



## **The Fermain Academy**

### **Behaviour Policy**

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**Reviewed By: Nic Brindle**

**Date of Review: Autumn 2017**

**Date for next Policy review: Autumn 2018**

## The Fermain Academy - Policies

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

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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 its communicative intent and promote/model positive behaviour. 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 'reset' 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 affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support The Fermain Academy Behaviour Policy

## **Search and Seizure**

In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and pupils to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. Students may be searched without consent, including their belongings, by a member of staff.

Prohibited items include:

- knives, including craft knives, pen knives, razors guns of any kind, including replicas and BB guns
- alcohol
- illegal drugs and 'legal highs' stolen items
- tobacco and cigarette papers including e-cigarettes
- fire lighting equipment or inflammable liquids
- fireworks or explosives of any kind
- offensive material such as pornographic, racist or violent images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Laser pens or LED torches

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- Energy drinks containing high amounts of caffeine (Red Bull, Relentless, etc.)
- any item deemed to be inappropriate or unsafe by a member of staff

Weapons and knives, illegal drugs/'legal highs', and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

The school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of pupils or staff.

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any pupil found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Pupils may be excluded in extreme cases, or when pupils have received previous warnings about banned items.

### **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, but are not limited to:

- 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 Fermain Academy is founded on the principle that all students have the right to education that meets their needs, and 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, designated areas of the school have been established to provide a sanction that isolates learners whilst maintaining the learning opportunities ordinarily removed by fixed term exclusions. These areas are isolated from the main learning areas, but remain within the school building. Use of these areas for internal exclusions will be minimal, and always with the goal of successful reintegration of the student into the general cohort. Further information and clarification about exclusions used within The Fermain Academy can be found in the Exclusions Policy.

## Malicious Accusations Against Staff

We aim to build strong and positive relationships with pupils. However there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student, up to and including exclusion.

## Staff Guidelines

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 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

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Excellent work  
 Meeting personal targets  
 Working as an ambassador for the 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  
 Residential experiences

### 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)

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)

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)

Refusal to leave a class or a building  
 Physical or verbal abuse of staff  
 Theft  
 Possession of an offensive weapon

Verbal warning (SLT, police, YOT) where appropriate  
 Internal, fixed term or permanent exclusion  
 Parents invited in by SLT to meet appropriate parties

Selling or using illegal substances

**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.
- 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**

The Fermain Academy uses the Class Dojo system for recording individual and whole school behaviour. All parents have access to the free Class Dojo app, allowing them to observe their child's behaviour on an ongoing basis. Class Dojo is used to monitor and identify patterns of behaviour over time, resulting in interventions, rewards and sanctions.

At The Fermain Academy any behaviour deemed by staff to be of a more serious nature will be recorded on an incident form and saved on the school server. The incident form 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)

When completing the 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 morning-itis' 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**

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