



The Fermain Academy

Behaviour Policy

Date Accepted by Governing Body: September 2015

Date for Policy review: Autumn 2016

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The Fermain Academy is committed to the creation of teaching and learning environments where the learning, social and personal needs of young people are adequately addressed. We aim to empower young people to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/ carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self esteem and self discipline
- Teaches appropriate behaviour through positive interventions

Expectations

At The Fermain Academy we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations:

Be ready to learn by;

- Being on time for lessons
- Dress appropriately
- Eat and drink in appropriate places
- Use mobile devices appropriately

Respect shown for all;

- Use appropriate language
- Listen to others and expect to be listened to
- Keep hands, feet, objects and personal comments to yourself

- Stay for the whole lesson session and school day
- Look after the school building, displays and equipment

Be safe;

- Follow the rules for health and safety
- Be in the right place at the right time

Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.

Learners know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our charities experience and experience in challenging education environments has shown that over a range of ages young people produce a very similar list of characteristics that they look for in adults who work with them. Young people want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour and not to get upset or angry in the face of misbehaviour

Although they want this for themselves, they also want it for other young people because it makes the learning situation more comfortable. It is evident that young people prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly we recognise the implicit need for young people to develop the skills that make positive relationship with adults possible.

It is critically important that staff working in The Fermain Academy build strong **Relationships**, develop high levels of personal **Resilience** and have high expectations where the **Quality** of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand it's communicative intent and promote/model positive behaviours. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language is used across our school communities, providing consistent responses where behaviour is unreasonable. Restorative justice and informal mediation approaches are adopted to enable young people to repair and maintain any relationships that they have damaged.

Positive behaviour expectations form the basis of our reward system. We select a desired behaviour from the list each week and reward learners with credits system when they demonstrate that behaviour. Learners also have personal targets set for them by their learning support mentors. These are usually negotiated with learners and encourage them to deal with specific issues that impact negatively on their school experience. Learners are able to use their credits in exchange for reward certificates and experiences.

Learner Support

A skilled team of onsite staff deliver counselling sessions and provide space for learners to deal with ambivalent feelings or personal crises. Similarly, our learning support professionals provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting. Structured "Time Out" spaces are available to allow learners to articulate concerns whilst simultaneously giving staff the opportunity to 're-set' boundaries. Where possible it is always our aim to put young people back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

The Fermain Academy expects parents/carers to:

- Support The Fermain Academy policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify The Fermain Academy of any factors which may effect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings

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- Be aware of and support The Fermain Academy Behaviour Policy

Exclusion

The vast majority of behaviour is managed in school however, on occasion a learner might be required to leave school premises due to a student exclusion. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police.

There are a number of more serious behaviours that stop learners doing well and could result in exclusion or a review of placement. These include:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

The ECYAFS Trust is an inclusive trust that strives to support learners as they work through issues in school. However, there are occasions when learners breach the behaviour policy and need to be separated from their peer group. To this end, 'The Bridge' area of the school has been established to provide a sanction that isolates learners whilst maintaining the learning opportunities ordinarily removed by fixed term exclusions. 'The Bridge' area is isolated from the main learning areas and staffed with identified staff that the Trust can access from supporting organisations (Youth Federation). Use of 'The Bridge' area will be minimal and used in very rare circumstances of need. 'The Bridge' will be used as an 'Internal Exclusion' measure. Further information and clarification about exclusions used within The Fermain Academy can be found in the Exclusions Policy.

Staff Guidelines

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Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

We believe that it is not always possible to respond to negative behaviour in the same way for every child but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that learners at The Fermain Academy can be *certain* that every behaviour, positive or negative, will elicit some form of adult intervention. The tables that follow are intended to provide such a framework.

Responses to Positive Behaviour

Meeting Behaviour Expectations

Verbal praise
 Credit Points leading to rewards
 Extra-curricular activity
 Parents informed for consistent good behaviour
 Referral to reintegration group

Helping other learners or staff

Responding appropriately to requests to change behaviour

Verbal praise
 Credit Points leading to rewards
 Extra Curricular Activity
 Parents informed for consistent good behaviour

Excellent work

Meeting personal targets

Working as an ambassador for the AP Academy

Verbal praise
 Credit Points leading to rewards
 Principal's Award for Excellence
 Award nomination for 'Special Award' at Awards and Celebration Evening
 Parents informed about excellent work
 Display of work around school and online

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	Residential experiences
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Responses to Negative Behaviour

Failing to observe The Fermain Academy Behaviour Expectations	Classroom management by the teacher as stated in the behaviour expectations Credit Points not earned Emailed note to Learning Support Mentor (LSM)
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Persistent failure to observe The Fermain Academy Behaviour Expectations	Verbal warning from staff Phone call to parents by LSM. Intervention by a Pastoral Lead (PL)
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Persistent lateness Unauthorised absence from lessons Smoking Learners deemed to have used mood altering substances Vandalism Bullying, Racism, Sexism, Homophobia, Ageism	Automatic home text or call Referral to Cheshire East Education Support Services and/or Youth Offending Service (YOS) Letter home Possible fixed term exclusion Parental meeting At this level incidents are dealt with by the a Senior Leader (Principal or Vice Principal)
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Refusal to leave a class or a building Physical or verbal abuse of staff Theft Possession of an offensive weapon Selling or using illegal substances	Verbal warning (SLT, police, YOT) where appropriate Internal, fixed term or permanent exclusion Parents invited in by SLT to meet appropriate parties
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The Fermain Academy has a policy of 'Safe Touch' and 'Restraint' where learners present a danger to

the building, themselves or other members of the school community. We will not hesitate to physically control learners who refuse to meet school expectations.

Prevent

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. The Fermain Academy Learning Entitlement makes explicit those things that young people at our school can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.

The Fermain Academy Learning Entitlement.

Communication;

- Expect your teacher to meet you at the beginning of each lesson, ready with something interesting to do.
- Expect to be told how to be successful during the lesson.
- Expect your teacher to share with you what level you are currently working at, and how to move on from that.

Investigate;

- Expect to be regularly assessed, and for this to be shared with you, so that you and others can see the progress you are making.
- Expect the classroom you work in to have a positive atmosphere for learning, for both staff and learners.
- Expect your teacher to work with you to help you to achieve your potential.

Achieve;

- Expect your lessons to have a variety of activities, both familiar and more challenging.

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- Expect your teacher to guide you in developing skills for independent learning that you will take with you from The Fermain Academy into your future
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Record & Respond

At The Fermain Academy any behaviour deemed by staff to be inappropriate or in contradiction of this policy will be recorded using Arbor. The database records the following information.

A – Antecedents (what happened immediately beforehand)

B – Behaviour (or description of incident or event)

C – Consequence (for all concerned, both long and short term if applicable)

The purpose of the Arbor behaviour record is twofold: it is a tool with which to de-brief people after any sort of incident so that we can learn from mistakes or oversights *and* it can be used to identify patterns of behaviour over a period of time. All content is dispassionately recorded and focuses only on the behaviour at hand. Staff feelings about incidents can be discussed with colleagues in other forums. The Arbor behaviour record is not intended to replace the Student Incident Notification (SIN) form, which is a statutory requirement when incidents or accidents occur. It is a useful tool that enables us to carry out routine analysis of behaviour across subject teams and year groups. When completing the Arbor record staff members are expected to:

- Record the information in full, including date and time of day for example as this can reveal patterns of 'Monday morningitis' or similar!
- Ensure that information that cannot be typed into the comments box are completed in another application (e.g. MS Word) and attached to the report in the space allocated for comments or notes.
- Avoid personal or emotional responses and sarcasm; *stick to the facts!*
- Ensure that all those present during an incident are listed - this can be useful as it is not always those most closely involved who trigger or exacerbate an event.

- Make decisions (where possible) about outcomes (e.g. discussed with learner or telephoned home) and mark the incident as resolved. Where members of staff feel unable to resolve an incident they should first refer to the appropriate Learning Support Mentor or SLT member,

Remove & Detain

When a learner's behaviour makes it necessary to remove them so that others young people can exercise their right to learn, staff members are expected to contact the 'On-Call' member of staff to have the learner collected and escorted to a 'Reflection' space. Learners can complete work or engage in an 'inclusion support' interview in preparation for a return to learning. If learners do not complete set work or fully engage in time out procedures staff members can arrange a 15/30-minute detention at lunchtime or after school with a member of SLT.

Mediate

Occasionally, following an incident where a learner has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Mediation should take place at the earliest convenient time (e.g. break or lunchtime), after the learner has had sufficient time to 'cool off' and is able to talk about what happened. If appropriate an 'On Call' Learning Support Mentor may provide temporary cover.

If the member of staff has completed the Arbor record the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives. Completing & reviewing the Arbor record will enable those involved to consider any rule(s) broken and the consequences of the behaviour. Adults should encourage learners to consider what they could do to manage their behaviour differently in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view). The 'Action Taken' & 'Status' sections of the Arbor record may need to be amended following this discussion.

In cases where the learner refuses to take part in the process, the member of staff should inform the SLT in order that a more official response might be made. Adults and young learners have the right to defer mediation to a later time to give the process a greater chance of success.

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However in cases like this, the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.