

# Behaviour Policy

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## ***Policy Statement***

The Governing Body is charged with the duty to set the framework of the Academy's policy by providing a written statement of general principles relating to discipline, taking into account the needs of all students. Before providing the statement below the Governing Body has consulted the Head, parents/carers, students and staff at the Academy. It will be reviewed annually, or earlier if necessary.

## ***Our Commitment***

At The Francis Combe Academy, we are committed to creating a happy atmosphere in which students can work, grow and achieve success. We promote the well-being of all students promoting the fundamentally important values of respect, courtesy, fairness, social inclusion and equality. The Governors expect the Academy to be a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm.

Francis Combe Academy is committed to improving outcomes for all students and eliminating all forms of anti-social behaviour, discrimination, harassment and bullying, as well as promoting equality of opportunity, and improving the welfare of all students in our Academy community. We acknowledge the particular needs of our most vulnerable students – for example, those with special educational needs, disabilities, migrant, refugee or traveller students, students with physical or mental health issues and looked after children.

The Governing Body recognises that the management of behaviour to support effective learning and teaching is a key factor in achieving this harmonious and productive community. The policy reflects the provision of the Education and Inspections Act 2006 in relation to behaviour. It aims to clarify the Academy's approach to promoting student behaviour which supports learning and teaching, taking account of the welfare of both staff and students.

The Governors expect all rewards and sanctions to be applied fairly and consistently. The Governors have formally agreed the sanctions that may be used in the Academy in appropriate cases.

## ***Our Responsibilities***

The Principal's role is to determine the detail of the standard of behaviour acceptable to the Academy, to the extent that this has not been determined by the Governing Body. The Principal has the day-to-day responsibility for maintaining discipline in the Academy and is legally required to ensure that more detailed measures are in place (rules, rewards, sanctions and behaviour-management strategies) that aim to:

- Promote self-discipline and proper regard for authority amongst students
- Encourage good behaviour and respect for others
- Prevent all forms of bullying including incidents relating to race, religion & culture; homophobic; SEN or disabilities; sexist or sexual; cyber bullying
- Ensure students standards of behaviour is acceptable
- Ensure that students complete assigned work
- Regulate the conduct of students.
- Promote responsible care of the Academy environment showing due care and respect for fabric, furnishings and buildings.

The Principal is supported by all members of staff within the Academy who are expected to encourage good behaviour and respect for others by students and to apply all rewards and sanctions fairly and consistently.

The Academy will set high standards of behaviour and endeavour to encourage good habits of work and behaviour. All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour, especially if such behaviour does not allow constructive teaching and learning to take place. The expectations of students within lessons and in and around the Academy are published for students.

Punctual attendance at Academy and lessons is required. All absences must be explained and will be followed up by relevant members of staff.

Our expectation of students behaving responsibly extends to behaviour off the Academy site. This includes when students are:

- On the way to and from Academy
- Taking part in work experience placements, educational visits and other events
- Whilst wearing our Academy uniform in a public place

Cases of inappropriate behaviour will be considered individually and appropriate sanctions will be enforced depending on:

- the severity of the misbehaviour
- the extent to which the reputation of the Academy has been adversely affected
- the extent to which the behaviour impacts on the orderly running of the Academy or the threat or intimidation posed to another student or member of staff

Students from other Schools attending the Francis Combe Academy site to access an aspect of our curriculum should be made aware of the Academy's expectations regarding student conduct and are expected to comply accordingly.

The Governors of Francis Combe Academy have agreed that no student in years 7 – 11 will be allowed to leave the Academy premises at lunchtime unless there are exceptional or extenuating circumstances. In such instances, the parent/carer must apply in writing to the Principal who will make a decision as to whether permission will be granted. If permission is given, the responsibility of 'loco parentis' passes back to the parent/carer, who must ensure that their son/daughter is at home and supervised for duration of the lunch break.

## **Rewards**

We believe that recognition and celebration of outcomes and continued excellence will motivate students, promoting behaviour which supports learning. Rewards are given by both individual teachers and other staff members, as well as recognition awards given by the Academy. These are in the form of credits, certificates, and prizes (ranging from pens/pencils etc to shop/leisure vouchers). In addition, 'congratulation' post-cards, personalised letters, positive phone calls and trips and 'treats' are some of the many other rewards that students can enjoy. Our annual Presentation Evening formally awards to those nominated students an individual trophy for excellence in academic effort, achievement and progress, extra-curricular achievement, sporting excellence, and promoting community spirit.

## **Support Systems**

The Academy has a number of programmes and techniques for supporting the management of behaviour. These are:

- Personal Tutors led by designated Heads of Learning Aspiration and Achievement and their Assistant Heads of Learning
- Areas available before Academy, break, lunchtime and after Academy for students to use: library, study centre, designated year base
- Various levels of report to aid the student progress with specific targets
- Student Reception (open at all times for students)
- Learning Support and Inclusion Bases, supporting students with learning and/or behaviour needs
- Other designated staff available to support any medical needs or issues of bullying
- Outside professionals, such as Counsellors, Behaviour Support Team and Community Police Officers who work at the Academy as required.

## **Sanctions**

Sanctions should be applied where it is necessary in the circumstances to show appropriate disapproval. The Education and Inspections Act 2006 gives the Principal and Academy staff a clear statutory authority for punishing students:

- Whose behaviour is unacceptable (including to and from Academy or on Academy trips) [*Appendix C: Drugs and Dangerous Conduct Policy*]
- Who break the Academy rules
- Who fail to follow a reasonable instruction

All staff must seek to ensure that punishments are proportionate to the offence and should enable students to make reparation where possible. As far as possible the

sanction applied should be as constructive as possible. The sanctions allowed by the Governing Body are:

- One to one admonishments
- Completion of work at home or extra work (at Academy or at home)
- Detention\* (in Academy hours or outside of Academy hours)
- Removal from the group/class or particular lesson (temporarily or permanently)
- Withdrawal of break, lunchtime or other privileges
- Withholding participation in educational visits, trips or sports events
- Confiscation\*\* of illegal items or items that breach the uniform code
- Imposing a monetary fine for any wilful damage to buildings or property
- Community service (carrying out useful tasks to help the Academy)
- Restriction of movement around the Academy site
- Isolation
- Fixed and permanent exclusions

\*Detentions: at least 24 hours notice will be given to students and their parents/carers when an out of hours Academy detention is issued. Students will normally be notified through a note in the student's planner by the member of staff issuing the detention and this serves as the statutory notice required to be given to parents. Failure to read the planner, or for the child to pass the message on to their parents/carers, does not invalidate the detention. The Academy will take reasonable account of individual circumstances when setting a detention but mere inconvenience or a disagreement with the consequence on the part of the parent/carer or student is not an accepted excuse for student non-attendance.

\*\*Confiscation: items, such as mobile phones, iPods, jewellery or clothing that breach the Academy uniform or code of conduct rules, or items that pose a threat to the health and safety of students or staff will be confiscated. Generally items such as mobile phones or iPods will be returned at the end of the same day of confiscation unless there is repeated flouting of the Academy rules. Jewellery will be confiscated until the last day of the Academy term.

Any dangerous or illegal items, such as cigarettes, cigarette lighters, alcohol, drugs or potential weapons will be confiscated and be destroyed or handed to the police if necessary.

### **Justifiable Restraint**

The Governing Body, in line with The Education Act 2006, has authorised Academy staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do any of the following:

- a) Committing any criminal offence
- b) Causing personal injury to, or damage to the property of, any person (including themselves)
- c) 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.

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the Academy's Equal Opportunities Policy.

**Communication**

Parents/Carers will be involved in discipline cases as appropriate. Individual staff within their responsibilities may involve Parents/Carers and any communication will be logged on the student's record.

Parents/Carers are also encouraged to support good behaviour and positive habits in their child's conduct through the Academy's Home-Academy Agreement, and by attending all meetings that are relevant to their child.

The Principal will seek the widest possible agreement for this policy. The Principal must publicise the policy at least once per year to students, parents and staff. It will also be made accessible to Parents/Carers whose first language is not English as far as possible.

**Monitor**

The Principal will report annually to the Governing Body on the implementation of the Behaviour Policy.

**Review**

The working of the Academy's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with students in tutor and lesson time where appropriate. Staff will also be called upon from time to time to identify problems that may be behind any poor behaviour and to suggest possible courses of action. Regular training in behaviour management will be provided.

The Student Council will be involved in reviewing the Academy's programmes to reinforce self-discipline and positive work and behaviour patterns as well as other policies such as the Anti-Bullying Policy. Discussions in tutor time and Year Councils will inform the deliberations of the Student Council. The Vice Principals are responsible for ensuring the positive contribution of all students. In particular the Vice Principal Aspiration and Achievement, in collaboration with the Vice Principal Extended Academy will ensure that the needs of SEN, and any other minority group are properly taken into account, and their participation in the consultation process is assured.

### Introduction

The Governing Body is charged with the duty to set the framework of the Academy's policy by providing a written statement of general principles relating to tackling all forms of bullying, taking into account the needs of all students. This policy sits as a sub-policy with the overarching Behaviour Policy. Before providing the statement below the Governing Body has consulted the Principal, Parents/Carers, students and staff at the Academy, as well as other outside specialists in this field. It will be reviewed annually, or earlier if necessary.

### Governing Body Statement of General Principles

At Francis Combe Academy we are committed to creating an excellent learning environment that is safe from intimidation and bullying. We aim to prevent all forms of bullying including race, religion, homophobic, SEN or disabilities, sexist or sexual, or cyber bullying. We aim to develop a culture in which 'telling' becomes as important and as common as 'listening'.

We are committed to, and have signed up to the National Anti-Bullying and Safer Academy Charters, which have the following five broad goals at its core:

- To discuss, monitor and review our anti-bullying policy on a regular basis
- To support staff to identify and tackle bullying appropriately
- To ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively
- To report back quickly to parents/carers regarding their concerns on bullying
- To seek to learn from anti-bullying good practice elsewhere and utilise the support of the Local Authority and relevant statutory/voluntary organisations where appropriate.

In addition to this, the Governing Body has set out the following principles that inform anti-bullying practice at Francis Combe Academy:

- All students have the right to feel safe and secure, free from any threat of bullying
- All students, parents/carers and staff should know where to go and who to speak to if bullying occurs
- All reports of bullying, whether by a victim or a witness are treated seriously, responded to promptly and are acted upon in accordance with Academy procedures
- All reports of bullying are logged centrally
- Student and staff awareness of issues relating to bullying are constantly reinforced via the curriculum and other opportunities such as assemblies
- Staff provide good role models for students in their everyday work with colleagues and students
- Other adults, such as the Police and outside agencies are informed and utilised where necessary.
- Termly reports are made to the Personnel and Student Matters Committee

### Responsibilities of the Principal

The Principal's role is to ensure that detailed measures are in place within the Academy to ensure that the principles determined by the Governing Body are fully adhered to. These include ensuring that guidance is freely available and regularly circulated and publicised to Parents/Carers, students and staff. The Governors have formally agreed that sanctions, as detailed in the Behaviour Policy may be used by the Academy in appropriate cases.

## Attendance Policy

### Introduction

The Governing Body is charged with the duty to set the framework of the Academy's policy by providing a written statement of general principles relating to attendance, taking into account the needs of all students. This policy sits as a sub-policy within the overarching Behaviour Policy. Before providing the statement below the Governing Body has consulted the Principal, Parents/Carers, students and staff at the Academy, as well as other outside specialists in this field. It will be reviewed annually, or earlier if necessary.

### Governing Body Statement of General Principles

At Francis Combe Academy, we are committed to raising levels of attendance for individual students and the Academy as a whole. Our belief is that good attendance and punctuality are vital to educational achievement and success. The Governors expect the Academy to be a place where all students and stakeholders understand the importance of good levels of attendance.

The Governing Body has set out the following principles that inform all practice to improve the attendance and punctuality of students at Francis Combe Academy:

- To ensure robust leadership and management structures are in place
- To ensure effective and accurate management of systems
- To monitor and review systems regularly to ensure up to date and accurate information is readily available and stored securely
- To regularly inform parents/carers of the attendance/punctuality levels of their children.
- To ensure that parents/carers are aware of their responsibilities regarding the attendance and punctuality of their children (The Education Act 1996)
- To provide guidance for staff, students and parents/carers to raise attendance levels and ensure awareness of the correlation between high attendance and high achievement
- To ensure that all staff are aware that they have a responsibility for students attendance, a duty to act in accordance with the Academy policy and a need to be sensitive to some of the complex causes of student absence
- To rigorously apply Fixed Penalty Notices where unauthorised absence falls below tolerated minimums
- To work closely with Local Authority Officers and report all data as required
- To provide termly reports to Governors
- To promote with parents and their children the importance of good attendance and punctuality.

### Responsibilities of the Principal

The Principal's role is to ensure that detailed measures are in place to ensure that the principles determined by the Governing Body are fully adhered to. These include that guidance is freely available and regularly circulated and publicised to Parents/Carers, students and staff.

The Governors have formally agreed that holidays during term time will not be authorised unless there are exceptional or extenuating circumstances. The Principal will decide on whether any holiday or time off during term time will be authorised.

## Drugs and Dangerous Conduct Policy

### Introduction

The Academy takes a strong stand against any activity that could be described as putting the well-being of our students / a person at risk from dangerous or reckless conduct. This includes the misuse of any substances (both legal and illegal), and bringing any dangerous or offensive weapon onto our Academy site.

### Illegal substances (Drugs [including Cannabis])

The Academy views any involvement in illegal substance activity as extremely serious behaviour which poses a grave risk to the health, well-being and safety of students in our care, as well as to the reputation of the Academy.

Involvement is defined as:

- Consuming an illegal substance whilst under the Academy's jurisdiction of care (which includes to and from Academy, and on Academy trips, or any activity where the student is representing the Academy)
- Bringing any illegal substance onto the Academy site
- Supplying an illegal substance to another student (supplying is defined as passing a substance onto another student / person – no money is required to change hands for supply to occur in the eyes of the law)
- Assisting others to supply or partake in the taking of illegal substances
- Concealing or helping to conceal an illegal substance

Any student partaking of an illegal substance whilst under the jurisdiction of the Academy will face fixed term exclusion, and depending on the severity of the incident could face an immediate permanent exclusion.

Any student that is found to bring an illegal substance onto the Academy site will result in an immediate fixed term exclusion, and depending on the nature and quantity of the drug could face an immediate permanent exclusion.

Any student that is found to supply an illegal substance to another person is likely to face an immediate permanent exclusion.

Any student found to be assisting another student in the consumption or supply of an illegal substance will receive a fixed term exclusion, and depending on the severity of the incident, could face an immediate permanent exclusion.

The Academy will inform the Police if the incident is judged to be sufficiently serious.

Any student that receives one fixed term exclusion for any of the above offences, and then consequently re-offends on any of the above offences at any point during their time at the Academy will be permanently excluded.

### **Substance Misuse**

In addition to the explicit details above for illegal substances, the Academy will also take serious action if other substances are brought onto the Academy site for misuse by students. The range of substances include:

- Volatile (“sniffable”) substances such as petrol, alkyl nitrates, butane, aerosols
- Over the counter or prescription medicines such as paracetamol, cough medicines, anti-biotics etc that are not handed to the Academy nurse with exact instructions for dispensation from the parent/carers.
- Alcohol
- Tobacco

This is not an exhaustive list, and other substances may be judged to be classed within this category.

Depending on the nature of the offence, substance misuse of any of the above or similar products is likely to result in a fixed term exclusion, and depending on the severity or frequency of the offence, could result in a permanent exclusion. The Academy will inform the Police if the incident is judged to be sufficiently serious. Offences are defined as being:

- bringing any of the above substances onto the Academy site without legitimate reason
- supplying any of the above substances to other students
- consuming any of the above substances whilst under the Academy’s jurisdiction
- assisting others in the misuse of substances
- concealing or helping to conceal an illegal substance

### **Offensive Weapons**

If a student brings any object to Academy, which could be considered to be an offensive or dangerous weapon (including knives, guns [including replicas] or fireworks of any sort), this will be treated as an extremely serious incident and is likely to result in a fixed or permanent exclusion depending on the severity of the incident. The Academy will inform the Police if the incident is judged to be sufficiently serious.

Any student, who possesses, is seen with or uses an object considered to be offensive or dangerous in Academy will also be treated as an extremely serious incident and is likely to result in a fixed or permanent exclusion depending on the severity of the incident. The Academy will inform the Police if the incident is judged to be sufficiently serious.

Both of the above statements and sanctions also apply to students to and from Academy, Academy trips and events etc.

## Governors' Exclusion Policy

Francis Combe Academy has a consistently applied code of conduct which is supported by a range of strategies. A key objective of this policy is to ensure that exclusion is only considered when appropriate strategies have been applied, or when there has been a clear breach of the Academy rules and/or standards.

Examples of the kind of behaviour/activities which could lead to fixed term and could ultimately result in permanent exclusion being applied are:

- Failing to respond to the Academy's Behaviour for Learning Policy
- Serious or repeated breach of the overarching Behaviour Policy (including appendices)
- Any incident of a sexual nature
- Refusal to comply with reasonable requests from staff
- Repeated refusal to accept, complete or attend sanctions
- Refusing to attend sanctions
- The use of foul and/or abusive language directed at students or staff
- Abusive behaviour or physical violence to another person
- Causing actual harm or injury to another person
- Involvement in activities that bring the Academy into disrepute
- Undermining the authority of the Academy

However, in certain very serious instances, it could be appropriate to shorten the process and in some circumstances for a lengthy fixed term or immediate permanent exclusion to take place without normal progressive support strategies being put in place. Examples could include:

- Any breach of the Drugs and Dangerous Conduct Policy
- Possession of weapons
- Theft or vandalism
- Serious actual or threatened violence
- Sexual abuse or assault
- Threat, intimidation or assault on a member of staff

The Principal has the support of the Governing Body to interpret these principles as appropriate and with due reference to the DCSF publication 'Improving Behaviour and Attendance' 2007.

## Justifiable Restraint Policy

### Introduction

The Governing Body is charged with the duty to set the framework of the Academy's policy by providing a written statement of general principles relating to the use of force by staff to control or restrain students. This policy sits as a sub-policy within the overarching Behaviour Policy. Before providing the statement below the Governing Body has consulted the Principal, Parents/Carers, students and staff at the Academy, as well as other outside specialists in this field. It will be reviewed annually, or earlier if necessary.

### Objectives

In line with the statements within the behaviour policy (pages 3-4) on Justifiable Restraint, the key objectives are:

- To maintain the safety of students and staff
- To prevent serious breaches of Academy discipline
- To prevent serious damage of property.

### Minimising the need to use force

To ensure that staff minimise the risk of incidents that might require using force arising, it is expected that staff will:

- Create a calm environment that minimises the risk of incidents occurring
- Use Social and Emotional Aspects of Learning (SEAL) approaches to teach students how to manage conflict and strong feelings
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Ensure risk assessments and positive handling plans are in place for individual students as required

### Staff authorised to use force

The Governing Body has permanently authorised all Academy staff who normally have interaction, control, or charge of students to have the statutory power to use force. There may be instances of temporary authorisation given by the Principal, for example where staff whose jobs do not normally involve supervising students and volunteers working with students will be authorised to be in control or charge of students and therefore have the statutory power to use force.

The Governors wish to make it clear that any decision to use any type of restraint or force ultimately lies with the individual member of staff, and that no member of staff must feel they have to intervene in a situation that they feel they are unhappy to do so.

### Deciding whether to use force

Staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify considering the use of force
- The chances of achieving the desired result by other means are low
- The risk associated with not using force outweighs those of using force

Staff (including those with temporary authorisation) will be kept informed and advised about how to deal with students who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances) by the Director of Inclusion.

Staff should minimise the highest risks, for example by calling the police if a student suspected of having a weapon seems likely to resist a search.

### **Using force**

It is emphasised to staff that they should use the minimum of force necessary to achieve the desired result.

Staff, where appropriate:

- Should advise the student by giving a clear oral warning that force may have to be used if they do not curtail their behaviour
- Should only use any form of restraint that is likely to injure a student (particularly anything that could constrict breathing) in extreme emergencies and where there is no viable alternative
- Should not, as far as is possible, use force unless or until another responsible adult is present to support, observe and call for assistance

### **Staff training**

Training on safe restraint procedures will be provided to all staff on an annual basis.

### **Recording incidents**

Any incident that has involved any type of physical restraint must be recorded by the member/s of staff [see Appendix E(i)] who were involved in the restraint and also by any responsible adult who witnessed the restraint. These must be passed immediately to the Principal or designated senior team lead.

### **Reporting incidents**

Any incident that has involved the physical restraint of a student must be reported to the child's Parents/Carers on the day of the incident. If necessary, the incident could be reported to the local Children's Safeguarding Board, the Health and Safety Executive, youth offending teams and the police.

### **Post-incident support**

Arrangements will be made for supporting staff and students involved in incidences as required, including meeting immediate physical needs, and rebuilding relationships, and ensuring that lessons are learned from any incidents.

### **Complaints and allegations**

Any complaint received following an incident will follow the standard procedures as set out in the Academy's Complaints Policy.

### **Monitoring and review**

Any incidents of physical restraint will be immediately reported to the Chair of Governors as well as included in the Principal's regular reports to Academy Governors.

**USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD** Appendix E (i)

Details of pupil or pupils on whom force was used by a member of staff (name, class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or pupils and any first aid and / or medical attention required	
Reasons for making a record of the incident	
Follow up, including post-incident support and any disciplinary action against pupils	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by:	Report countersigned by:
Name and role:	Name and role:
Signature:	Signature:
Date:	Date:

