


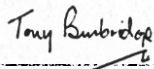



FURNESS

ACADEMY

Behaviour Policy

General Arrangements and Responsibilities

Approved by Governing Body			
Committee	Name	Signature	Date
LAC	J Shields		17/6/20
Chair of the Board of Governors			17/6/20
Headteacher			17/6/20

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Responsible for policy/document	Assistant Headteacher
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1. Policy Statement and Aims

At Furness 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 aim to:

- 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. Academy Expectations

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

Parent/carers play a vital role in ensuring that their children are responsible for their own behaviour in the academy. We ask that parents sign the **home-academy agreement** to indicate that they will respect and support the academy's behaviour policy and the authority of the academy staff. Building academy life into a natural routine – ensuring that your child is at the academy on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to academy rules and procedures.

At Furness Academy Parents/Carers are expected to encourage positive student behaviour by:

- supporting the academy in valuing all learning opportunities
- supporting the academy in implementing the behaviour for learning policy, including the enforcement of the academy uniform code.
- informing the academy of any change of circumstance which could be likely to have an impact on their child's learning or behaviour
- sharing concerns about their child's education, welfare and behaviour within the academy and supporting the academy in addressing them
- being prepared to attend meetings to discuss their child's behaviour/progress and to follow the terms of any support plans or contracts put in place
- providing appropriate supervision for their child if they are excluded from academy and, when invited, attending a reintegration meeting at the academy with their child.
- providing direct and also emergency contact details so they are easily contactable by the academy should the need arise.
- providing correct equipment and uniform for their child
- abiding by the home/academy agreement.

At Furness Academy staff are expected to encourage positive student behaviour by:

- forming positive, supportive relationships with students and treating them with appropriate courtesy and consideration
- raising the self-esteem of students and developing their full potential
- providing challenging, interesting and relevant teaching appropriate to the age and ability of all students
- creating a safe and pleasant environment
- supporting and implementing the Behaviour for Learning policy clearly and consistently
- forming positive relationships with parents/carers and enlisting their support at the earliest opportunity when issues arise that require it.
- communicating good behaviour and learning as well as unacceptable behaviour and learning to parents/carers abiding by the home/academy agreement

3. 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 it's duly deserved.

We can reward excellent work and behaviour by:

- verbal or written praise
- phone call, e-mail, letter or praise postcard home
- awarding of "bricks"
- recommendation for Headteacher's Afternoon Tea
- awarding certificates and prizes during assembly and other academy events
- invitation to take part in rewards events and trips both on site and off site.

4. Standards of behaviour

We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination. Staff are trained to deal with behavioural strategies as part of their continued professional development, and are well informed of the extent of their disciplinary authority. We promote good behaviour within the curriculum and reminders of expected standards of behaviour are referred to in lessons and assemblies and displayed around the site.

Staged Approach in the Classroom

It is important that a staged approach is taken to behavioural issues. ***Consistency and certainty*** of practice is key and staff must operate within the agreed framework for sanctions. It is not the severity of the sanction but the certainty that it will happen that is important.

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 are encouraged to use a range of techniques before and during the consequence structure.** A student can be asked to change something they are doing without having to be given an official warning. Teachers should follow the agreed staged approach set out below.

If there is a serious incident within the classroom (swearing/assault etc.) the warning system will be superseded and support sought.

Consequence 1

This will be an initial verbal warning, clearly stating to the student “1st 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.

Teachers are encouraged to use a range of techniques before and during the consequence structure

Consequence 2

This will be a verbal warning, clearly stating to the student “2nd 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 and this is their final chance to do so.

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.

Teachers are encouraged to use a range of techniques before and during the consequence structure

Consequence 3

This is non–negotiable.

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.

Class teacher must ensure that their detention is recorded before they initiate a C4. The C3 detention does not disappear if a C4 takes place.

Teachers are encouraged to use a range of techniques before and during the consequence structure

Consequence 4

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 (minimum of 20 minutes after the academy day)

Students receiving C4 will still complete the initial break/lunch detention with the class teacher.

Consequence 5

Should the student choose to disrupt the learning of students whilst with SL/ASL, support will be called for, the student removed to isolation with appropriate work to complete. Students remain in isolation for that lesson and if behave appropriately will return to their following lesson. Students will complete a 30 minute detention in isolation at the end of the school day.

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 (including non-compliance of COVID 19 expectations)
- Serious vandalism to academy property
- Relating to alcohol, dangerous 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”.

5. Disciplinary Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and other staff in schools to discipline students. Where poor behaviour is identified, Furness Academy operates using the following sanctions:

- a verbal reprimand
- removal from class
- repeating unsatisfactory work until it meets the required standard.
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day/trip/study visit/academy event
- missing break time.
- detention including during lunch-time and after the academy day.
- Academy based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- internal exclusion (isolation)
- fixed term exclusion
- permanent exclusion

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

5.1 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 Policy, including persistent disruptive behaviour or if allowing the student to remain in lessons would seriously disrupt the education of other students. The behaviour record of a student may also result in a period in internal exclusion including for persistent low level behavioural incidents.

5.2 Serious Misbehaviour and Exclusions (Fixed-term and Permanent)

Exclusions can 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

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 and sanctions 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 and /or sending or posting such materials on line or to other peoples' phones/computers
- 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
- carrying or 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 potentially dangerous substance/ item (e.g. gas/solvents), new psychoactive substances e.g. synthetic cannabinoids (formally known as legal highs) or any illegal substance
- indecent behaviour, sexual abuse or assault
- 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
- bringing materials that are inappropriate or illegal for children to have; such as racist or pornographic or hate crime related
- repeated serious disruptive behaviours
- **breach of government guidelines in relation to COVID 19 (example, but not exclusive to: refusal to adhere to 2 metre social distancing rule, coughing/spitting in the direction of others)**

The above are examples and the list should not be seen as exhaustive

5.3 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, vaporisers or fireworks onto academy site or to an academy organised trip/study visit.
- **breach of government guidelines in relation to COVID 19 (example, but not exclusive to: refusal to adhere to 2 metre social distancing rule, coughing/spitting in the direction of others)**

The above are examples and the list should not be seen as exhaustive

5.4 Permanent Exclusion

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.

5.5 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

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.

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/carers could be prosecuted or issued with a fixed penalty notice if they do not comply

Parent/carers also 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.

6. Conduct around the Academy and the Academy Grounds

Staff are around the site at the start and the end of the day, in-between classes, during breaks in the academy day, and at lunch times, to check that students are using the academy site respectfully and behaving appropriately.

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 (**maintaining social distancing**). 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.

Incidents of a serious nature can lead to fixed term or permanent exclusion from the academy.

7. Regulating students' offsite conduct

Students are ambassadors to our academy even when off the academy site, and we expect them to act accordingly. When on their way to and from the academy or an academy trip/study visit all usual academy expectations apply.

Students who are caught or known to have been misbehaving on the way to or from the academy, or near the academy site, will be disciplined by the academy. This also applies to students who misbehave during work experience, academy trips/study visits, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

Any offsite misbehaviour could result in sanctions. The Headteacher will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the academy has been affected;
- the effect such an action may have on the other students;
- the extent to which the behaviour has repercussions for the orderly running of the academy/or might impose a threat to another student or member of staff;
- whether the misbehaviour was on the way to or from the academy or the student was taking part in any academy-organised or academy-related activity; and
- if it was at a time when the student is in some other way identifiable as a student of the academy or might be expected to act as an ambassador for the academy.

8. 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 illegal or banned in the academy.

The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions, without consent using such force as is reasonable given the circumstances, where they suspect the student has any of the following prohibited items:

- knives or weapons
- alcohol
- illegal drugs/psychoactive substances/dangerous substances
- stolen items
- cigarettes, tobacco products, cigarette papers and e cigarettes/vaporisers (All of these will be destroyed when confiscated)
- fireworks
- offensive/pornographic images
- racist/offensive materials
- any article that has been or could be used to commit an offence or cause harm

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.

9. Physical Control and Restraint (use of force)

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 a student from doing, or continuing to do, any of the following:

- committing any criminal offence
- causing personal injury to, or damage to the property of, any student (including him or herself)
- prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a teaching session or otherwise.

Furness Academy does not encourage the use of force but it may be used very rarely in exceptional circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time.

All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the academy premises.

Where the use of force becomes necessary staff should use the minimum amount of force needed to resolve the issues. Any such action by a member of staff must be reported to the Headteacher. Following serious incidents involving the use of force, the Headteacher will speak to the parent/carers concerned. It is up to the Headteacher to decide whether it is an appropriate occasion to report the use of force to parents.

Any such serious incidents involving the use of force will also be recorded by the academy.

9.1 Staff may seek advice from the police in connection with:

- drug related behaviour
- threatening and/or violent behaviour by students/parents
- extreme cases of bullying and harassment, including cyber bullying
- theft
- causing harm or potential harm to staff or students by breaching government guidelines in relation to COVID 19.

Staff may seek support from the police to:

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

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

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 academy.

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/specialist 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

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.

Parent/carers should be invited to be involved at all stages of implementation of Individual Behaviour Plans and Academy Support Plans, as when they work in partnership with the academy, the chances of a successful outcome are increased considerably.

The academy works closely with external agencies eg LAC Team, Inclusion team, SEND team , Educational Psychologists, Pupil Referral Unit, Hospital and Home Tuition, Police Community and Liaison Officers, Children's Services, Love Barrow and with any other agencies(both statutory and voluntary) we feel may be able to offer appropriate advice and/or support.

The academy recognises that where there are behaviour problems, a single 'fix' is rarely the solution and that a range of strategies need to be investigated so that the student concerned receives the most appropriate support to help resolve the situation

Complaints

The academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Headteacher, and the academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **complaints policy**.