



BEHAVIOUR POLICY

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SIGNATURES:

Headteacher	Signature is on filed hard copy of policy
Chair of Governors	Signature is on filed hard copy of policy

RATIONALE

At Farringdon Community Academy we ensure that all students learn the behaviours and attitudes that will ensure their success in the classroom. We celebrate excellent learning attributes and we challenge any behaviour that disrupts teaching and learning. We aim to work in partnership with the whole Academy community to encourage and promote the appropriate behaviour of students both within and outside of the classroom. An orderly atmosphere, consideration and respect for others with a significant emphasis on rewards are the key notes of our approach to behaviour. There is an expectation of high standards of behaviour which promote learning and respect, both for self and others at all times, within the Academy grounds, and also off site, when students are travelling between Academy and home or on Academy visits.

AIMS

At Farringdon Community Academy:

- Students achieve their full academic potential as demonstrated in the qualifications they achieve; they also-develop the skills that they need to be successful.
- Staff and students forge positive relationships and treat each other with respect
- Students' needs and aspirations are supported.
- All staff have a responsibility to manage behaviour effectively to ensure a good and safe learning environment

EXPECTATIONS

To **ensure** high standards of teaching and learning in all lessons across the Academy:

The Headteacher and Senior Leadership Team will:

- Ensure the Behaviour for Learning policy is implemented and adhered to.
- Create and maintain an environment which promotes and secures high quality teaching, effective learning, high standards of achievement and a positive culture for learning.
- Promote learning as a shared responsibility in the Academy and foster the partnership of staff, students and parents/carers in discussions where lack of progress is deemed to be rooted in disruptive behaviours
- Develop a culture of reflection and support
- Calendar regular opportunities to celebrate student achievement
- Create and maintain an effective partnership with parents / carers to support and improve students' achievement, personal development and well being
- Monitor achievement and behaviour data on a weekly basis in order to provide timely interventions to ensure students can repair relationships with staff and continue to make progress.

Curriculum Teams and Pastoral Teams will:

- Have a clear overview of their department or year group and know where there are concerns. They will have a clear understanding of where there are disproportionate levels of behaviour points to achievement points either being allocated by staff or accumulated by students.
- They will have a clear record of interventions with students to address concerns and a communication log with parents via email and Classcharts.
- Lead by example and set high standards.
- Communicate information with staff efficiently and in timely fashion.

Class teachers will:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Plan and teach well structured lessons
- Adapt teaching to the strengths and needs of all pupils
- Manage behaviour effectively to ensure a good and safe learning environment; recording all achievements and behaviour concerns in timely fashion using Classcharts and carrying out detentions following patrol calls.
- Liaise with other staff and parents when particular concerns arise, which need further interventions

Teaching Assistants will:

- Support students in specific aspects of their learning as agreed with the class teacher
- Liaise with class teachers where achievements or behaviour concerns should be recorded

Other academy staff will:

- Be aware of whole school procedures in order to maintain consistency across the academy

Covid 19: Achievement points can be awarded to demonstrate their remote lesson engagement if students are isolating

Students will follow 'The 6 steps to success'

1. Co-operation

Students will be successful when they follow instructions. Our main priority at FCA is to ensure that all students have the opportunity to fulfil their potential. This will only happen when an environment is conducive to learning, where teachers are able to teach, and students are able to learn. This starts by students following teacher instruction first time, every time and not arguing back or questioning the instruction. Students must act in a respectful manner towards members of staff, and their peers, at all times. Failure to do this may result in the students working in a remove room or being suspended or excluded.

If the student feels unfairly treated or does not understand why the situation occurred, they may approach the member of staff at a later time, either at the end of the lesson or at the end of the school day to discuss the situation. Students must approach the discussion in a respectful and calm manner. If the student feels uncomfortable with meeting with the member of staff they may speak with their tutor or Head of Year, who may act as an intermediary

Further details on our behaviour expectations can be found on the Academy website

2. Uniform

Students will be successful when they approach Academy life with a positive mindset and take pride in their appearance, and Academy. Therefore, students must always be dressed for success. This contributes to our Academy's common routines and ensures all students are treated equally. If a student breaches part of the uniform code, they will be given replacement uniform to wear, sent home to change or placed in a remove room until corrected.

Further details on our uniform expectations can be found on the Academy website

3. Homework

Students will be successful when they complete their homework, on time, and to the best of their ability. Homework aids consolidation, provides time to reflect and develops independent study habits. If students fail to meet a deadline, an academy detention will be given. Homework will be recorded via Teams and students must record their homework in their planner.

Further details on our homework expectations can be found on the Academy website

4. Focus

Students will be successful when they are on task at all times, in all lessons, and in a respectful manner outside of lessons. Students must line up outside their lessons in a silent, formal manner. Students must enter the room silently and stand behind their seats. They must put their planners and pencil cases on the desk and awaiting instruction of the teacher before sitting down. This allows for a settled and calm start to the lesson. There may be occasions, when you find it hard to remain on task at all

times. This will require resilience and endeavour on your part. We will be there to ensure that you stay on task and minimise any disruption, so that your teacher is allowed to teach their lesson. Off task behaviour

in lessons or around the academy will result in a same day detention. Behaviour, both positive and negative, will be recorded on Classcharts.

Further details on our behaviour expectations can be found on the Academy website

5. Attendance

Students will be successful when they attend the academy on a regular basis. Students are expected to be on site and in lines by 8.25am prompt, ready for learning. Students are expected to attend school every day of the Academy year. Attendance should always be above 96%, anything less is unacceptable and is detrimental to your learning and long term success. Students can be placed on Attendance and Punctuality Reports.

Further details on our attendance and punctuality expectations can be found on the Academy website

6. Equipment

Students will be successful if they are prepared for learning. Students are responsible for accessing their lessons and therefore, must always have the correct equipment for each lesson. Students are expected to bring the following to school:

- A bag
- Student Planner
- Pencil Case
- Pencil

- Black Pen
- Green Pen
- Ruler
- Rubber
- Pencil Sharpener
- Highlighters – one pink and one blue
- Scientific Calculator

We will have stationery on sale at the student reception from 8.10am, enabling students to purchase the correct equipment should they not arrive at the Academy correctly equipped to attend lessons. If students fail to have the correct equipment over a period of a week, they will receive a detention.

Further details on our student study expectations can be found on the Academy website

Parents and Carers to:

- Ensure their child attends school regularly and is punctual
- Work in partnership with the academy in all aspects of their child's education
- Support their child at home with homework and provide the conditions for a positive, supportive study environment
- Take an active part in their child's education, including attending information evening, parental meetings and celebration events.
- Ensure that their child's uniform and personal appearance is in line with academy expectations, including footwear, hairstyles, jewellery and make up.
- Download the Classcharts app to track attendance levels and achievements v behaviour points

House System

The house system is integral to our pastoral system. It is designed to make students feel a sense of pride in FCA and to be the best they can be. We operate a Personal Development programme during tutor time and this includes house challenges and inter house competitions. Each year, we appoint prefects from each house to assist with house challenges. All students are allocated a house group and assigned to a tutor group.

Our houses are: Austin, Crown, Laing and Thompson.



FCA Rewards Programme Aim:

To use a programme students value and which underpins our academy's values and follows the belief that it is about **acknowledgement and not incentive**.

How we celebrate success:

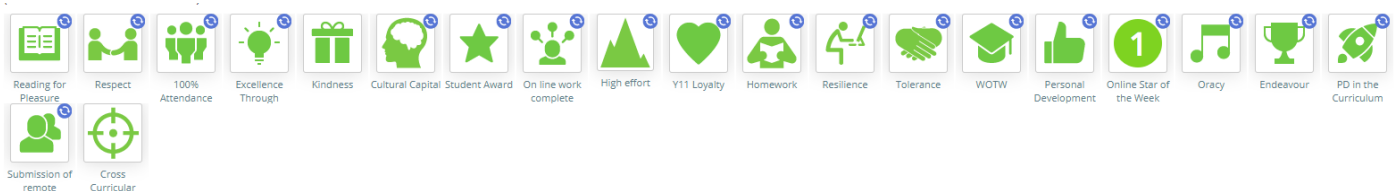
Students are awarded achievement points and these points are collected electronically through Classcharts so that we can, at any time, calculate how many achievement points a student has achieved. These points count towards the House system too

Students can achieve achievement points in the following ways:

- In lessons for going above and beyond.
- Through achieving a Student Award (value: **4** House points).
Student Award cards are issued by staff, one Student Award is issued in each lesson. On special occasions and to raise awareness of national/local events, topical award cards are issued. E.g. *National Sport Week*.
- Through receiving a department/House postcard (value: **5** House points).
- Receiving an Attendance award (10 points) for 100% attendance on any given week
- Through earning an 'Excellence Through Endeavour' Award (value: **10** House points).
These awards celebrate students' outstanding effort and resilience. These can be issued at any time by teaching staff, tutors, Heads of House, Progress Leaders and the Senior Leadership Team.
- Success is celebrated through assemblies, the first week of each half term and every term through 'Evenings of Celebration', where staff, parents and carers and governors are invited to participate in celebration

Achievement Points

We award students points for the following positive behaviours:



Behaviour Concerns

'Consequences of Behaviour' is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour destroys lessons and undermines the authority of the teacher.

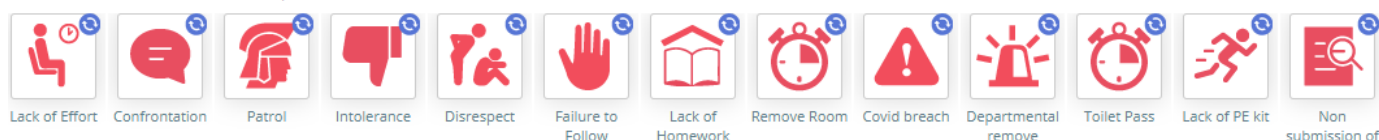
The Behaviour for Learning Policy must be used by all class teachers to support a positive ethos for learning in the classroom. Praise and reward are a vital component to raising student self-esteem and motivation to work. Students who behave well and/or have positive learning outcomes must receive achievement points. These must be recorded on Classcharts.

Behaviours are tracked using a points system. Students should always be given a warning before points are recorded on Classcharts. To ensure consistency, one behaviour point is awarded if a student has not rectified their behaviour after a warning. If a student consistently disrupts a lesson and receives more than 3 negative points in one lesson, they may well be removed from the lesson. They may work with another member of staff in another classroom or they may be removed to a remove room. It is the responsibility of staff to ensure the policy is applied effectively, consistently and fairly across the Academy.

FCA seeks to address all areas of intolerance, including: racism, gender based intolerance, disablism and unacceptance of the LGBTQIA+ community. FCA will address any form of sexual harassment, including online sexual abuse and sexual violence, which could result in a safeguarding referral to Together for Children as well as working with Northumbria Police. FCA seeks to tackle radicalisation and DSLs have carried out Prevent training.

The negative behaviours which disrupt learning and prevent progress are:

click on behaviour to edit or remove it



We operate SENSO to monitor appropriate and safe use of Teams chat

Behaviour for Learning Stages

Stage	Who is responsible?	Action?
1	Classroom teacher	Verbal warning
2	Classroom teacher	Repeated disruptive behaviour, log point on Classcharts. If child receives 3 points, teacher to alert patrol. Students may have a chance to re-enter room but it may result in removal to another room or a remove room. If removed, student to return at end of day for restorative conversation with class teacher. Failure to do so will result in a 30 min detention the following day with the same class teacher (Two patrol removes in one day and child remains in remove room)
3	Form tutor / Parents	If a student's negative points tally is a cause for concern, FT to contact home and place on FT report on Classcharts. Weekly review
4	Head of House / Parents	If the negative points tally continues to be a cause for concern, HoY will contact parents to discuss any concerns and agree interventions. Monitored via HoY report. Weekly review
5	Head of House / Parents / SENDCo	If a student gains a significant amount of negative points or more than 2 exclusions a meeting should take place where there is input from SENDCo to identify whether there any barriers to learning. Specific advice for staff to be further identified. Weekly meeting with HoY: 4 week review period.
6	Head of House / SENDCo/ parents	Professional recommendations explored with wider agencies; the student would be added to SEND register at this point
7	Head of House / SENDCo/ parents/ Pastoral SLT	Explore VPP, Managed Move, Early Help, Parenting support
8	Head of House / Parents/ SENDCo/ SLT / Governors	If suspensions exceed 15+ days, parents and child are invited to governors' meeting to discuss issues.
9	SENDCo/Headteacher / Governors	Permanent exclusions for one off serious incident or persistent issues where no progress has been made throughout period of support.

SANCTIONS

Detentions

Detentions must be reasonable and proportional to the offence, taking into account the student's age, educational needs, religious requirements and transportational needs.

The Academy does not have to give parents/carers 24 hours' notice when issuing their child a detention. The Academy has opted to operate a same day detention for lateness and direct refusal to cooperate. Break and lunchtime detentions are also used. If the student fails to attend their detention, they will be placed in a whole school detention from 3pm until 4pm the following day. Failure to attend a detention will result in SLT detention on Friday of that week.

If a student is removed from a lesson, by department or patrol, they will be expected to have a restorative conversation with the member of staff at the end of the school day. This will allow students to reflect on why they were removed from the lesson. If they don't attend this to discuss their behaviour, the member of staff will set a 30 minute detention for the end of the school day. Again, failure to attend this detention will lead to SLT detention on Friday, which runs from 3pm to 4pm.

Monitoring Reports

Reports exist to support different stages of learning: Form Tutor Report, Head of Year Report, Progress Leader Report and SLT report. They are all designed to allow parents and staff to monitor students' progress throughout the day. Punctuality and Attendance Reports are also an option if applicable.

Students will have reports checked electronically at the end of the school day by pastoral staff and parents. The report will be evaluated after one week. They will either: continue on report, be removed from report, move to the next level of report or parents will be invited in if there are still concerns about progress.

N.B. Students entering the academy on a managed move or returning from a managed move will be placed on Head of Year report to gather information about their behaviour for learning and engagement.

Remove Rooms (B6 / TLC)

Being placed in a remove room is an alternative to a suspension. A student can only be placed in B6 by the HoY or by patrol in consultation with a member of the SLT. Reasons will include the failure of SLT Report and at the discretion of SLT following a failure to comply the Academy policy. B6 will run an alternative school day, between the hours of 9am and 4pm. Rules and regulations, including procedures for placements into consequences, can be found in B6 Code of Conduct (Appendix attached).

TLC

TLC is used if a student is removed by patrol. Students who work well in TLC will be allowed to return to their next lesson. Students should find their teacher to engage in a restorative conversation at end of school day to avoid having a detention. Failure to take up this opportunity will result in a detention the following day with their class teacher.

Students will also be given the chance to access Teams lessons in TLC and B6.

Inclusion (Nurture / LZ)

To further support students who are not making progress and are putting themselves at risk of suspension or permanent exclusion, we will recommend support through Nurture or LZ depending on the needs of the child. Students can access learning through Teams and may well have access to school counsellors.

Suspensions and Exclusions

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to suspend are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples:

- Failure to comply with a reasonable request from a member of staff
- Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the ‘Consequence System’
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Setting off the fire alarm
- Behaviour which calls into question the good reputation of the Academy
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

Only the Headteacher or the Deputy Headteacher may suspend or permanently exclude a student from the Academy. The decision to exclude is always taken based on consideration of evidence after investigation and at the Headteacher’s discretion.

The Academy adheres to the guidance of the Department for Education and decisions to suspend or permanently exclude are made within the limits of this guidance. This guidance sets out the requirements of the Academy regarding exclusion and protects the rights of parents and students.

A suspension is normally the last in a line of staged responses to poor behaviour. Between the first signs of problems and suspension a range of strategies will have been employed. In the case of serious breach of the behaviour policy, suspension may be imposed as an immediate sanction.

Where students are suspended, minimising disruption to their education is a priority. Work will be provided through Microsoft Teams for completion and students will normally be readmitted to sit external examinations and modular tests.

Return from suspension should be planned and in most cases support sought prior to return. When returning from suspension, a re-integration meeting will take place with students, parents/carers and a HoY and or a member of the SLT, with targets set which allow for success. A behaviour plan will be drawn up for students who continue to disrupt and fail the behaviour reports. These plans may include a period of internal isolation, suspension or managed moves.

Upon re-admission to the Academy, students will return via B6 for a period of reflection and the opportunity for the student to show that they are willing to re-integrate themselves into Academy life.

Any student receiving 15+ days of suspension in a term must attend a Governors' meeting with parents or carers.

Permanent Exclusion

'A decision to exclude a student should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug
- Carrying an offensive weapon
- Making a malicious, serious false allegation against a member of staff
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

The Headteacher may also permanently exclude a student for: -

- One of the above offences
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises

- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community

This is not a means of disciplining or punishing students. It is nearly always recognised that despite the best efforts of staff and support agencies a student has been unwilling to change aspects of behaviour which have caused serious concern. The decision to recommend to Governors that a student be permanently excluded is always taken in the clear interests of other members of the Academy community who are judged to be substantially at risk (physically, or in terms of their educational progress) if the individual were to return to the Academy. The wellbeing of students and staff will be a significant consideration in the case of permanent exclusion.

Alternative provision

In the case of repeated breaches of the behaviour policy, or in the case of serious breaches, alternatives to suspension may be sought through alternative provision within the Academy or in partnership with other agencies. This would be in discussion with parents or carers. Suspension from an Alternative Provision could lead to a permanent exclusion from FCA.

Restraint

All staff designated by the Headteacher will be entitled to use reasonable force where necessary to restrain students from:

- Committing an offence
- Causing a personal injury
- Damaging property
- Prejudicing the maintenance of good order and discipline of the school

SEARCHING STUDENTS

Farringdon Community Academy follows the guidance given by the DfE guidelines (2011) and Education and Inspections Act (2006) on screening, searching and confiscation, however we do not currently screen students. Students can be searched in the following ways:

Without Consent Search

It is a criminal offence to have a knife or offensive weapon on Academy premises (it is an offence to be carrying one for educational or other lawful purpose). If a young person is suspected of carrying a weapon, the Academy has the authority to do a 'without consent search'. However, the Academy has decided to carry out searches with consent only. If a student does not consent to a search, then the Academy will opt for one of the following:

- Call the police to carry out the search or
- Contact parents to invite them in to be present for the search
- Send the young person home as unauthorised absence (not classed as a suspension)

With Consent Search

The Academy has the authority to carry out a search for weapons, items which have been stolen or which may be used to carry out an offence. Where a student consents to a search the following protocol will be used:

- Two members of staff will be present
- The student will be questioned first
- If questioning confirms suspicion, the student will be asked to surrender the item
- If suspicion remains then the student will be asked to remove outer clothing and to empty bags, pockets etc. At no point will an intimate search or 'patting down' take place
- Searches will take place in privacy where possible and will be sensitive to race, culture, religion etc.

After the search:

- The incident will be recorded on Classcharts and parents informed. Governors will be informed annually of the number of searches
- The item will be confiscated
- If the confiscated item is illegal the Police will be informed, and the item delivered to them as soon as possible

Information regarding searches will include:

- Name, Year, Sex, and ethnicity of student searched
- Grounds for search
- Time and place of search
- Who carried out the search
- Who else was present at the search
- How the search began and progressed
- Student's response to search
- Outcomes and follow up actions
- Details of any Police involvement, if necessary

Nominated senior members of staff are eligible to carry out searches.

Special Educational Needs/ Vulnerable Groups

All staff must be aware of information advice and other data regarding SEND, EAL and vulnerable groups of students. Lessons must be differentiated to consider the needs of SEND and EAL students.

Some students' behaviour is beyond normal incentives and sanctions. These are usually students with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. It is often necessary to create for these students' tailor-made programmes to achieve personal, achievable targets and a system of rewards. In extreme cases, special curriculum programmes and timetables may need to be set up for such students. Parents, Teaching/Support staff and outside agencies may be included in such programmes if deemed necessary or helpful.

Management of Behaviour Outside of Lessons

All staff have a responsibility for ensuring that students conduct themselves in an orderly manner in and around the Academy. This will be monitored by the HoY and SLT. It is important that:

- Staff are visible and present on corridors and in other areas where designated, particularly during lesson changeover
- Staff are vigilant and challenge any unacceptable and inappropriate behaviour around the Academy to maintain high standards and a positive learning ethos. Usually, a calm word or admonishment will be enough
- Staff always explain the consequences of poor behaviour to a student, referring to the 6 steps of success.
- In some cases, having dealt with the incident, inform the Tutor or a HoY. If done verbally the incident must be recorded by the member of staff on Classcharts
- Racist or incidents of bullying, including child on child abuse, must be logged on Classcharts and referred to HoY.
- In cases of more serious incidents send for support using patrol and intervene appropriately
- Where a student has failed to respond positively to instructions, despite being given the opportunity to, the member of staff should refer the student to either the Tutor or HoY (depending on the locality and severity of the incident) and tracked on Classcharts.

Behaviour Outside of the Academy

The Academy will apply sanctions if students misbehave either on the way to or from the Academy. The Academy also expects:

- Students to behave well whilst on Academy visits, work experience and college placements
- Uniform should be worn to academy expectations whilst travelling to and from the academy.
- Standards of behaviour to be clearly explained to students before they take part in an Academy visit
- The Academy will not tolerate the use of intimidating or defamatory messages from media such as mobile phones or on social networking sites. Where the use of such media is exploited to embarrass or bully fellow students or members of staff, appropriate action will be taken.
- This is not an exhaustive list and will be up to the Headteacher of the academy. The academy will not tolerate behaviour that affects the orderly running of the school, pose a threat to another student, member of staff or the public or could adversely affect the reputation of the academy.

Abuse or Intimidation of Staff or Students Outside of the Normal Working Day

All staff members have the same rights of protection from threat as any citizen in a public place. If an incident occurs the member of staff must report the incident to a member of SLT the following day. The Academy will apply sanctions when students are next in the Academy.

Students also have the right to protection and sanctions may be applied for actions outside the Academy which impact on the well-being of students.

Abuse or Intimidation of Members of the Public

Actions which are directed at members of the public may also be subject to sanctions where the actions may bring the Academy into disrepute or threaten the wellbeing of students, including damaging their learning through the perceptions of the community.

MONITORING AND REVIEW OF THE POLICY

This policy will be monitored by the designated SLT responsible for Inclusion. There will be an annual report to the Governing Body, which will include the views of students, parents and staff through a stakeholder's questionnaire.

Covid Addendum 21 Update

Students will attend school in year groups. Each year group has identified areas for toilet use, breaks and lunchtimes. This will be reviewed when DFE and Public Health England provide guidance and updates.

Any student who feels unwell during the school day will be sent to a medical isolation room and parents will be contacted to collect their child or give permission to send them home.

There are identified start and finish times for all year groups who have specific entrances and exits to the academy. Any latecomers must report to the main reception window and must not enter the building. Late detentions will take place in year group blocks for 30 minutes at the end of the same school day.

Parents must not visit the academy without an appointment