



FARNEY CLOSE SCHOOL

Behaviour Policy including behaviour principles

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline how young people are expected to behave.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting young people with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its young people.

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate young people' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate young people' property.

3. Definitions

Minor misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and during the residential hours
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Mobile Phones
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the young person)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The school's governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The school's governing board will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular young people
- Recording behaviour incidents on CPOMs in a timely manner which is no later than that same day dependant of the level of severity

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents / Carers

Parents / carers are expected to:

- Support their child in adhering to the young person code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Link Worker or class tutor promptly

6. Young person code of conduct

Young people are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- In class, make it possible for all young people to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

The school has a separate Rewards and Sanction Policy which is detailed briefly below.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges including trips out
- Pocket money based on a points system (see Rewards and Sanction policy for a breakdown of points and pocket money)

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the young person out of the lesson to work elsewhere
- Expecting work to be completed after school, or at break or lunchtime
- Attendance at after school lessons
- Referring the young person to a senior member of staff
- Letters, Emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a young person 'on report'

We may use the 'send to' classroom or inclusion unit in response to serious or persistent breaches of this policy. Young people may be sent to the send to class during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Young people who do not attend an after-school lesson are sent to the evening duty office to complete their work.

The send to classroom and inclusion unit is managed by a teacher and TA, and supported by members of the care team.

7.2 Off-site behaviour

An offsite ban may be applied where a young person has misbehaved whilst off-site when representing the school, such as on a school trip or on the way to or from school.

7.3 Malicious allegations

Where a young person makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will sanction the young person in accordance with this policy.

Please refer to our policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Farney Close believes in a positive approach to managing behaviour, celebrating success and using “sanctioning” as a means of reflection with a view to making the right choices moving forward.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages young people to be engaged
- Display the young person code of conduct or their own classroom rules
- Develop a positive relationship with young people, which may include:
 - Greeting young people in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a young person to prevent them:

- Causing disorder
- Causing harm to themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in young people's possession will be confiscated. These items will not be returned to young people with the exception of their mobile phone which will be returned at the end of the week.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to young people after discussion with senior leaders and parents, if appropriate.

Searching and screening young people is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Young person support

The school recognises its legal duty under the Equality Act 2010 to prevent young people with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the young person.

The school evaluates a young person who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. We assess how best to meet these needs within each young person's individual risk assessment, their educational passport and their care plan.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a young person, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Young person transition

To ensure a smooth transition to the next year, young people have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to young person's behaviour issues may be transferred to relevant staff at any point that this is deemed appropriate to support their ongoing learning. Information on behaviour issues may also be shared with new settings for those young people transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Farney Close uses the Team Teach method of supporting young people to manage their behaviour, all face-to-face staff are trained in the 12-hour course.

Behaviour management will also form part of continuing professional development.

A staff training log is maintained for all Farney Close employees.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing body every year. At each review, the policy will be approved by the Principal.

The schools written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every 2 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Policy on supporting young people with their behaviour using Team Teach
- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying Policy
- Rewards and Sanction Policy

Appendix 1: written statement of behaviour principles

Every young person understands they have the right to feel safe, valued and respected, and learn free from the disruption of others:

- All young people, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to young people.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by young people and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in fixed-term and permanent exclusions.
- Young people are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and young people' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every 2 years.