



## **Behaviour Policy**

## **FEARNS COMMUNITY SPORTS COLLEGE BEHAVIOUR POLICY**

### **Introduction**

Fearns believes that the interests of the whole school community are best served where pupils learn within a calm, safe and well-ordered environment which encourages, promotes and rewards good behaviour. This will nurture citizenship amongst pupils, fostering mutual respect and understanding and a sense of community so that the individual can develop fully and thus contribute to a more ordered society.

The National Curriculum guidelines on Citizenship, Personal and Social Education and Government information on Healthy Schools all support the principles of self-discipline within a community that develops self-esteem.

### **Principles and Aims**

- Good behaviour and discipline are essential if effective teaching and learning are to take place. If pupils are permitted to misbehave at school they prejudice their own educational chances and those around them.
- Pupils learn where they are motivated. This can be promoted by an effective rewards system that engages pupils and encourages them to do their best.

The key aim of this policy is to promote the development of the best climate for learning and personal development to take place.

### **Objectives**

- To maintain and improve upon the quality of education offered to our pupils.
- To promote higher standards of educational achievement.
- To meet statutory obligations.
- To ensure all pupils receive equality of opportunity.
- To sustain and develop partnerships with all parties involved in supporting the learning of pupils.
- To reward pupils in a variety of ways so that they are motivated to succeed.
- To be consistent in our approach through the implementation of sanctions via the Consequences System.

### **Key Partners**

At Fearns our "Partners in Learning" include all learners, children and adults, all teachers and all of those who support them". Our partners in learning include the Governors, all staff, parents, the local community and other agencies such as social services and Police Service.

#### a) The Role of the LEA

The LEA will ensure:

- The development, implementation and review of appropriate systems and frameworks to match the variety of the behaviour support needs of pupils with the provision of support.
- Provision of appropriate professional development and individual training opportunities.
- The availability of support to schools by providing and guidance and information;
- The availability of support to pupils and families by providing access, as appropriate to support systems, personnel and other services;
- The availability of advice and consultancy to schools, other professionals and other agencies/bodies;
- Representation on appropriate bodies and with appropriate agencies;
- The development of research, within and beyond the LEA and the dissemination of findings;
- Provide funding to support the individual needs of pupils.
- Develop strong leadership
- Use a consistent approach

- Develop classroom management

b) The School will:

- Encourage self-respect and self-discipline in all pupils;
- Encourage mutual respect and understanding between all members of the wider school community;
- Encourage appropriate behaviour through use of the reward scheme that links directly to the school philosophy;
- Promote and develop positive relationships;
- Demonstrate commitment to a preventative and problem solving approach;
- Encourage the development of a stimulating and caring environment, conducive to effective teaching and learning;
- Provide strategies to help pupils with behaviour problems, and use pupils' support systems where necessary.

This will be achieved through:

- Consistent application of the rewards and sanctions system;
- The school philosophy which will reflect the importance of good order and behaviour;
- The effective communication of policies and procedures to all concerned.
- Ensuring all pupils are clear about the expected standards of behaviour.
- Rewarding pupils for doing what is expected.
- Working with the pupil voice committee and pupil development steering group in order to incorporate the views of the pupils in decision making and evaluation.
- Providing an appropriate curriculum (personalised where necessary).
- Effective partnership and liaison with feeder schools and parents/guardians and other necessary agencies.
- Appropriate training opportunities for staff and consultation with staff when policies and practices are reviewed.
- Recognising that each adult has a responsibility for the personal, social and emotional well-being of all pupils.

c) School Governors will:

- Make resources available to support the School's behaviour and rewards policy;
- Be aware of their statutory obligations;
- Be aware that they represent the wider community;
- Consider the behaviour and rewards policy aims and principles when recruiting and selecting staff.

### **Entitlements**

The School in its behaviour and rewards policy will ensure through active partnership entitlements to:

a) Pupils

- Opportunities to develop self-esteem and self-discipline;
- Opportunities to demonstrate our school philosophy;
- An orderly, caring, supportive and stimulating learning environment;
- Fairness, equality and equity;
- Sensitivity and consistency in all dealings related to rewards and discipline;
- Opportunities to have needs identified and met appropriately;
- A broad and balanced curriculum that is suitably differentiated;
- Access to positive role models;
- An emphasis on praise and rewards;
- A wide range of relevant learning opportunities;
- A right to express their views through the Pupil Voice group and the Pupil Development Steering group.

- An Inclusion Centre and system where severely disruptive pupils can continue their education without being excluded and enable others to continue their education without interference.

A range of personalised strategies that are identified, implemented and reviewed by the PD team.

b) Staff will:

- Follow rewards and sanctions system which reflects our philosophy. These will be modelled by staff.
- Work in an environment which is safe and secure and which values good order and has a structure and resources to implement good discipline;
- Have appropriate guidance and support from the LEA and Governors;
- Have access to appropriate training.

c) Parents will:

- Be treated as equals in the educational partnership;
- Be regularly and actively involved in the review of the social and educational development of their children;
- Be positively involved in seeking a shared and constructive solution to any problems that have arisen;
- Be in contact with teaching staff where appropriate;
- Be informed if their child is in danger of exclusion or placed in the Inclusion Centre.

d) Governors will:

- Be informed and consulted where appropriate in any matters relating to this policy;
- Be given access to appropriate resources to support the School in managing behaviour effectively.

### **Monitoring and Review**

This policy will be monitored by the Senior Leader responsible for pupil development with staff from the Pupil Development Team, including the inclusion centre and the Pastoral Mentors.

### **Behaviour and Discipline**

In order to create an atmosphere where acceptable behaviour is the norm. 'Partners in Learning' must be aware of the expected standards. Fearn's believes in creating a culture of responsibility for self and an awareness of others rather than one where rules dictate behaviour.

### **Philosophy**

The School has a philosophy that underpins everything we are working to achieve. These have been shared with the whole school community. They lead to entitlements for all to work in a safe, secure and industrious atmosphere. The Fearn's Fish! Philosophy is central to our school and has four simple and effective areas:

- ❖ Be There
- ❖ Choose your attitude
- ❖ Play
- ❖ Make their day

- If pupils do not demonstrate our philosophy or misbehave then the Sanctions/Consequences policy should be applied.

### **Aims of our Consequences System**

- Provide a clear approach to deal with poor behaviour that has autonomy for staff.
- Provide staff with a simple system that is easy to use.
- Promote common understanding for all stakeholders.
- Provide consistency of data held in PARs for better comparable data analysis and which is used to inform strategy and action on a personalised basis.
- Shift the focus of behaviour management to pupil choices (remove personal conflict).
- Address the renewed Ofsted/ government behaviour agenda.
- Further strengthen the clear consequences recently introduced with detentions/ smoking and phone policies.
- Reduce the amount of general low level disruption and behaviour that interrupts learning.

**These need to be followed consistently by all staff so that pupils are aware of the consequences of their actions.** (Consequences should always be discussed with pupils. Our consequences system should place a clear focus on letting effective learning take place. It should place the pupil at the centre so that it is clear at every step of the way that the sanctions issued are as a direct consequence of their choices and actions. There should also be clear guidelines that staff and pupils understand so that it is applied fairly. Any standardised consequences system does not replace or remove the need for senior staff to be able to deal with individual incidents on an individual basis and tailor responses accordingly. A good consequences system should however provide an effective framework which applies to **most** pupils, **most** of the time.)

### **Implementation**

**In the Learning Space:** If the pupil still fails to behave and a variety of techniques have failed the classroom teacher refers to Head of Department and the Head of Faculty as necessary. They may try to accommodate the pupil within another classroom/lesson in the area (parking).

### **Behaviour and Consequences Guidelines**

- Staff should **always** remind the pupil of the reason their behaviour isn't acceptable, and **warn** them that if they don't change their behaviour it will result in a C1 etc being issued **BEFORE** it is actually issued. This gives the pupil an opportunity to succeed at every step of the way and to reflect upon the expectations and values.
- Consequences should never be recorded 'blind' (i.e. staff cannot decide after the event to retrospectively award a C1 etc.) Consequences are only awarded with **prior warning** and the **pupil's knowledge**.
- Staff should always phrase the consequences as being linked to the **behaviour choices/not meeting the school philosophy** rather than the pupil themselves. This **depersonalises** the issue and helps **avoid conflict**.
- Senior response only to be used when C4 is reached rather than first reaction from the teacher. Exceptions apply for health and safety issues.
- Each lesson begins with a clean slate. Repeated offences between lessons will be picked up by the system and pupils dealt with accordingly. The importance is stressed to all staff of **'unconditional positive regard' each lesson**.
- Departments should not use their own sanction systems, they should choose from the sanctions available which are part of the same school wide system.

**The Senior Response System can be used** if a pupil misbehaves in a way that could put them at risk of exclusion i.e. a severe incident of misbehaviour. A member of extended SLT will go to the lesson. The Senior person will then, with negotiation, decide whether the pupil should stay in the lesson or be removed. If the pupil is to be removed, the Senior person will escort the pupil to the inclusion suite, where the pupil will remain for the rest of the day. If this is not possible or the incident is so serious that the pupil is not suitable for inclusion, a member of SLT (HST, JPA or CLX) will decide the next course of action.

**Senior response should only be used for severe unexpected incidents:** If the senior response system is repeatedly used with the same pupil in the same lesson, then the Curriculum Area needs to take action to try to solve the problems prior to misbehaviour occurring. The behaviour data produced weekly for Heads of Department and Heads of Faculty should also prompt action as necessary within their teams.

**Detentions:** These should be organised by individual staff or subject and can be individual or faculty based. Detentions should be set in accordance with the Consequences System and must be linked to a recorded behaviour incident in PARS. Where detention is outside hours, 24 hours' notice will be given in writing. Staff do not need to give 24 hours' notice for lunchtime detention.

**Report Cards:** Report Card System – Green (Form tutor), Yellow (Pastoral Mentor) and Red (SLT) where concerns are raised regarding a pupil's conduct in school. This can be used to monitor behaviour, effort, attendance and punctuality. Parents /carers must be kept informed by letter or by phone.

**Parental Meetings:** Subject teachers and form tutors can arrange meetings with parents of pupils who are causing concern – it is usually more productive to do this in the first instance. Keeping parents informed (recording everything) makes major concerns easier to handle. If it concerns progress, Head of Subject/Area should become involved. If concerns are across a number of subjects, form tutors, pastoral mentors, and pupil development leaders will arrange to meet with parents.

**Inclusion:** This sanction will be issued by pastoral mentors or SLT for C4/5 behaviours. This sanction is in place of a fixed term exclusion and is issued for behaviour incidents of a serious nature than which can be managed by keeping the pupil within the school environment but separated from peers in the Inclusion suite. Whilst in the Inclusion area pupils' complete work set by their class teacher and will also undertake some work with the Behaviour Team/Support Team related to their behaviour. This may be discussion work, written work, or a combination of both.

**Pastoral/Behaviour Support Plans (PIPS):** If behaviour leaders feel that a pupil's behaviour is continuing to deteriorate then a Personal Improvement Plan (PIP) will be completed. This will require pupil input and could involve a range of internal and external interventions. A multi-agency assessment may be considered at this point. A CAF may also need to be considered. All PIPs will clearly identify the next steps, action and reviews.

**Pupil Steering group panel meetings:** If behaviour is repeated pupils may face a panel of their peers who have been trained in constructive discussions, feedback and setting SMART targets. These targets will be set and agreed with pupils and reviewed using behaviour data and pupil response.

**SLT interviews:** Each term pupils with the most consequences will be identified and have individual meetings with the Senior Leader responsible for PDBW and their Pastoral Mentor. Targets will be set and reviewed.

**Pupil governor panels:** If behaviour is repeated and causing disruption to the learning of others they will be invited along with their parents to a governor panel to be held to account for their choices and actions. These panels will be for the most serious, repeated disruption. Targets will be agreed and support needed discussed.

**Fixed Term Exclusions**

These are issued following incidents of C6 behaviour, where the incident is of such a serious nature the pupil needs to be removed from the school environment for a fixed period of time. Work can be sent home for pupils to complete under parental supervision. A meeting is arranged with parents following every exclusion. Exclusions are followed up with a careers interview.

### **Permanent Exclusions**

A permanent exclusion remains the decision of the Headteacher and Governing body.

### **Outside School**

Head teachers have specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control of a member of school staff. This can relate to any bullying or behaviour incidents occurring anywhere off the school premises, such as school, public transport, outside local shops or in a town/village centre. As within school, the consequences system will be applied in such cases.

### **Malicious Allegations against Staff**

Malicious allegations made against staff by pupils will be dealt with following our consistency and Consequence Policy and our Behaviour Policy.

### **Pastoral Care for Staff**

The school will make sure staff are supported as far as possible when unfounded malicious allegations are made. This will be dealt with by the Headteacher.

### **Prohibited Items**

At Fearn we strive to have a community which is safe and secure. There are a number of items that are prohibited and must not be brought onto school premises. Any item that could be considered a weapon, any type of illegal substance, tobacco product, controlled drug, fireworks or any other item that can put the health and safety of our school community at risk.

### **Screening, Confiscation and Search for Prohibited items**

A senior member of staff can carry out a search without consent if they have reasonable grounds for suspecting a pupil has in their possession: knives, blades, alcohol, tobacco products, controlled drugs, fireworks, stolen items or other prohibited items.

Schools have a common law duty to search pupils with their consent for any item that is expressly banned by the school rules. This search can include looking in the pupil's bag and locker, asking them to turn out their pockets.

Fearn staff will search pupils if there is any suggestion that a pupil may be carrying a prohibited item. Pupils will be searched by a senior member of staff. Refusal to be searched will result in the school imposing disciplinary sanctions. If a pupil refused to be searched they will not be allowed to remain on school premises.

### **Confiscation**

Should a pupil arrive at school with items that are prohibited this will lead to the school confiscating these items. Where items are confiscated they will be returned to the pupil/parent at the earliest convenience. Should an item be a weapon or controlled drug then it will be handed to the police. Alcohol will be disposed of by the school. If stolen goods are recovered then this will be returned to the rightful owner if this can be established by the school. Staff are protected from liability for damage or loss to confiscated items.

Guidance states that there is no legal requirement to inform parents /guardians when alcohol, illegal drugs or potentially harmful substances are found but as a school we will inform parents at the earliest opportunity.

### **Power to use Reasonable Force**

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. **NOTE:** this will always be used as a last resort.