Behaviour for Learning Policy

Behaviour Policy

Introduction

Children achieve their maximum potential in an environment which is safe, secure and supportive of their needs. The majority of students know how to behave in an appropriate manner and do so consistently. Our firm belief is that most students will behave appropriately when staff adopt a consistent, calm and fair approach and when lessons are purposeful, well planned and pitched appropriately.

We know that students generally respond in a positive way to positive feedback and we encourage staff to praise students for good work, good effort and good behaviour. We understand that there will be times when some students will behave in an inappropriate manner and will make poor behavioural choices.

We also recognise that there can be complex underlying reasons for a student's misbehaviour and by creating a supportive and caring ethos within our school, we strive to minimise the impact of poor behaviour on other students learning.

Principles
We are committed to the following principles:

- We wish Ferryhill, as a community, to be based upon the principles of achievement for all tolerance, respect and good citizenship.
- Ferryhill's first and over-riding concern is for the development and well-being of its students.
- Students have the right to expect unconditional respect.
- All students have the right to learn and must allow others to learn.
- A positive and encouraging ethos is central to the development of good behaviour.
- Staff will maintain high professional standards and deliver excellent teaching and support for students.
- Staff will adopt a positive, assertive approach and model the behaviour that they expect to see.
- Students should be encouraged to develop self-awareness and a sense of responsibility for their behaviour.
- We all accept responsibility for the behaviour management of the students in the school.
- We all have the right to expect to work and learn in a safe orderly environment.
- When students misbehave, appropriate and proportionate sanctions will be imposed.
- If all intervention fails, then the rights of those students who wish to learn will prevail over those of the disruptor or bully.

Aims

This policy aims to:

- Clarify certain expectations for each of the stakeholders of the school
- Clarify the operation of the BFL System
- Clarify the school's approach to rewarding good behaviour
- Outline the sanctions that will be imposed when students behave inappropriately

Behaviour for Learning Expectations

Deputy Headteacher (Student Welfare) will:

- Maintain responsibility for the day to day management and implementation of the Behaviour for Learning Policy.
- Have responsibility to ensure that the ethos and values of the College are maintained and that the policy is equitably applied.
- Maintain responsibility to hold other staff and leaders to account for their part in the consistent implementation of the policy.
- Have responsibility to ensure that resources are deployed in order that the policy is supported, particularly with appropriate professional development.
- Act as Lead Behaviour Professional within the school.
- Maintain day to day responsibility for all investigation and evidence required leading to fixed term external exclusions of students, in consultation with other members of the Leadership Team and Learning Co-ordinators as appropriate.
- Impose sanctions other than exclusion where appropriate.
- Take responsibility for and implement, in consultation with the Learning Co-ordinators, a coherent and consistent rewards system.
- Maintain responsibility for links with external support agencies.
- Maintain responsibility for the implementation of the home school agreement.

The Learning Coordinator will:

- Ensure that achievement teams fully implement their responsibilities within the policy through their monitoring and reviews, taking action to redress the situation if policy is not being implemented consistently.
- Analyse the BFL data in conjunction with student performance data, identifying and monitoring patterns and trends for discussions with appropriate staff.
- Support and develop tutors with use of Behaviour for Learning Strategies through such strategies as: BSP, PSPs.
- Will, through their monitoring, provide the ULT with strategic information regarding the performance of an individual student or groups of students within the year group.
- Ensure excellent communication to all staff and Departments when 'sophisticated techniques' need to be supported consistently by all staff.

- Ensure if a tutor is absent by briefing supply staff or stand in tutors.
- Implement, in consultation with the Deputy Headteacher, a coherent and consistent rewards system.
- Promote and praise positive behaviour through assemblies and other means
- Delegate responsibility for dealing with behavioural issues to form tutors as appropriate
- Monitor behaviour reports and intervene in cases of persistent low level disruption
- Recommend and provide evidence for fixed term exclusions where appropriate
- Manage the follow up when serious incidents or incidents of bullying have taken place within the year group.
- In conjunction with the tutor provide a service and support for those students who are victims of bullying, homophobic or racist incidents.
- Liaise with other professionals within the school and external agencies where appropriate, to support the individual needs of students within the year group.
- Work with the SEN team in developing behaviour support plans for students
- Work with outside agencies in developing pastoral support plans for students.

<u>The Director of Learning will:</u>

- Have a responsibility to support members of their Department in implementing the behaviour for learning policy consistently.
- Have a development responsibility to increase the amount and scope of strategies within their Department in order to improve the climate for learning.
- Use the SIMS data to monitor the behaviour patterns of individuals or groups of students in lessons within their department and take appropriate action.
- Intervene with cases of persistent low level disruption within the department, and impose departmental sanctions where appropriate.
- Liaise with the Learning Co-ordinators in cases of more serious incidents within the department, and agree sanctions where appropriate.
- Have a responsibility to induct new members of staff with the behaviour for learning policy and provide support and assistance for supply staff that may need additional professional strategies.
- Have a responsibility for their staff recording and evidencing of behaviour incidents within their Department.
- Have a responsibility for establishing a Department support system if appropriate.

Teaching and Support staff will:

- Show unconditional respect for students.
- Model the behaviour that they expect to see.
- Praise and reward achievement and good behaviour.
- Deal consistently with poor behaviour and always in the least intrusive way possible aiming to diffuse any confrontation.
- Be positive and fair.
- Ensure that students are listened to and supported according to individual need.
- Use the BfL system consistently to record incidences of praise or poor behaviour.
- Refer all bullying incidents or racist incidents in line with the appropriate policies.
- Follow up any concerns with the tutor, Learning Coordinator or Director of Learning as appropriate.
- Complete supervision duties as scheduled before school, at break, at lunch, after school and student detentions.

In addition, Classroom Teachers will:

- Have prime responsibility for behaviour management within the classroom.
- Engage students by delivering well-planned, stimulating lessons.
- Plan for good behaviour.
- Use the BFL system to record praise and reward students consistently within the lesson.
- When appropriate, use the BFL systems to respond to inappropriate behaviours consistently within the lesson.
- Implement with consistency the FBEC Classroom Expectations of students and where necessary take appropriate action.
- Repair and recover working relationships with students before the next lesson, or as soon as is possible.
- Take responsibility to follow up truancy and lateness to their lessons.
- Liaise with tutors prior to contacting parents to discuss behaviour issues.
- Be vigilant through talking and listening to students to identify suspected occurrences of non-accidental injury, bullying or child abuse, so that it can be picked up and reported to the designated teacher/tutor for further investigation.
- Take an active role in application of Department sanctions over and above those addressed through the BfL process.

<u>In addition, Tutors will</u>

- Attempt to build positive and supportive relationships with their tutees and parents, based on respect for the student and parent.
- Act as first point of contact for parents.
- Act as first point of contact within the college for behaviour issues with tutees.
- Ensure that the FBEC expectations of students are monitored daily and adhered to by students.
- Liaise with the Learning Coordinator in identifying students who need monitoring their tutor group.
- Liaise with the Learning Coordinator in referring potentially escalating behaviour issues, or where a student is experiencing difficulties in more than one curriculum area.
- Liaise with Directors of Learning or classroom teachers in monitoring individual students within their tutor groups.

<u>Inclusion Team (in relation to Behaviour for Learning) GBO/TPI/LTO/KSN/HYO will:</u>

- Become involved with students that have behaviour concerns initially identified via a Statement of Special Educational Need for behavioural difficulties, have been a permanent exclusion from another school or are being reintegrated from the PRU.
- Offer advice about differentiation to staff who experience behavioural issues with students with SEN.
- Become involved when students have been referred through the Inclusion Panel by Learning Co-ordinators and a fully document plan has been put in place.
- Become involved following discussions when appropriate involving internal and external exclusions.
- Support the writing of Learning Plans and PSPs for SEN students.

<u>Parents will:</u>

- Have high expectations of their child.
- Ensure that their child attends college regularly, on time and properly equipped.
- Support the college's uniform policy, mobile phone policy and other behaviour related policies.
- Inform the college about any absences.
- Make the college aware of any issues, concerns or problems that might affect their child's work or behaviour.
- Support the college policies and guidelines on behaviour and anti-bullying.
- Encourage their child to take responsibility for their own actions.
- Attend parent's evenings and discussions about their child's progress.

<u>Students will:</u>

- Follow the "FBEC Expectations" in and around the college.
- Behave in a manner which is in keeping with the spirit of this policy and which is conducive to learning.
- Take notice of and adhere to our specific policies on drugs (including smoking) and alcohol, anti-bullying, the use of mobile phones and other electronic devices, and the appropriate use of ICT facilities.

Behaviour for Learning @ FBEC

Central to ensuring positive behaviour for learning is the consistent implementation of the BFL System by all members of staff within the college.

The College's basic expectations in terms of behaviour should always be enforced. We set high standards in terms of behaviour and by consistently insisting upon these, teachers support one another to ensure excellent learning in the classroom.

As a college, we recognise the intrinsic link between excellent learning and positive behaviour being demonstrated by students in the classroom.

Key principles are:

1. The primary responsibility for behaviour in the classroom is that of the class teacher.

2. Teachers should expect and promote good behaviour and this would include:

- Planning lessons carefully to ensure appropriate interest and challenge
- Planning lessons that ensure the individual needs of students are met
- Addressing inappropriate behaviours in the classroom consistently and calmly, employing a wide range of intervention strategies
- Whenever possible, ensuring problems from one lesson have been addressed before the next, including contacting parents

3. In the event of difficulties in the classroom, your colleagues in your department and the Director of Learning / Second in Department are the first lines of support.

4. The BFL system that is used in lessons at Ferryhill Business & Enterprise College is **one strategy** to support positive behaviour in lessons and is not a full methodology for addressing any issues. It can be used to promote and reward good behaviour, as well as challenging and modifying low to middle level lesson disruption.

5. The BFL must be administered with absolute fairness – this means that it must be used consistently and calmly. In the vast majority of instances (although there may be rare exceptions and these are outlined later in the document), students will have been given a C1 and C2 warning before being issued with a C3/C4.

There will no longer be a C4/C5 time differentiation. C4 will be a one hour after school detention; a C5 will be a whole school after school detention on a Friday evening staffed by a senior member of staff.

6. **Please remember that there are many other behaviour management strategies available to you**. Remember that there will still be many instances where a short conversation between the teacher and student at break / lunch is the most effective means of addressing an issue. (Restorative Conversation)

7. We will operate a system of "Critical Incidents" where students would be withdrawn from a lesson. In many incidents, this would be internally within the Department, but in the most **serious cases**, this may result in a call being made to the Main Office for external support to be sent to address a concern. A **serious case** that would necessitate a request for support being sent to the Main Office would involve behaviour which either:

- Risks the total failure of the lesson for all students
- Endangers the safety of the student / other students / the member of staff

Using the BFL System in the Classroom
As a starting point for using the system, please remember that the vast majority of students at Ferryhill Business & Enterprise College are well behaved. Our students want to make progress, want to impress their teachers and want to be praised.

The BFL system is designed to support teachers in their role in creating calm, pleasant and productive working environments in their classrooms.
In addition to being used to promote positive behaviour in the classroom, it will also be used to support:
- Addressing student lateness to lesson
- Addressing instances of student truancy
- Addressing instances of positive/negative behaviour from students outside of lessons.

Consequences

All staff use Class Charts to log negative behaviour incidents and their consequences. The consequences system is intended to be operated in a calm and consistent manner in order to remove emotion and confrontation to the way in which off-task behaviour is addressed.

The sanctions within the system and the process for operating them are:

1. **C1 Warning** – This is the initial warning that is logged on the BFL system so that it is clear to the student that they are failing to meet the classroom expectations. It may be the case that other strategies have been applied before its use.

2. **C2 Warning** – This is a second warning that is logged on the BFL system so that it is clear to the students that they are continuing to fail to meet the classroom expectations. Again, additional intervention strategies may have been used before the C2 is issued.

It may be the case that the class teacher/Director of Learning feels it necessary to speak to the student to discuss the reasons for the C2 and this would take place at the time determined by the class teacher/Director of Learning.

Whenever possible, time should have been given to the student to allow them to modify their behaviour after the C1 Warning.

3. **C3 Detention** – This results in an automatic school 15-minute lunchtime detention being set for the student this is at the discretion of the person setting the detention. The class teacher will need to issue a detention slip, but no other paper record of this detention is required due to the electronic log already completed.

4. **C4 Detention** will be for one hour after school. This detention will be run on a rota basis on a Wednesday evening in **Isolation**.

5. **C5 Detentions** are for those students who consistently fail to follow the school behaviour code. This detention will run on a Friday night in the **Main Hall**.

Current Negative Behaviour Buttons Within Class Charts

Disruption	Failure To Follow Instructions	Chatty	Off Task	Back Chat	Lack Of Homework	Swearing
Inadequate Work	Late To Lesson	Lack Of Respect	Lack Of Equipment	Using Mobile Phone	Admin	Isolation
Serious	C3 Detention	C4 Detention	C5 Detention	Missed C3	Missed C4	Missed C5
Truancy From Lesson	Generic Incident (Temp Log)					

Most buttons available within the negative behaviour section are folders which contain C1 to C5 options. Example below:

This allows for more accurate logging of incidents and points being awarded. C1 and C2 do not require staff to leave a note but if the behaviour escalates to a C3 and above a description of the incident(s) is mandatory.

Administration of Detentions

- Detentions are managed through Class Charts. Due to the nature of Class Charts being a live system, detentions can be created 24 hours before the set date. Parents are automatically notified via email of a detention being set and access to such information is available in both the student and parent logins. Detention reminders are also sent out to parents via text messages and emails by 3pm the day before the scheduled detention. A phone call however must be made to discuss with the parents the reasons for the detention.

- If a student has more than one detention in a week this will be managed by the learning co-ordinator and the department advised accordingly as to when the detention will take place.

- Following that discussion, the phone call will be made by the teacher giving the detention.

- Staff setting a C3 detention may if preferred complete the detention before or after school for 15 minutes. The break time should not be used for a C3 but should be used to resolve any issues arising for C1/C2 detentions.

- Students will be advised that they will not be able to use the late bus after any C4/C5 detention unless there are exceptional circumstances. These circumstances will be authorised by the Deputy Head or are students who are in year 7 or year 8.

Once the student has been issued with the C3 detention this will stand – there is no potential for the students to 'backtrack' and take back their inappropriate behaviour.

There are five key areas of classroom behaviour that are likely to be the underpinning reasons for a 'Consequence' being given and these are:

1. Interruption to the learning process (eg arriving late to lessons/talking when the teacher is talking)
2. Preventing other students from working in any way.
3. Failing to work as instructed by your teacher, including a failure to follow a direct instruction.
4. Aggressive language or behaviour
5. Dangerous behaviour.

Repair and Rebuild

It is the responsibility of the classroom teacher to ensure that students are able to begin each lesson with a 'clean slate'.
In addition to a detention that has been issued, a discussion between the relevant staff and student will be required before the next lesson or as soon as possible. This could take the form of a restorative conversation.

Out of Class Behaviours

Lateness

- **Lateness is monitored through the Class Charts system**. Students will be required to sign in but will not be issued with a lateness slip. All lateness including late for lesson will be monitored by the tutor and the relevant LCO. Students will be required to make up time missed with in the first instance tutors (first 15 minutes) and thereafter LCO. Persistent lateness may have other sanctions put in place and EWO involvement.
If a student is late twice in a week they will be placed on a C4 detention which will take place in Isolation on a Tuesday after school.

Truancy

- If a student is known to be truanting from the lesson, they should be logged as truanting on the BFL system and they will be issued with a C4 detention as an immediate response although further action may be taken.
- If a student is absent and it is not known whether or not this is an instance of truancy, the Student Support Officer should investigate the post registration unauthorised absence through the lesson monitoring system. If an instance of truancy is established, the Attendance Officer will issue the C4 detention.
- If a student absents themselves from lessons without permission, they will only be allowed to return to the lessons on our terms. This may require a re-instatement meeting with the student and parents before they will be able to return to lessons. The student may be placed to work in the LSC until a meeting with parents has taken place.

<u>Inappropriate Behaviour at Break and Lunch-Time</u>

- If a student is not behaving appropriately outside of lessons, the member of staff should challenge the student and when necessary issue a detention and record it on the **Class Charts** system. **It is essential that once a student has been told that they are on detention, that this is logged**

Monitoring Reports

The college will operate a system of 4 levels of monitoring reports:

<u>Department Report</u>

- If problems are recurring within a Department, a student may be placed on Department Report. The minimum period of time should be 10 school days (Director of Learning to administer)

<u>Tutor Report</u>

- If the problem is more widespread, a student may be placed on a Tutor Report. This will be for a minimum period of 5 school days (Learning Coordinator to initiate)

<u>Learning Coordinator Report</u>

- If it is evident that the student is in need of further monitoring, he/she will be placed on a Learning Coordinator Report, initially for a period 0f 10 school days. This will be monitored by the Form Tutor in collaboration with Learning Coordinator.

<u>Deputy Headteacher / Headteacher Report</u>

- This is for serious and constant failure to adhere to school sanctions and will often but not necessarily as a result of a fixed term exclusion for a serious incident.

In all cases, parents should be informed and involved in the monitoring process.

Planning for Good Behaviour

The staff members of FBEC are committed to providing high quality learning experiences for students. We believe that the vast majority of students will choose to behave well if they have well planned, appropriately pitched lessons that interest and engage.

We also believe that a consistent behaviour framework applied in each and every lesson helps students to understand our common expectations.

There are a number of strategies that classroom practitioners can employ to re-direct students with off-task or inappropriate behaviour before sanctions become necessary. These are included as part of Appendix C.

Rewards

Class Charts has its very own built in Rewards Store. Every student has 'Spendable Points' to use within the store which is a net total of positive behaviour points minus negative behaviour points. Items available regularly change to keep students engaged and interested.

Current Positive Behaviour Buttons Within Class Charts

Class Charts makes it easy to award students for their positive behaviour for both within the classroom and outside of the classroom.

School Uniform

Ferryhill Business & Enterprise College places great importance on the appearance of its students. It is a requirement of the school that all students from Year 7 to Year 11 wear the recognised school uniform.

The college is **very strict on uniform** and we expect students to wear full uniform whilst in college **this includes the dining room and corridors**. Students not wearing correct uniform may be sent home to change and should the problem not be resolved the absence will be marked as unauthorised.

As the weather worsens students will want to wear a coat – this is fine but we do not want students to be wearing flimsy fashion tops or cardigans in place of blazers.

We wish to encourage students to identify not only with each other but also with the good name of the college. The observation of our uniform policy gives the college a greater standing in the community and instils a sense of pride in the students. The uniform is practical, widely available and involves minimum expense for parents. We reserve the right to amend our uniform after full consultation with students and parents and with maximum prior notice.

The uniform requirement is shown below.

BOY'S UNIFORM

- White shirt with collar
- Plain (normal fit) Black traditional trousers (not jeans/cargo pants)
- School tie
- School bla
- Plain blac shoes
- Optional - which can office.

GIRLS' UNIFORM

- White shirt with collar
- Knee length plain black skirt or black (normal fit) traditional trousers (not jeans/cargo pants, jeggings/leggings

  or leather look shoes
  ck v necked jumper
  ased from the office.

GIRLS & BOY'S PE KIT

Red Polo Shirt
Black shorts
Black socks
Towel

Training shoes (no hi tops/plimsolls)

Football boots (when required)

Blazers and ties must be worn everyday

Coats and other outdoor clothing may not be worn in college classrooms or the dining room. If in any doubt about uniform, please contact the school for clarification. Please keep all receipts.

Other information

- No piercings or jewellery are permitted except a wrist watch.
- There should be no extremes of hairstyles in terms of colouring and dye.
- Excessive use of makeup is not permitted.

Wearing additional items of clothing

- During adverse weather students are permitted to wear additional items of outdoor clothing to and from school and while outside of the school building during break or lunchtime.
- Students can wear outdoor jackets or rain jackets but this must be on top of the blazer.
- Students can wear 'woolly hats', scarves and gloves but not caps.
- Students can wear boots but on entering the school they must change into acceptable school shoes.
- On entering the school, any additional items of clothing must be removed and placed in a school bag.
- No additional items of clothing should be visible inside the school building

The implementation of the uniform policy

- The implementation of the uniform policy is a whole school responsibility.
- Learning Co-ordinators are to have the overview of the year group.
- Tutors are to monitor the wearing of the correct uniform daily and manage any issues.
- Teaching staff are to monitor the correct wearing of uniform in their lessons throughout the day and refer any issues to the tutor. (Copy to LCO).

Mobile Phones / Music Players

Mobile phones should not be visible at any time during the school day. Failure to comply with the policy by using or bringing an unauthorised device into school will result in the mobile phone / device being confiscated by a member of staff.

The member of staff will place the mobile phone / device in an envelope, record the student name, time and date, before signing and passing it on to the Student Support Officer who will then place the envelope in a secured locked filing cabinet in the Student Support Office.

Students bringing iPods or any other such equipment into school need to note that they are not allowed in any lesson and they are brought in at your own risk. **iPads, Tablets and larger pieces of electronic equipment are also not allowed in school.**

Mobile Phone consequences

Please be aware of the following consequences to young people being caught using their mobile phone or it been seen in or around the school grounds.

1st Incident -   C4 after school detention, phone removed and to be collected from Mrs I'Anson at the end of the school day

2nd Incident -   C5 after school detention, phone to be collected by parents

3rd Incident -   C5 plus isolation for 1 day, phone to be collected by parents

4th Incident -   External isolation for 3 days, phone to be collected by parents

Students who contact parents during the school day will immediately go to incident level 3 and parents will be required to attend a meeting with the school.

Smoking

The school is a non-smoking site. Students are not allowed to smoke within the school boundaries. The possession, use or supply of illegal and unauthorised drugs is completely unacceptable.

Please note: The definition of 'school boundaries' includes the school grounds, buildings and also times when students are on their way to and from school when they are in uniform and when they are in the local community and can be associated with the school.

Failure to comply with the policy will result in a sanction. All incidents of smoking will be entered on the 'smoking data file'. The sanction will be at the discretion of the school and range from a school detention to permanent exclusion and will consider the level of seriousness, the frequency and the student history.

<u>Smoking consequences</u>

Please be aware of the following consequences to young people caught smoking in or around the school grounds.

1st Incident – C5 - Parental Letter

2nd Incident – C5 – Break and lunch isolation 1 week – Parental letter

3rd Incident – C5 – Break and lunch isolation 1 week – 1-day isolation – Parental interview LCO/DHT

4th Incident – Exclusion (TBC by DHT and HT) Break and lunch isolation 1 week – 1-day isolation – Parental interview HT

School Transport Behaviour for Learning Policy

Students who travel to school using the School Transport Service are required to carry their 'bus pass' each day. Failure to demonstrate proof of their identity when boarding the bus a.m. and p.m. required by the School Transport Service, may lead to a student not being allowed to travel on the school bus that day.

Students who fail to behave in an appropriate manner while travelling on the school bus and / or place the health and safety of all passengers at risk will have their travelling privileges withdrawn for a period of time.

The decision to determine the length of ban from using the School Transport Service will take into account the level of the incident and the student's previous record.

Exclusions

Exclusion is an extreme sanction. Any exclusion may only be sanctioned by the Headteacher. (In the case of absence of the Headteacher, the designated member of ULT adopts the role of "Teacher in Charge" and therefore authority of the Headteacher – this will usually be the Deputy Headteacher.)

The Headteacher will use discretion in determining whether exclusion is the most appropriate sanction in each case and will determine the length and nature of the exclusion.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct:

- Verbal abuse of staff / students
- Physical abuse of staff / students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Any other illegal activity
- Unacceptable behaviour which has previously been identified and reported and for which College sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction. Each case will be judged individually and therefore a simple tariff system will not be adopted for particular offences.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what they are alleged to have done, the Headteacher may exclude the student.

Before making a decision to exclude, the Headteacher will:

- Ensure that a thorough investigation has been carried out.
- Ensure that the student has been allowed to give their version of events.
- Check whether or not the incident had been provoked, e.g. by bullying, racial harassment or sexual harassment.
- Consider all the evidence available, taking account of other relevant policies including equal opportunities.
- Ensure that a written record of the actions taken is kept including details of any interview with the student and any witness statements.
- Ensure that the College is meeting its duty of care towards the student in particular with due regard to any Child Protection issues.

Exclusion procedures – Fixed term

The DCSF regulations permit the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days), however longer fixed term exclusions may be imposed at the discretion of the Headteacher.

Once a decision has been made to exclude, parents will be contacted immediately by telephone where possible. Written notification of the exclusion will be sent home by post.

The notification letter will contain the following information:
- The reason for the exclusion
- The nature and duration of the exclusion
- The date and time that the exclusion ends
- The readmission procedures
- A statement detailing the parental right to make representations to the Governors and/or the LA including the contact detail
- A statement outlining the parental responsibility for the daytime supervision of their son / daughter for the duration of the exclusion
- Notice that the parent may be prosecuted or given a fixed penalty notice, if their son / daughter is unsupervised during school hours and is present in a public place without justification
- Notification that the student is not allowed on the school site for the duration of the exclusion, unless the Headteacher has given prior consent

A re-admission meeting will be held following the expiry of the fixed term exclusion involving the student, the parents, the Learning Coordinator and other staff where appropriate. At this meeting the following should be discussed:

- The reason for the exclusion
- The continued partnership between the College and parents in terms of taking responsibility for behaviour issues
- An agreement on how the student's education should continue and measures that will be put in place
- Any wider issues or circumstances that may affect the student's behaviour

The school will endeavour to set the time and date for the meeting at a time convenient to the parent. This will usually be on the day that the student returns to school. The school will keep a record of the meeting and a copy will be placed in the student file.
It is normal College practice for the student to be placed on report to the Learning Co-ordinator on return from exclusion to monitor behaviour and work, usually for a minimum of 5 school days.

6 Day Exclusion

If fixed term exclusion is greater than 5 days, then the excluded student must attend an alternative provision wearing correct school uniform on the 6th day onwards.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up which will be agreed with the College, student and parents.

Any fixed term exclusion that would lead to a student being excluded for over 15 days in a school term or missing a public examination will be reviewed promptly by the Governors.

The Governors will review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Permanent Exclusion

There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in an extended process for dealing with misbehaviour following the use of a wide range of other strategies and external agency support where appropriate, which have been used without success.

It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
The second is where there are exceptional circumstances and it is inappropriate to implement other strategies. In these circumstances it may be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider;

- the nature and gravity of the incident, or series of incidents
- the effect that the student remaining in the School would have on the education and welfare of other students and / or staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate

evidence, such as the student's behaviour record, witness statements and the strategies and inventions already used by the College to support the student prior to exclusion.

Restrictive Physical Intervention

In exceptional circumstances, when preventative strategies have failed, there may be situations where Restrictive Physical Intervention (RPI) is unavoidable. The school has adopted the LA guidance for RPI, which is reflected in this policy.

Guidance on the use of force to control or restrain students is contained in DfEE Circular 10/98 and school has taken account of this document and advice from the Local Authority to devise its own policy to guide staff on these matters.

Our school Policy on the Use of Restrictive Physical Intervention gives guidance on:

- when staff may use physical control
- who is allowed to use physical control
- what forms that force may take in particular circumstances
- what forms of physical control are not acceptable
- recording of incidents where physical control has been used

The policy also makes it clear that corporal punishment is NOT allowed.
In summary, within the continuum of RPI, physical control should only be used:
- with minimum and reasonable force
- rarely and exceptionally
- as a last resort where all other courses of action have failed
- with the minimum degree of intrusion required to resolve the situation.

Appendix A: FBEC expectations

We expect Ferryhill students to aspire to the highest standards of work and behaviour possible, showing self-discipline and consideration for others.

The following FBEC expectations are applied in all lessons, and where appropriate refer to conduct in and around the school and in the local community.

- Attend school and lessons on time

- Wear correct uniform and bring your equipment including planner/diary (KS4)

- Follow staff instructions without question

- Be ready to learn and allow others to learn

- Complete all work to the best of your ability

- Be polite, well-mannered and considerate to others

- Respect other people, their property and our environment.

Appendix B: BFL Learning Framework

These basic lesson expectations set out the minimum standard for all lessons at our school and which all members of staff must ensure are adhered to at all times.

<u>Before the Lesson</u>

- The lesson has been planned to meet the specific needs of the class.
- The teacher has a seating plan in place.
- All materials for the lesson are pre-prepared and ready to use.
- The classroom is well-ordered and the displays support learning.
- Ensure that any 'Repair and Recover' has taken place from a previous issue.

<u>At the Beginning of the Lesson</u>

- The teacher greets students as they enter the room.
- Diaries are on desks and bags are on the floor.
- The objectives and success criteria for the lesson are clearly communicated.
- Learning begins promptly without any dead time.

<u>Throughout the Lesson</u>

- Knowledge is made interesting, relevant and exciting for students.
- There is evidence of Learning Box strategies being used when appropriate.
- Work is challenging for all students and maintains their engagement.
- A good pace is maintained and time is well used.
- A variety of different learning activities are employed during the lesson.
- Students are praised for their effort and achievement using a range of strategies high standards of effort, accuracy and presentation are encouraged.
- Prompt action is taken to address poor behaviour using a range of strategies.
- Teachers use the BFL system to tackle poor behaviour when appropriate.
- Students are encouraged to review and reflect on their learning as it takes place.

<u>At the end of the Lesson</u>

- Objectives are returned to in order to review the learning that has taken place.
- There is a plenary activity that assesses the learning/evaluates the learning.
- Students are supervised as they are dismissed in an orderly manner.

<u>After the Lesson</u>

- Any issues arising from the lesson are dealt with promptly before the next lesson.
- Any work that is appropriate to mark is marked in a timely manner.

Appendix C: Planning for Good Behaviour

Summary of Behaviour for Learning Strategies

<u>Before the lesson</u>

- Ensure that you know the group you will be teaching. Are you aware of SEN, G & T, and other specific needs of the students? Are you aware of the level students are working at?
- Ensure that you have planned a lesson in which the objectives are clear, differentiation is in place and, where necessary, good behaviour has been planned for.
- If there has been a particular concern regarding behaviour in recent lessons, consider using strategies such as a class behaviour objective or a class monitoring report sheet.
- If there was a specific issue in a previous lesson, ensure that action has been taken to address this before the next lesson begins.
- Think carefully about the balance of tasks during the course of a lesson – make sure that the students are never sitting and listening for too long.
- Make sure that you have the resources that you need for the lesson ready in the classroom with you.
- Ensure that the classroom is the best possible learning environment it can be. Is the classroom neat and tidy? Is this a room where students will readily be able to work?
- Think carefully about your seating plan and how this supports students in behaving appropriately.
- Particularly with students who may find your subject challenging, make sure that there are tasks in the lesson where they will be able to achieve and see success.

<u>Entry to the Classroom and Starting the Lesson:</u>

- Make sure that you are there to greet and settle students at the start of the lesson.
- Manage the entry of students into the classroom in a sensible and orderly manner.
- Make it clear to the class that you are pleased to see the students – greet them and speak individually to as many students as you can.
- Insist students adhere to the seating plan that is in place.
- Insist that non-uniform clothing is removed, planners are on tables and bags are on the floor.
- Take a register and use this as a means of settling students. Insist on students listening carefully as the register is taken.
- Plan ahead to anticipate potential problems – lack of pen, book left at home, student absent in previous lessons, etc.
- Consider whether or not it is appropriate for work to already be there for students on desks as they enter the classroom. Is there a 'settling task' students can begin as soon as they enter the room.
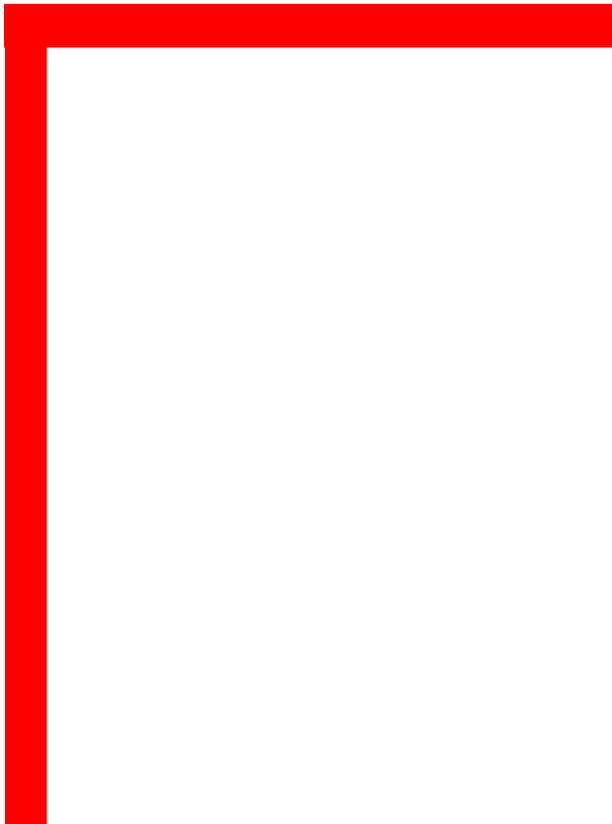
- Take the time to clearly establish the standards that you will expect from students in the lesson – you can then return to these as necessary during the lesson.
- If necessary, take the time to teach the students the behaviour that you want them to exhibit. If students will need to listen to each other carefully, make sure that they understand what this involves.
- As with learning, be clear about the 'success criteria' for effective behaviour in lesson. As students are working on a task, make explicit what behaviours you will expect to see during the lesson.

During the Lesson:

- Break instructions down into small chunks to make these easier to follow.
- Communicate instructions visually and verbally – where possible, ensure students have access to the instructions in the lesson so that they can check them during the lesson.
- Be consistent in the routines and the language that you use to communicate instructions so that students become familiar with these.
- Think carefully about the position that you teach from within the classroom. Which students might you want to position yourself near to? Make sure that you don't get 'trapped' at the front of the room.
- After giving students instructions, check with students that they understand them – ask a student to repeat back the instructions given.
- Use positive and assertive language when speaking to students.
- When addressing inappropriate behaviour, focus on the behaviour rather than the student.
- Consider 'tactically ignoring' the low-level disruption if challenging it at that point is more likely to stop learning – this does not mean accepting the behaviour, but it means that you pick when to address it, rather than the student.
- Try positive reinforcement of the behaviours that you want to see in the classroom. Praise students who are performing well so that the other students can see the consequences of good behaviour.
- If students are off-task, redirect them to the task set rather than challenging them about their behaviour that can be more confrontational.
- If it is necessary to challenge inappropriate behaviour, identify the most appropriate way of doing so. Consider non-verbal signals such as a look, moving position in the classroom, etc.
- After speaking to a student, allow them some 'take up time' to improve their behaviour before challenging them again.
- When appropriate, give students a choice about what to do. This can avoid 'boxing students into a corner' and provoking a more aggressive response.
- Model the behaviours that you expect from students. For example, consider raising your hands as you remind students to put their hands up to speak.
- Maintain your standards in the lesson. Don't accept students talking when you are speaking - try regular and calm reminders of the behaviour you expect.

<u>After the Lesson</u>

- Before students leave the classroom, ensure that the room has been left neat and tidy in readiness for the next lesson – expect students to tidy the room as necessary.
- Manage the way in which students leave your lesson and do so in a consistent manner so that students become familiar and comfortable with this.
- As students leave your lesson, ensure that they leave the teaching area and make their way promptly to their next lesson – see them leave from the door way.
- Take some time to reflect on the lesson that you have taught and in particular if it has not gone according to plan. Whilst it can be tempting to 'blame' student behaviour, was there anything that you could have done differently? If you could teach it again?
- If a sanction of any kind was issued to a student in the lesson, ensure that the sanction is carried out.
- Often as issues may not require a full detention to be set, but will require a conversation with the student, without other members of the class being present. Particularly if you teach the student lesson 2 or lesson 3, keep the student for this conversation at the end of the lesson.
- If there has been a more serious behaviour issue in the lesson, ensure that the matter is addressed before the next lesson. Speak to the tutor, parents, etc as necessary about an issue. Revise the classroom seating plan, etc.
- If the timetable makes it difficult to address the issue before the next lesson, consider how best this can be managed. It is essential that issues from one lesson are not allowed to cause a problem in the next.
- Mark student work regularly and to a high standard with specific comments about the strengths of the work and precise targets about how to improve. If you make clear that you value the work that is produced, students are more likely to do so.

Ratified: August 2018