monitor a condition such as diabetes), they will be issued a different, accessible pouch that allows the device to remain visible and reachable for this purpose, rather than the standard locking pouch used by the wider student body.

The names of students granted this exception will be recorded separately from the general pouch register and must be formally authorised in writing by the Headteacher, following a request supported by the appropriate medical evidence (typically an Individual Health Care Plan) and agreed in consultation with the SENDCo. This list will be reviewed at the start of each academic year, and updated promptly if a student's medical circumstances or need for this exception change.

Students with Special Educational Needs and Disabilities (SEND) who require additional reassurance regarding changes to routine will be supported sensitively on an individual basis, in consultation with the Trust Executive SENDCo, to ensure appropriate support is in place to enable full participation in school life.

Any exception under this section must be agreed in advance and in writing with the SENDCo and Headteacher; these will be rare, individually authorised, and handled discreetly.

Parents and carers wishing to contact their child during the school day should do so via Reception. Students are not contactable directly during the school day. In an emergency, staff will facilitate contact through appropriate channels.

5.05 Mobile Phone Pouch System — How We Respond to Common Situations

To keep this system fair, consistent and easy for everyone to understand, we set out below how the school will respond to the most common situations that may arise.

Where a student states they do not have a phone with them, and this is confirmed by wand screening at the gate, no sanction will apply and this will be logged as a clear screening.

Where a student forgets their pouch, their phone is held securely at Student Services for the day, and a temporary spare pouch is issued. The student receives a lunchtime reflection. Where this happens for a third time within a half term, the consequence will escalate to a more serious sanction.

Where a student states they do not have a phone, but screening or a subsequent search finds that they do, this is treated as a breach of the prohibited items rule combined with an attempt to deceive a member of staff and will result in a 0.5-day (half-day) fixed-term suspension.

Where a student refuses to cooperate with a lawful search, this is treated as its own breach — non-cooperation with a legitimate staff instruction — will result in a 0.5-day (half-day) fixed-term suspension, whether an item is subsequently found or not.

Where a student's pouch is found to have been deliberately tampered with, broken into, or bypassed, in order to access a phone during the school day, this is treated in the same way as above and will result in a 0.5-day (half-day) fixed-term suspension, alongside the cost of pouch replacement where damage has occurred.

Where a student is found in possession of a second or decoy device, this is treated as a breach of the prohibited items rule and will result in a 0.5-day (half-day) fixed-term suspension.

Where a student is found in possession of, or using, an unauthorised device or item intended to unlock or bypass the pouch system, this is treated as a serious breach of the prohibited items rule and will result in a fixed-term suspension, the length of which will be decided by the Headteacher.

Where a student carries an undeclared device on behalf of another student, both students will be treated as being in breach of this policy, regardless of who was found in physical possession of the device.

Where a student has a known medical need to access a phone to track a health measurement, they will be issued an accessible pouch agreed and authorised by the Headteacher and will not be sanctioned under this policy for using their device for that authorised purpose.

Persistent or repeated breaches of any of the above will result in sanctions escalating in line with the wider Behaviour and Engagement Policy and may include further suspension.

We ask parents and carers to support this system by reinforcing with their child that the pouch must be brought to school and used correctly every day; never asking a child to access a phone during the school day, or passing a device to them on site, as this undermines the safety and consistency of the system for all students; contacting Reception, rather than their child directly, if they need to get in touch during the school day; and reporting a genuinely faulty pouch to Student Services promptly, rather than allowing their child to continue using it.

We ask students to bring their pouch to school every day and use it correctly, without exception; to be honest and cooperative with staff during screening and searches, as a truthful, cooperative response will never be treated as seriously as a deliberate attempt to deceive or refuse; to never attempt to interfere with, damage, or find ways around the pouch system, or help another student to do so; and to speak to a member of staff if their pouch is faulty, rather than trying to fix or bypass it themselves.

This system applies fairly and consistently to every student, and is designed to protect learning time, safeguard our community, and remove any ambiguity about what is expected.

6.0 Restrictive Interventions (Including Reasonable Force and Seclusion)

This section is written in accordance with the Department for Education's guidance *Restrictive Interventions, Including Use of Reasonable Force, in Schools* (in force from 1 April 2026), which replaces the previous 2013 guidance. It reflects our duties under section 93 and section 93A of the Education and Inspections Act 2006, the schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the Human Rights Act 1998, and the Equality Act 2010.

6.01 Who Can Use Reasonable Force

In accordance with the law, and in exceptional circumstances, all members of school staff have a legal power to use reasonable force to prevent a student from:

- Causing disorder, including engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time
- Hurting themselves or others
- Committing a criminal offence
- Damaging property

We do not operate a "no contact" policy and will not agree to requests from parents or staff not to use reasonable force where it is otherwise appropriate to do so, as this would leave staff unable to protect students where necessary. There are also everyday circumstances in which physical contact with a student is entirely appropriate and does not amount to the use of reasonable force — for example, giving first aid, guiding or escorting a student, comforting a distressed student, congratulating a student, or demonstrating a technique in PE, Music or another practical subject. Staff should use their professional judgement in each case, having regard to the student's age, individual needs, and the wider circumstances.

6.02 Principles Governing the Use of Reasonable Force

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that seeks to maintain the safety and dignity of all concerned
- Take account of whether the student has SEND or other vulnerabilities, and whether an alternative strategy not involving physical contact could be used instead

Reasonable force must never be used to affect a student's airway, breathing or circulation, for example by covering the mouth or nose, or applying pressure to the neck or abdomen. Restraint on the ground carries particular risk, and staff should release or reposition a student into a safer or standing position as quickly as possible if this occurs unintentionally.

Staff must not use physical force to punish students. Corporal punishment is banned in all schools, and it is illegal to use force for the purpose of punishment. Force should not be used except in self-defence or an emergency, where staff might have to react quickly to prevent injury. Staff should be aware that their actions must be considered and proportionate; using excessive force in a situation where it is not appropriate can result in disciplinary action or criminal charges.

6.03 Considerations for Students with SEND

Some students with SEND may display behaviours that could be harmful to themselves or others in response to distressing or confusing situations, with triggers including pain, sensory overload, unfamiliar situations, or anxiety. Students who are non-verbal, or who find verbal communication challenging, may express discomfort or confusion through their actions, which can lead to students with SEND being disproportionately subject to restrictive interventions if this is not properly understood.

Staff should seek to understand the underlying triggers of a student's behaviour, and use this understanding, alongside individual behaviour support plans where these exist, to reduce the likelihood that restrictive intervention becomes necessary. Where a student has a disability, the school has a legal obligation under the Equality Act 2010 to make reasonable adjustments to support them.

6.04 Seclusion

Seclusion — a non-disciplinary intervention involving keeping a student confined to a place away from others and preventing them from leaving — should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion must never be implemented through the threat of punishment and must not be confused with disciplinary measures such as removal from the classroom or our Reflection Room provision, which are addressed elsewhere in this policy.

Where seclusion is used, the space must be safe and must not feel threatening or intimidating to the student, who must be always supervised and allowed to leave as soon as the immediate risk of harm has reduced.

6.05 Recording the Use of Force and Seclusion

Following any incident where reasonable force, restraint, or seclusion has been used, the Headteacher must be informed directly, or via email to the Headteacher's PA, as soon as practicable, and no later than the same day.

In accordance with our statutory duty under section 93A of the Education and Inspections Act 2006, and the schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, a written record will be made as soon as practicable after any significant incident, and no later than the same day, including as a minimum:

- The names of the student and staff directly involved
- Any relevant needs or circumstances of the student, including SEND status
- The time, date, location and approximate duration of the intervention
- A brief account of the incident, including what led up to it, any identified triggers, and any de-escalation strategies used
- The type and degree of force applied, and details of any physical injuries sustained
- A brief account of why the intervention was assessed as necessary
- Any post-incident support provided, including medical treatment where relevant

6.06 Reporting the Use of Force and Seclusion to Parents

We are required to report each significant use of force, restraint or seclusion to the parents of the student involved as soon as practicable, and no later than the same day, in writing. This requirement applies even where the use of restrictive intervention has been agreed in advance with parents as part of a behaviour support plan.

A report to parents will include, as a minimum:

- The time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of the type and degree of force applied
- Details of any physical injuries sustained, if applicable

Exceptions to this requirement apply where the student is aged 20 or over, or where it appears to the member of staff that reporting to a parent would be likely to result in serious harm to the student — in which case the incident will instead be reported to any parent who can be informed without that risk, or, if there are none, to the local authority in which the student is ordinarily resident.

Following a significant incident, we will offer parents a follow-up discussion where appropriate, covering any behavioural triggers or warning signs, whether an existing behaviour support plan was followed, the effectiveness of any de-escalation strategies used, and what might be done differently in future. This information may be used to establish or revise a behaviour support plan for the student.

6.07 Post-Incident Support

Where appropriate, both the student and any member of staff involved will receive a medical assessment and treatment for any injuries as soon as possible, and any injuries will be recorded and reported to the Health and Safety Executive where required.

Following a significant incident, a follow-up conversation will be held to support reflection, learning, and the wellbeing of everyone involved, and to help repair relationships. Where possible, this should be facilitated by a member of staff who was not involved in the incident. The school will continue to monitor the wellbeing of the student and staff member involved and provide further support where needed. Any student who witnessed the incident and may have been distressed by it will also be offered appropriate support.

6.08 Oversight and Review

The Headteacher and Academy Council will regularly review data on the use of restrictive interventions to identify and implement improvements to policy and practice, identify staff learning and development needs, understand patterns and triggers for individual students, and identify any disproportionate use of restrictive interventions in relation to students who share a protected characteristic, have SEND, or have another form of vulnerability.

7.0 Suspensions, Permanent Exclusions and Reintegration*

**Use of the term suspend/suspension in this guidance is a reference to what is described in the legislation as an exclusion for a fixed period.*

This section is written in accordance with the Department for Education's statutory guidance *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement* (2026 edition, in force from 26 July 2026), and reflects our duties under section 51A of the Education Act 2002, the Education and Inspections Act 2006, and the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

7.01 Who Can Decide to Suspend or Permanently Exclude

Only the Headteacher can suspend or permanently exclude a student on disciplinary grounds. This power cannot be delegated to a Deputy Headteacher, Assistant Headteacher, or any other member of staff by virtue of their role or job title alone. In the Headteacher's absence, this power passes only to a person who has been formally appointed by the Academy Council/Trust as **Acting Headteacher** — a specific, named appointment, distinct from any other senior leadership role. Where the school's Acting Deputy Headteacher has not been formally appointed as Acting Headteacher for this purpose, they do not hold the statutory power to exclude, and any decision to suspend or permanently exclude must be referred to the substantive Headteacher or a formally appointed Acting Headteacher.

The Academy Council should confirm and formally record, at the start of each academic year or whenever there is a change in senior leadership, who holds this appointment, so that there is never ambiguity about who is legally entitled to take this decision.

7.02 Grounds for Suspension or Permanent Exclusion

In the case of serious or persistent infringements of the school's Behaviour and Engagement Policy expectations, the Headteacher will issue a suspension. A student may be suspended for one or more fixed periods of time, up to a maximum of 45 school days in a single academic year, or permanently excluded. A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the school's Behaviour and Engagement Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A student's behaviour outside school, including online, can also be considered grounds for a suspension or permanent exclusion, to the extent that this is reasonable, in line with Section 8.0 of this policy.

7.03 The Standard of Proof

The Headteacher decides whether to suspend or permanently exclude a student in line with this policy, considering the circumstances surrounding an incident, the evidence available, and the need to balance the interests of the student against those of the whole school community. Any decision must be lawful, reasonable, fair and proportionate.

When establishing the facts, the Headteacher must apply the civil standard of proof — **the balance of probabilities**, meaning it is more likely than not that the alleged conduct occurred — rather than the criminal standard of beyond reasonable doubt. This single standard applies uniformly, including where the alleged conduct would also constitute a criminal offence; there is no heightened standard of proof for allegations of a criminal nature. The Headteacher need not wait for the outcome of any police investigation or criminal proceedings before making this decision and will decide on the evidence available at the time.

The Headteacher will take the student's views into account, considering their age and understanding, before deciding to exclude, unless it would not be appropriate to do so, and will inform the student how their views have been considered.

7.04 Notifying Parents/Carers

Whenever a student is suspended or permanently excluded, the Headteacher will notify parents/carers without delay of the period of the suspension, or the fact of the permanent exclusion, and the reason(s) for it. This will, where possible, be in person or by telephone in the first instance, followed by written confirmation, which will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- Parents'/carers' right to make representations about the suspension or permanent exclusion to the Academy Council, and how the student may be involved in this
- How any representations should be made
- Parents'/carers' right to request that any meeting be held via remote access, and how and to whom such a request should be made
- Where there is a legal requirement for the Academy Council to consider the suspension/permanent exclusion, that parents/carers have a right to attend a meeting, to be represented at that meeting (at their own expense), and to bring a friend

Where a student is of compulsory school age, the Headteacher will also notify parents/carers, by the end of the afternoon session on the first day of the suspension or permanent exclusion, of the days on which they must ensure the student is not present in a public place during school hours. This applies to the first five school days of a suspension or permanent exclusion, or until the start of any full-time alternative provision or the end of the suspension, whichever is earlier. Parents/carers should be aware that failing to comply with this duty without reasonable justification is an offence, which may result in a fixed penalty notice or prosecution.

Where relevant, the Headteacher will, without delay, also notify the student's social worker (if the student has one) and the Virtual School Head (if the student is looked-after or previously looked-after) of the suspension or permanent exclusion and the reason(s) for it.

The Headteacher will, without delay and regardless of the length of the suspension, notify the Local Authority of any suspension or permanent exclusion. Where a student lives outside the Local Authority area in which the school is located, the Headteacher will also notify the student's home authority in the case of a permanent exclusion.

The Headteacher will, without delay, notify the Academy Council of any permanent exclusion, any suspension or permanent exclusion that would result in the student being suspended or excluded for a total of more than five school days (or ten lunchtimes) in a term, and any suspension or permanent exclusion that would result in the student missing a public examination or national curriculum test.

7.05 Education During a Suspension or Permanent Exclusion

If a suspension is for five school days or fewer, the school will set and mark work for the student to complete at home. If the suspension is for more than five school days, the school will provide work for the first five school days, and from the sixth school day until the expiry of the suspension, the school will arrange suitable full-time education with an alternative provider. For a permanent exclusion, the Local Authority is responsible for arranging suitable full-time education for the student from the sixth school day after the exclusion took place.

7.05a Timing of a Suspension

Where practicable, a fixed-term suspension will take effect from the start of the next available half-day session following the Headteacher's decision — that afternoon, or the next school morning — rather than immediately. The student will remain in normal lessons for the remainder of the current session while this is arranged with the parent/carer. This does not constitute an unofficial exclusion, since the student continues to receive their normal education throughout; it is a deliberate and consistently applied decision about when the suspension period begins, communicated to the parent/carer at the point of the Headteacher's decision, alongside the arrangements for a readmission meeting.

Where the Headteacher or Designated Safeguarding Lead judges that a student poses an immediate risk to the safety of themselves or others, the student may instead be removed from mainstream lessons immediately, pending the suspension taking effect, in line with the school's normal safeguarding and internal removal procedures. This is a safeguarding decision, made on the circumstances of the individual incident, and is separate from the suspension itself.

7.06 Reintegration

To facilitate a successful return to school, the school will invite parents/carers to attend an in-person reintegration meeting, ideally scheduled on the afternoon before, or morning of, the student's return. The purpose of this meeting is to discuss the incident(s) that led to the suspension, ensure the student and parents/carers understand the seriousness of the situation, outline the support available to the student, and set out the school's procedures should an improvement in behaviour not be forthcoming.

Where parents/carers are unable or unwilling to attend a reintegration meeting, the student will not be prevented from returning to education as a result. The school will instead seek to hold the discussion with the student directly and will continue to try to involve parents/carers in the student's reintegration going forward.

Serious incidents and safeguarding considerations

Where a suspension relates to a serious incident, or where the circumstances raise a safeguarding concern, a risk to the student or others, or a need to consider the student's future provision, the school's approach to reintegration will be led by the Designated Safeguarding Lead/Deputy Headteacher in conjunction with the Headteacher, rather than proceeding as a standard reintegration. In these cases:

- The school will make sustained and repeated efforts to secure parental/carer engagement, including via the Designated Safeguarding Lead/Deputy Headteacher or Headteacher personally, given the seriousness of the matter, before treating attendance as unobtainable
- A written risk assessment will be completed prior to the student's return, considering the safety of the student, other students, and staff

- The student's return may be structured as a managed or phased reintegration — for example, a staggered timetable, additional supervision, or a temporary adjustment to provision — rather than an immediate, unrestricted return to their normal timetable, where the risk assessment indicates this is necessary
- Where appropriate, the school will consider whether the incident indicates a need to review the student's SEND provision, involve external agencies (such as EHaSH, CAMHS, or the student's social worker if they have one), or consider whether an off-site direction, managed move, or update to an existing behaviour or safeguarding support plan is required, in line with the relevant sections of this policy
- Where parental/carers non-engagement itself raises a safeguarding concern (for example, a pattern of disengagement, or an inability to contact the family at all), this will be referred to the Designated Safeguarding Lead/Deputy Headteacher as a standalone safeguarding matter, considered separately from the reintegration process itself

In all cases, the student's right to access education will be maintained; what changes for a serious incident is the level of planning, risk assessment and multi-agency involvement that shapes *how* that return happens, not *whether* it happens.

7.07 Examples of Conduct Which May Result in Suspension or Permanent Exclusion

Suspensions and permanent exclusions will be used in response to serious and/or persistent breaches of the school's Behaviour and Engagement Policy. Whilst always considering the context and circumstances relating to a particular event, the Headteacher will be likely to use a suspension or permanent exclusion in response to incidents of the following nature, all of which are examples of unacceptable conduct:

- Acts of vandalism or damage
- Bringing the school into disrepute
- Defiance of the school rules
- Defiance to a member of staff (non-cooperation with reasonable instructions)
- Failure to complete Internal Exclusion/Reflection properly
- Inappropriate use of mobile phones, social media platforms or other means of communication, including breaches of the mobile phone pouch system set out in Sections 5.04 and 5.05 of this policy
- Malicious/intentional fire alarm activation
- Persistent disruptive behaviour/failure to follow instructions
- Persistent failure to complete work adequately
- Persistent failure to wear the school uniform in the correct manner
- Physical assault against a student
- Physical assault against an adult
- Possession of prohibited items or substances
- Theft
- Trespassing
- Unacceptable behaviour, including smoking/vaping and damage/interference with any form of safety equipment such as fire extinguishers
- Verbal abuse and/or derogatory language (including racist and homophobic language)
- Verbal or physical abuse of another student (bullying), including cyber-bullying, in school or outside school hours (including on the grounds of gender, race, ethnicity, religion, or sexual orientation)
- Verbal or physical abuse of another student when travelling to or from school

This list is intended to be indicative, not exhaustive. There may be other situations where the Headteacher judges that a suspension or permanent exclusion is an appropriate sanction. The length of any suspension will always be considered in relation to the individual incident and determined to be proportionate to the offence.

8.0 Off-site behaviour

This policy applies to St John Fisher Catholic Academy staff and students outside of school grounds and in our wider local community. If incidences occur which could bring the school into disrepute, for example, where a student has misbehaved off-site when representing the school, such as on a school trip, on the school bus or on their way to or from school, sanctions may be applied as deemed appropriate.

9.0 Monitoring and Review

This Behaviour and Engagement Policy will be subject to ongoing monitoring regarding its effectiveness and reviewed by the Headteacher and Academy Council every two years.

10.0 Notes:

- This policy has been agreed by all school staff and ratified by the Academy Council of the School.
- Parents are entitled to view this document
- This policy is subject to further development alongside other school policies.

Appendix A

In pursuit of excellence, we are...



READY

We attend school and work hard every day.

Take **responsibility** for attending every day and being ready to pursue excellence

Wear your uniform correctly, with pride and **gratitude**

Arrive on time, prepared and ready to show **attentiveness** in all learning

Show **perseverance** by working hard and meeting deadlines

Use **self-control** to stay focused and manage any distractions

Show **compassion** by supporting others in their learning off and out of sight



RESPECTFUL

We show respect, kindness and compassion to every member of the community, including ourselves.

Show **compassion** and kindness to everyone

Speak politely and act with **self-control**

Listen with **attentiveness** and value others' ideas

Follow instructions and take **responsibility** for your actions

Show **gratitude** and celebrate others' success

Show **perseverance** in relationships and take **responsibility** by caring for our school site



SAFE

We make sure that our school remains a safe and positive environment for everyone regardless of faith, race, gender, sexuality or skin colour.

Take **responsibility** for keeping yourself and others safe

Show **compassion, gratitude**, and respect for differences so everyone feels safe

Use **self-control** and avoid unnecessary physical contact

Follow rules with **attentiveness** and move safely around school

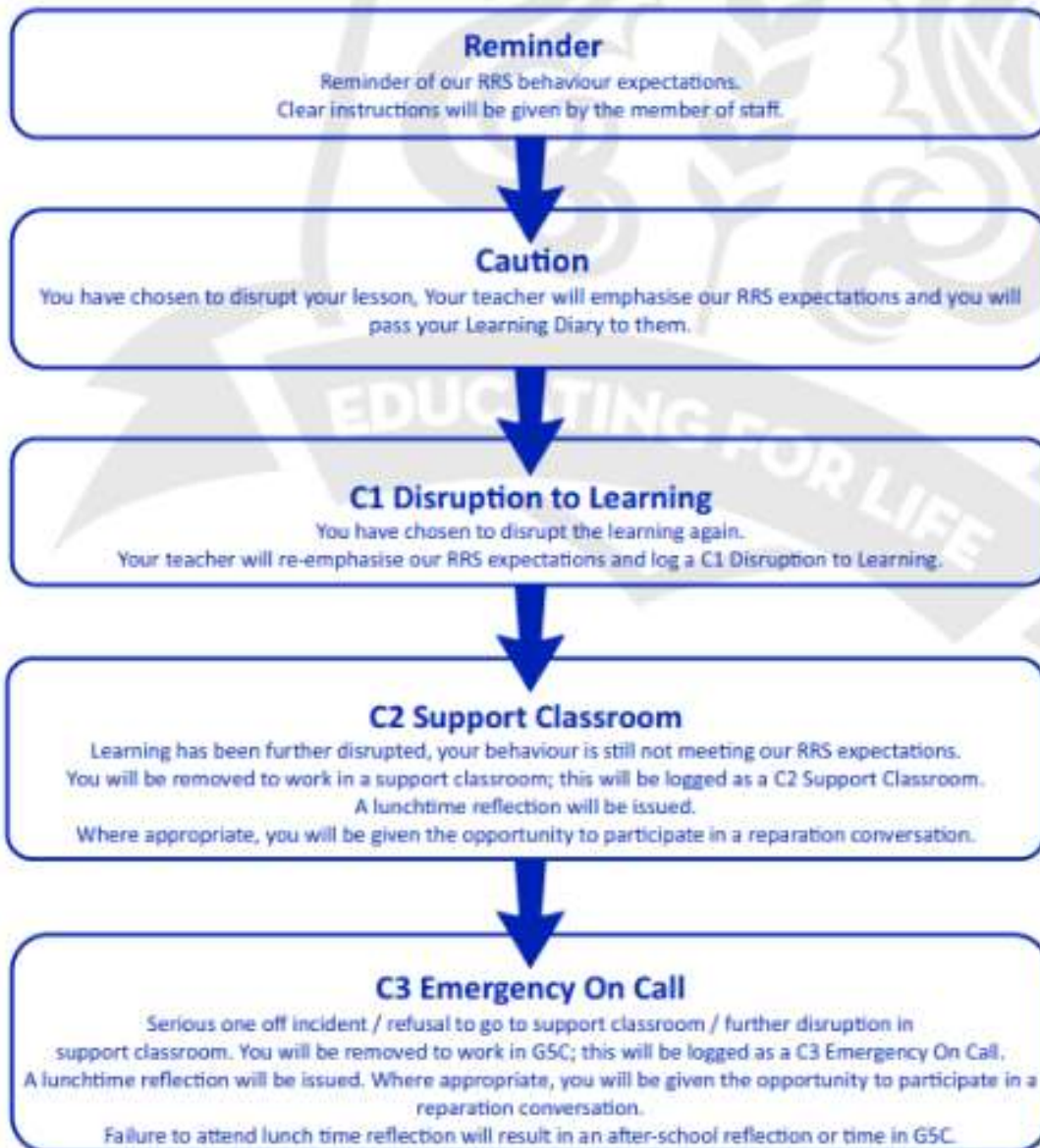
Show **responsibility** by reporting unsafe behaviour or language

Use **perseverance** to make safe choices and demonstrate responsible use of technology

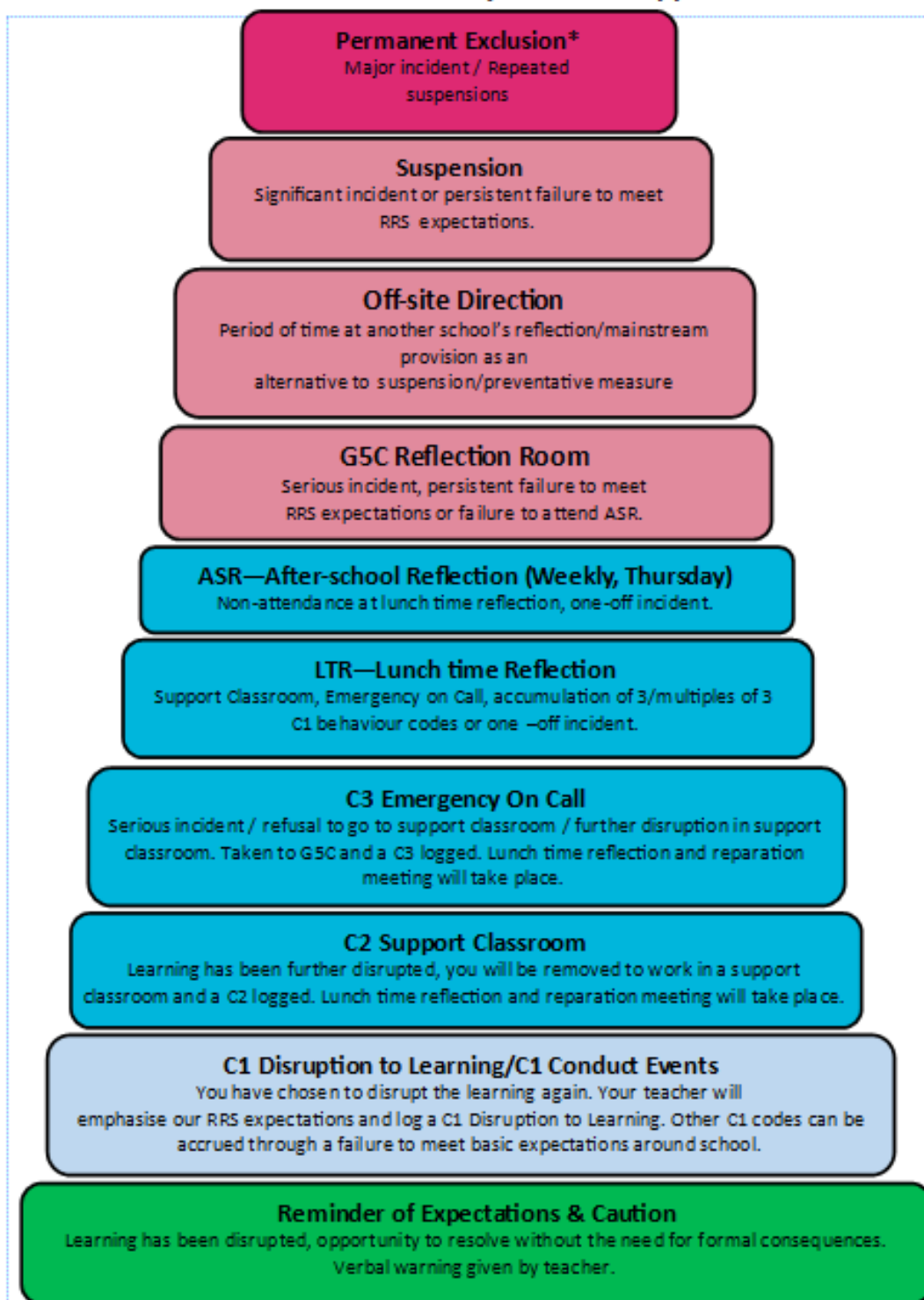


Ready - Respectful - Safe Expectations in Lessons

Our aim is to support you in your pursuit of excellence in everything you do. In class we want you to be successful by being an active, engaged learner and live out our virtues. We all have a responsibility to contribute to a positive learning environment. Your teacher will use the steps below to remind you if you are not meeting our Ready, Respectful, Safe expectations.



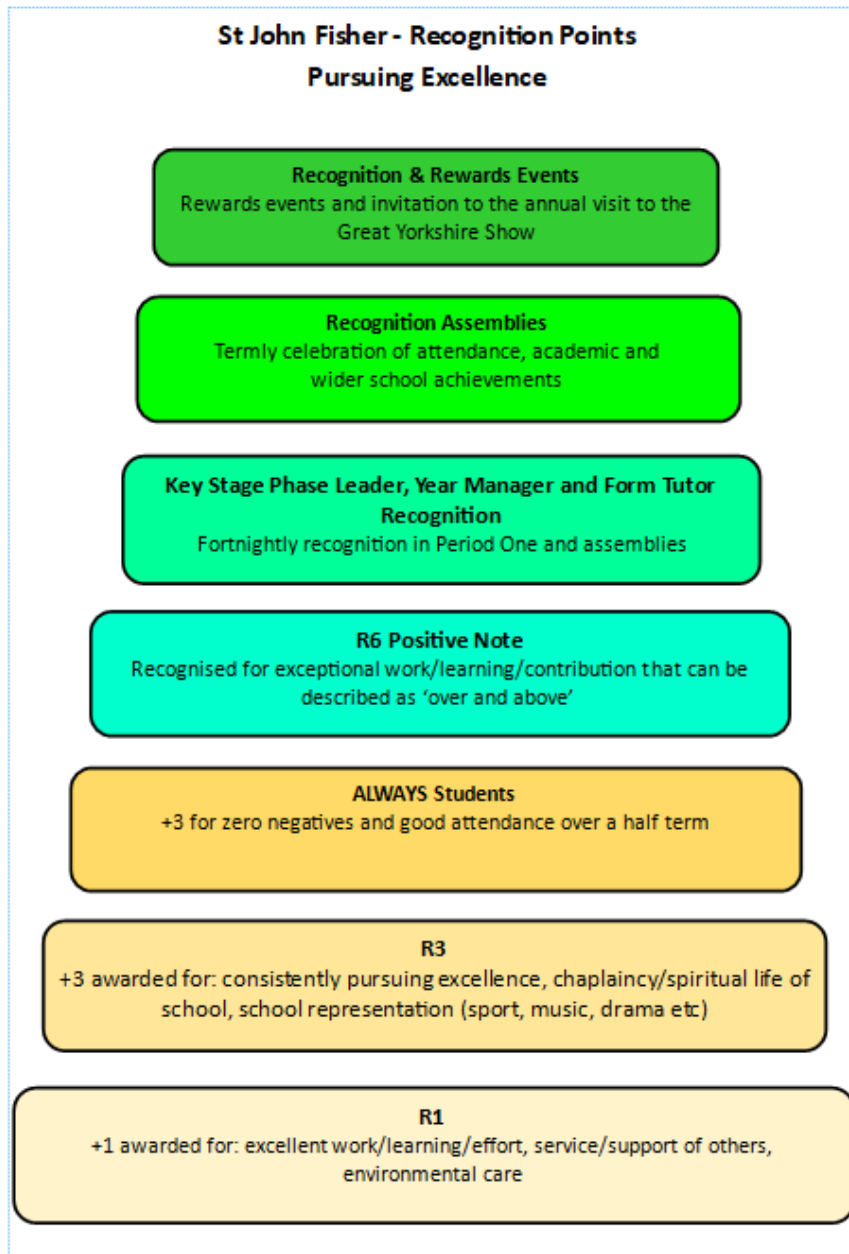
St John Fisher - Consequences & Support*



*In responding to student behaviours it may be appropriate to by-pass one or more stages of this process.

*For students who accrue a large number of negative points and/or may be at risk of Permanent Exclusion, it may be appropriate to consider an Off-Site Direction/Managed Move to a new school via NYCC's Fair Access Panel.

Appendix D



They are intended to be aspirational, yet achievable, acknowledging a student's personal pursuit of excellence. Staff will be expected to award a minimum one R1 per lesson, two R6 per week and three R3 per week.

A Positive Note is worth R6 points. Each member of staff should award a minimum of two Positive Notes each week. They will be awarded in recognition and acknowledgement of a student contribution that is exceptional or 'over and above'. This accolade will also be communicated to parents via an accompanying entry on Arbor (ARBOR PARENT APP and email).

Each student's Positive Recognition points will continue to accumulate throughout the academic year and contribute to the school's praise and recognition systems.

Appendix E

Sanctions - Negative Consequence Behaviour Events

C1 Disruption to Learning	-1	To record instances of behaviour that disrupts learning in the classroom following a verbal warning. This must be allocated before a C2 Support Classroom can be used.
C2 Support Classroom	-3	Once a student has gone through the graduated response of warning and caution when off-task and/or engaging in disruption to learning. Cannot be issued without a prior C1 Disruption to Learning
C3 Emergency On-Call	-4	To be used for a serious one-off incident involving; physical violence, threat to safety or verbal abuse. Also for refusal to go to a support classroom and/or further disruption in a support classroom.
C1 Conduct around school	-1	To record instances of inappropriate or unsafe behaviour/language around school at the start/end of the day, lesson transitions and social times
C1 Inappropri ate use of school IT	-1	If a student is found to have misused school equipment or breached e-safety protocols
C1 Internal truancy	-1	To indicate when a student has truanted within the school day. Not to be confused with Late to Lesson.
C1 Late to lesson	-1	To indicate when a student deliberately arrives at a lesson late without a suitable reason or explanation, some discretion could be applied for students who have attended a lunch time club and Pd2 Pd5 lessons depending on the location of the student's previous lesson, at all other times students should arrive promptly.
C1 Uniform (make- up/jeweller y/nails/hair)	-1	To identify students who are choosing to wear their uniform incorrectly, despite the opportunity to resolve during tutor time.
C1 Lack of equipment	-1	To identify when a student has arrived at a lesson without the required equipment.
C1 Eating/che wing gum	-1	To discourage pupils from consuming food or drink in areas of school where this is prohibited. Chewing gum is not allowed in school
C1 Homework (no/poor/in complete)	-1	To identify a piece of work that has not been completed or is not up to the standards that the student is capable of producing.

Negative Consequence Behaviour points (-1) are given to students when their behaviour fails to meet our RRS expectations. The other incidents that accrue negative points are Support Classroom (-3), and Emergency On-Call (-4 + G5C).

In order to provide immediacy and therefore more impact we will be running next day *lunch time reflections for students who are either: subject to an On-call Removal; sent to a Support Classroom (removed to work in another lesson within a department, following a reminder and C1 Disruption to Learning); or have accumulated –4 negatives or multiples of –4 within a term. These totals reset to zero every term to allow all students a fresh start. Teachers will still be expected to arrange a reparation meeting with a student after a Support Classroom or On-Call, if appropriate. Lunch-time reflection provides one avenue for this to happen so we can ‘repair and move on’. Failure to turn up will result in the reflection rolling over to the next day and a Thursday after-school reflection. Senior Leaders and Key Stage Phase Leaders may use either lunch or after-school reflections as a response to incidents, or for cases of persistent defiance.

***Reflection** – our aim is to move away from the concept and language of detention and detaining students after the school day. Rather, we wish to provide our students with the chance to reflect on their behaviour, to exercise self-control and to make thoughtful decisions. During a Thursday Night Reflection, students will be asked to complete a reflection activity and engage in a conversation with a Senior member of staff to consider the steps they could take to make better choices in the future.

Appendix F

Graduated Response

Stage 1
Behaviour Profile
Late to period one. Failure to adhere to school uniform code. Lack of equipment. Initial attendance concerns. Consistent recipient of negative points and lunch time reflections. Top 20% of their year group for negative points. Student occasionally finds themselves in reflection room (G5C) due to failure to adhere to the Ready Respectful Safe expectations.
Key staff
<ul style="list-style-type: none">Form Tutor
Interventions and actions
<ul style="list-style-type: none">Supportive conversationsMessage home via learning diary and/or ARBOR PARENT APPEmail/phone call home
Behaviour Profile
Late to lessons. Consistently fails to adhere to classroom RRS expectations. Consistent recipient of negative points and lunch time reflections. Support classroom data indicates an issue. Top 20% of their year group for negative points. Student occasionally finds themselves in reflection room (G5C) due to failure to adhere to the Ready Respectful Safe expectations.
Key Staff
<ul style="list-style-type: none">Classroom Teacher
Interventions and actions
<ul style="list-style-type: none">Reparation meetingMessage home via learning diary and/or ARBOR PARENT APPEmail/phone call home

Stage 2 - Following Form Tutor and/or Classroom Teacher intervention
Behaviour Profile
Persistently late to lessons. Persistent failure to adhere to school uniform code. Persistent lack of equipment. On-going attendance concerns. Consistent recipient of negative points, lunch and after school reflections. Top 10% of their Year group for negative points. Support Classroom and On-call data indicates an issue. Student increasingly finds themselves in G5C due to failure to adhere to the Ready Respectful Safe expectations.
Key staff
<ul style="list-style-type: none"> • Head of Department • Year Manager • SENDCo (if appropriate)
Interventions and actions
<ul style="list-style-type: none"> • Reparation meetings with classroom teachers, involving HOD • Email/phone call home by HOD • HOD check -in • YM check – in • SEND assessment(s)

Stage 3 - Following Year Manager and/or HOD intervention
Behaviour Profile
Persistently late to lessons. Persistent failure to adhere to school uniform code. Persistent lack of equipment. Serious attendance concerns. Consistent recipient of negative points, lunch and after school reflections. Top 5% of their Year group for negative points. Support Classroom and On-call data indicates an issue. Student consistently finds themselves in G5C due to failure to adhere to the Ready Respectful Safe expectations. Off-site placement day(s) at another school. At least 1 incident of suspension.
Key staff
<ul style="list-style-type: none"> • Key Stage Phase Leader • Year Manager • SENDCo (if appropriate)
Interventions and actions
<ul style="list-style-type: none"> • Email/phone call home by KSPL and/or HOD • Parental meeting with KSPL and/or HOD • Behaviour Support Plan • Timetable changes • Inclusion intervention via Well-being Suite (internal or external) • PCSO involvement depending on the nature of the issue(s) • Further SEND assessment(s), interventions and Pupil Passport

Stage 4 - Following Head of Department and/or Key Stage Phase Leader intervention
Behaviour Profile
Little or no improvement in the cumulation of negative points, lunch and after school reflections. Support Classroom and On-call data indicates an issue. Student consistently finds themselves in G5C due to failure to adhere to the Ready Respectful Safe expectations. Increasing number of suspensions. Can be a negative influence on peers and/or the wider Year group. Lack of engagement and little/no response to support offered.
Key staff
<ul style="list-style-type: none"> Assistant Headteacher (acting Deputy Headteacher) - Behaviour & Engagement Assistant Headteacher - Attendance & Safeguarding SENDCo (if appropriate)
Interventions and actions
<ul style="list-style-type: none"> Email/phone call home by AHT Parental meeting in school with AHT and KSPL Behaviour Support Plan and Pupil Passport (if relevant), reviewed Inclusion intervention via Well-being Suite (internal or external) Risk assessment and/or reduced timetable plan on Health and Safety grounds Off-site direction/Managed Move Alternative Provision/Work Experience Early Help or another external agency

Stage 5 - Following Assistant Headteacher (acting Deputy Headteacher) intervention
Behaviour Profile
No improvement in the cumulation of negative points, lunch and after school reflections. Support Classroom and On-call data indicates an issue. Student consistently finds themselves in G5C due to failure to adhere to Ready Respectful Safe expectations. At risk of PX due to increasing number of days suspension. Consistent involvement in serious incidents. Lack of engagement and little/no response to support offered.
Key staff
<ul style="list-style-type: none"> Deputy Headteacher SENDCo (if appropriate)
Interventions and actions
<ul style="list-style-type: none"> Parental meeting in school with AHT Governor meeting (15+ days suspension or near to) Risk assessment and/or reduced timetable plan on Health and Safety grounds Off-site direction/Managed Move Alternative Provision/Work Experience

Stage 6 - Following Deputy Headteacher intervention
Behaviour Profile
A serious breach or persistent breaches of the Behaviour and Engagement policy; and were allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school
Key staff
<ul style="list-style-type: none"> Headteacher supported by Deputy Headteacher SENDCo (if appropriate)
Interventions and actions
<ul style="list-style-type: none"> Permanent Exclusion