



**FURNESS**  
ACADEMY

# Behaviour for Learning Policy

(Ref:)

Approved by Governing Body			
Committee	Name	Signature	Date
Chair of the Board of Governors			
Principal			

Implementation Date: Autumn 2015    Review Date: Autumn 2016

Responsible for policy/document	Assistant Headteacher – Student Behaviour, Safety, Welfare & CP
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## 1.0 Statement

As an academy our core purpose is to ensure the highest possible standards of learning and teaching that lead to high standards of attainment and achievement for all students. To achieve this we need to ensure we have a safe, positive and supportive climate for learning, which enables staff and students to have the best opportunity to succeed in all they do.

*At Furness Academy we will:*

- have a positive approach to behaviour throughout the academy, working in partnership with students and their parents/carers and the wider community
- foster positive caring attitudes, so that everyone feels valued and values others
- share a common understanding about expected positive behaviour and challenge all examples of poor behaviour appropriately
- encourage increasing independence and self-discipline so that everyone is able to accept responsibility for their own actions
- establish and maintain a calm, safe working culture where achievement is rewarded.

## 2.0 Principles

2.1 *At Furness Academy students are expected to:*

- treat each other and all adults with courtesy and consideration
- lead by example and encourage others to behave in an appropriate way
- contribute to the academy as a learning community
- respect their local environment
- always try their best in everything they do
- follow the academy uniform code
- have the correct equipment for learning
- hand in homework on time and completed to the best of their ability
- be punctual at all times
- be considerate to others
- be cooperative in following the instructions of adults
- always act in a safe manner
- abide by the home/academy agreement

2.2 *At Furness Academy staff are expected to:*

- form positive, supportive relationships with students and treat them with appropriate courtesy and consideration
- raise the self-esteem of students and develop their full potential
- provide challenging, interesting and relevant teaching appropriate to the age and ability of all students
- create a safe and pleasant environment
- support and implement the Behaviour for Learning policy clearly and consistently
- form positive relationships with parents/carers and inform them to enlist their support at the earliest opportunity when issues arise that require it.

2.3 *At Furness Academy Parents/Carers are expected to:*

- support the academy in valuing all learning opportunities
- support the academy in implementing the behaviour for learning policy, including the enforcement of the academy uniform code.
- inform the academy of any change of circumstance which could be likely to have an impact on their child's learning or behaviour
- share concerns about their child's education, welfare and behaviour within the academy and support the academy in addressing them
- provide direct and also emergency contact details so they are easily contactable by the academy should the need arise.
- provide sufficient equipment and uniform for their child as described in this policy
- abide by the home/academy agreement

### **3.0 Parent/Carer and Teachers Working Together**

In order that the behaviour for learning policy works well it is important to have good communication between the academy and parents.

To this end:

- good behaviour and learning as well as unacceptable behaviour and learning should be communicated to parents/carers and the academy will endeavour to do this consistently and effectively.
- parents and carers are encouraged to inform form tutors of any concerns they may have about their child's learning and progress at the academy.

### **4.0 Implementation**

We will encourage positive student behaviour by:

- clearly defining expectations, focussed on learning
- recognising and rewarding achievement and good behaviour that promotes good learning (see Rewards Policy)
- valuing and supporting students in taking responsibility for their own learning and behaviour
- giving parents/carers notification of achievements
- giving students appropriate work and/or support in accessing the curriculum, setting and reviewing personal targets

#### **4.1 Classroom Expectations – The teacher determines what happens in the classroom**

##### **4.11 *Students will:***

- follow instructions from members of staff the first time and without argument
- arrive on time to class with the correct equipment and wearing correct uniform
- calmly enter their lesson, sit in their allocated seat, get equipment out and begin the task set without prompting from the teacher
- bring homework by the deadline set and completed to a standard that the teacher finds acceptable
- engage and commit fully to their learning in the lesson so as to help develop a positive learning environment for all
- remain in their lessons until the lesson has ended. Toilet and water breaks are not appropriate during lesson time.
- wait quietly to be dismissed by the teacher at the end of the lesson.

##### **4.12 *Teachers will:***

- support, reward and praise good work from students in lessons and will emphasise this positive aspect more than the sanctions available for not maintaining proper behaviour for learning.
- have a well prepared lesson that is engaging and properly differentiated in accordance with the academy expectations
- set and mark appropriate homework, in accordance with the academy homework policy

### **5.0 Praise and Rewards**

Developing a positive working relationship with a student is more than establishing expectations. All staff must look to recognise, praise and reward all students when due as a matter of agreed policy.

*We can reward good behaviour by:*

- verbal or written praise
- phone call, e-mail, letter or praise postcard home
- awarding of achievement points
- recommendation for Headteacher's award
- Certificates and Academy Prizes
- Public praise on the academy's plasma screens, assembly and/or website.

For more information see the Rewards Policy

## 6.0 Strategies and Consequences

It is important that a staged approach is taken to behavioural issues. Consistency of practice is key and staff must operate within the agreed framework for sanctions.

The classroom teacher is responsible for discipline in his/her classroom. Teachers have the right to teach and students the right to learn. Minor incidents should be dealt with at the time and as appropriate. Teachers should follow the agreed staged approach set out below.

## 7.0 Staged Approach in the Classroom

### Warning 1

This will be an initial verbal warning mentioning the behaviour that is not acceptable, emphasising to the student your expectations for their behaviour and reminding them to refocus on their learning.

### Warning 2

This will be a written warning and the student's initials should be written on the board. Again, remind the student that their behaviour does not meet expectations and is not acceptable. Tell them that if they fail to change their behaviour that they leave you no choice than to issue a consequence (detention). Tell them to think carefully about their next move and that the choice is theirs.

During warning 2 you may choose to decide to move the student within the classroom to a place that might help them reengage with their learning.

### Consequence 1

Teacher tells student:

*I saw/heard you choose to .....describe behaviour.... You have chosen to receive a detention as a consequence where we will discuss this calmly later.*

**This is non-negotiable. The teacher will place a tick next to the student's initials on the board and place a sticker in the student planner on the day that the detention will take place.** (breaktime or lunchtime)

Teacher tells student:

*If you choose to continue to make the wrong choices you will leave me no choice but to remove you from the classroom and refer you to the Subject leader. Think carefully about your next move as the choice is yours.*

### Consequence 2

If the student continues to choose to make the wrong choice the student will be sent, with appropriate work, to the Subject Leader/Assistant Subject Leader. The student receives a fixed length subject detention (30 minutes after the academy day) with the subject teacher. During the detention the teacher should discuss the cause of the poor behaviour with the student and confirm teacher expectations in readiness for re integration into the next lesson.

### Consequence 3

Should the student choose to disrupt the learning of students whilst with SL/ASL, support will be called for, the student removed and a more serious consequence applied. (90 minute Senior Leader detention)

## **8.0 Exceptional Circumstances**

There are rare occasions, when it may not be appropriate to apply the staged approach during a lesson, when behaviour can be defined as extreme.

- Violence or threats of violence against another student or member of staff
- Seriously endangering the health and safety of staff and/or students
- Serious vandalism to academy property
- Relating to alcohol, legal highs or illegal substances
- Bullying or racial/homophobic/other abuse
- Persistent defiance of academy authority

In these instances, it is appropriate for the Subject Leader/ASL to call directly for support "On Call".

## **9.0 Internal Exclusions**

Students can be internally excluded (isolated from lessons) for any length of days. The decision to internally exclude a student will be taken in response to breaches of the Academy Behaviour for Learning Policy, including persistent disruptive behaviour or if allowing the student to remain in the Academy the education or welfare of the student or others would be seriously harmed. The behaviour record of a student may also result in a period in internal exclusion, even for persistent low level behavioural incidents.

## **10.0 Conduct around the Academy and the Academy Grounds**

Students are expected to move around the building in a calm and orderly way, walking on the left and being considerate to students and adults they encounter. As in a classroom students are expected to follow instructions from members of staff without argument, members of staff determine what happens on the academy site.

- Member of staff deals with incident and takes action if necessary.
- If action is taken, the form tutor should be informed of the incident.
- Form Tutor discusses any issues with their student.
- Tutors monitor the overall picture of their students and takes action when necessary by contacting parent/carer, placing the student on report or referring to HOY. Serious cases within and beyond the classroom can lead to temporary or permanent exclusion from the academy.

Banned items will be confiscated and retained until the end of the day or in some cases until a parent or carer can collect them. In rare cases confiscated items will be retained and/or disposed of. In line with government guidance Furness Academy assumes no responsibility for loss or damage of confiscated items.

## **11.0 Conduct Outside of the Academy**

We expect students at Furness Academy to behave in a way that reflects well on them and the academy. If a member of staff sees a student not following expectations on their way to or from the academy they may challenge the student concerned and/or report it to the Form Tutor for suitable action to be taken. If a member of the public reports an incident involving students in the academy this will be investigated and appropriate action taken.

- students should arrive at the academy and leave the academy in correct academy uniform
- students must be considerate towards everyone they come into contact with and represent themselves, their families and the academy to a high standard.

### **11.1 If on an academy trip all usual academy expectations apply.**

- unless agreed by the Head Teacher full academy uniform must be worn on academy trips and educational visits

Misbehaviour off site at any time that could have repercussions for the orderly running of the academy or which poses a threat to another student, member of staff or member of the public or

which could adversely affect the reputation of the academy will be sanctioned as the Headteacher decides is appropriate.

## **12.0 Serious Misbehaviour and Exclusions (Fixed-term and Permanent)**

Where appropriate the academy will seek to employ strategies to avoid permanent exclusion which it regards as the last resort. However, some kinds of misbehaviour are so serious that they carry a risk of a permanent exclusion or a lengthy fixed term exclusion for a first offence. These are usually behaviours that threaten the security and well-being of individuals or all or part of the academy community, for example:

- sustained unacceptable disruptive behaviour which prevents the learning of others (where support interventions have not been successful in modifying the student's behaviour)
- bullying and verbal abuse of students, staff and others including but not restricted to racist/homophobic/religious/sexual comments and including the use of social media/telecommunications to do so
- physical assault on students, staff or others
- using a mobile phone to film acts of violence/bullying of others
- serious actual or threatened violence against another student or a member of staff group or against the academy as a whole (in the case of the latter this would include behaviour such as a bomb hoax or the unjustified sounding of the fire alarm)
- serious deliberate damage to academy property or the property of others
- theft
- bringing to the academy (supply), arranging to supply for another student, sharing or misuse of, on academy property or at an event associated with the academy: tobacco products, alcohol, a dangerous substance/ item, legal highs or an illegal substance
- indecent behaviour
- carrying and/or threatening to use or using a weapon (including knife or blade of any kind), potential weapon or imitation weapon
- fire raising or arson

12.1 Other kinds of misbehaviour which, if confined to an isolated incident, may warrant a shorter fixed term exclusion (dependent upon the circumstances) but will be regarded as far more serious if repeated after a warning or prior consequence, for example:

- disruption of teaching and learning
- theft
- smoking or associating with students who are smoking
- refusal to wear the correct academy uniform
- rudeness towards (especially swearing) or intimidation of staff or other students
- bullying
- bringing alcohol, cigarettes, matches, lighters or fireworks onto school premises.

12.2 Exclusions vary in length for between 1 and 15 days or can be permanent. Only the Headteacher can authorise an exclusion from the academy.

The length of an exclusion is decided by the Headteacher and will depend on various considerations such as:

- the severity of the incident
- all information relating to the matter including statements from students, staff and other witnesses
- whether the incident is a repeated incident
- whether remaining in the academy is likely to put students or staff at risk

12.3 The decision to permanently exclude a child from the academy should always be the last resort. However there are, on occasions, situations that may result in a “one off” permanent exclusion. All decisions taken by the Headteacher regarding exclusions will be based on investigation and the balance of probability. In some cases, particularly where there is significant first hand evidence implicating a student, the student may be given a temporary exclusion whilst a full investigation takes place. In cases where there is a potential danger to a student or a member of staff, as a result of a student’s behaviour, the student identified as being responsible for the incident will be isolated and arrangements made to contact parent/carers whilst a further investigation takes place. No student will be sent off site before the end of the day unless contact has been established with parent/carers. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day.

#### 12.4 Procedures during a Fixed Term Exclusion

If the Head Teacher decides to impose an exclusion parent/carer will be contacted as soon as possible. This is usually by phone. If it is not possible to contact a parent by phone/text then the exclusion letter will be sent home with the student on the day of the incident and also posted home

#### 12.5 The academy’s responsibilities:

During the first 5 days of any exclusion the academy will set work for the student. From day 6 an excluded student must receive full-time education provided by the academy, if the exclusion is fixed term, or by the Local Authority if the exclusion is permanent.

#### 12.6 Parent/Carer responsibilities:

Whilst excluded it is the legal responsibility of a parent/carer to ensure the student is not in a public place during academy hours and that they are properly supervised. Parent/carer could be prosecuted or issued with a fixed penalty notice if they do not comply

Parent/carer have a responsibility to ensure that the student is not on or near the academy grounds during the period of exclusion. They also have a responsibility to cooperate with the academy and not send their child to the academy during the period of exclusion. If a parent/carer disagrees with an exclusion they can appeal to the governing body as described in the exclusion letter. If a parent/carer does not comply with an exclusion then the Head teacher may decide to follow further procedures in line with legal guidance. From day 6 parent/carer must ensure that the student attends full-time education by the designated provider.

### 13.0 Dealing with Allegations against Teachers and Other Staff

All allegations against staff will be taken seriously. The Headteacher will ensure that all allegations are dealt with quickly in a fair and consistent way. The Governing Body instructs the Headteacher to draw on the DFE advice ‘Dealing with Allegations of Abuse against Teachers and Other Staff’, and LA guidance and procedures when dealing with such allegations. Disciplinary action will be taken against students who are found to have made malicious accusations against academy staff. Such action will be considered by the Headteacher on an individual case basis and may include either fixed term or permanent exclusion from the school.

### 14.0 Physical Control and Restraint

In exceptional circumstances it may be necessary to use physical control and restraint. Section 93 of the Education and Inspections Act 2006 gives academy staff “the legal power to use such force as is reasonable in the circumstances to prevent students from hurting themselves or others, from damaging property or from causing disorder.”

Where this becomes necessary staff should use the minimum amount of force necessary to resolve the issues. Any such action by a member of staff must be reported to the Principal.

## **15.0 Searching of Possessions and Confiscation**

It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice. Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction.

All staff may search student's possessions with their consent if they suspect they have any items that are banned in the academy. The Headteacher and senior staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has any of the following:

- Knives, blades and weapons
- alcohol
- illegal drugs/legal highs
- stolen items
- cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. These data or files may be given to Cumbria police.

## **16.0 Staff may seek advice from the police in connection with:**

- drug related behaviour
- threatening and/or violent behaviour by students/parents
- in extreme cases of bullying and harassment, including cyber bullying
- theft

### **16.1 Staff may seek support from the police to:**

- remove violent/threatening people from the academy site
- search students who are suspected of carrying illegal substances/ weapons, knives or blades

Generally incidents will be dealt with through normal Academy sanctions such as detention or exclusion (internal and external). There will, however, be occasions when students are arrested for their behaviour and dealt with through the legal system.

## **17.0 The Behaviour Intervention Process**

The Intervention Process is designed to support a student to bring their behaviour in line with Academy expectations. It is extremely important for several reasons:

- To ensure the individual student learns to behave appropriately to ensure they reach their full academic potential.
- To ensure the individual student learns to respect the rules of the Academy community and develops as a thoughtful and respectful citizen.
- To ensure the effective learning of other students is not disrupted by poor behaviour.
- To utilise and record the progress of a number of strategies to support a student and to, in some cases, provide the evidence that the Academy is unable to support a student appropriately and that alternative provision should be sought.

Our system for establishing, maintaining and reinforcing positive behaviours, preventing problem behaviours and responding to inappropriate and unacceptable behaviours is a 3 tiered model, which represents a continuum of increasingly intense interventions that correspond to the responsiveness of the students.

- All students benefit from a **universal system of interventions**
- Students who are at risk of developing serious behaviour problems benefit from more **targeted interventions**
- **Intensive ,individualised support** will benefit the small number of students who do not respond to universal and targeted interventions

- 17.1 The academy believes firmly that students who are experiencing difficulties with their behaviour should be supported in learning how to improve their behaviour so that they are able to make the most of the opportunities offered by the academy. In addition, their behaviour can have an impact on the education of other students and, on occasions, how happy and secure they feel in the academy. It is essential that the impact of any poor behaviour on other students is not forgotten and, therefore, needs to be considered when deciding on the most appropriate ways to support students with behaviour problems. The ways students are supported by the Head of Year and the inclusion team will always be decided on an individual basis.
- 17.2 Students will be involved fully in the decisions being taken to provide them with support, Individual Behaviour Plans and Academy Support Plans. This does not mean that students will have the right to refuse to comply with a particular course of action. They must, however, have the reasons for the course of action clearly explained to them. Parent/carers should be involved at all stages; when they work in partnership with the academy, the chances of a successful outcome are increased considerably.
- 17.3 The academy works closely with Educational Psychologists, Pupil Referral Unit, Hospital and Home Tuition, Police Community and Liaison Officers, Children's Services, LAC Team, Educational Welfare, Love Barrow plus any other agencies we feel may be able to offer support.
- 17.4 The academy recognises that where there are behaviour problems, a single 'fix' is rarely the solution and that a range of support strategies need to be investigated so that the student concerned receives the most appropriate support to help resolve the situation.