



Fairfield High School

Behaviour Management Policy

This is a statutory policy, and should be read in conjunction with the school's Anti-Bullying Policy.

Links with other policies:

Behaviour management structure; Inclusion Policy; Special Educational Needs policy; Home School Agreement; ICT Acceptable Use Policy and Child Protection and Safeguarding.

Mission statement

Fairfield High School is a positive and inclusive environment where all members of the school community are clear about expectations of behaviour. We understand that students will make mistakes but that they need to be given the opportunities to learn from these.

Rationale

Fairfield High School has a duty to ensure a safe, supportive and productive learning environment for its students, as encompassed by the School's Core Values (see below). A school behaviour management policy allows all stakeholders to have a clear understanding of the structures put in place to support this, and their own rights and responsibilities in the process. Students, staff, governors and parents/carers working in collaboration will ensure that high standards of behaviour are maintained at Fairfield and this will allow all to achieve their best.

Objectives

- Fairfield High School is a place of learning where all students can exercise their right to learn within a safe, supportive and purposeful working atmosphere, where there is a consistent approach to matters of behaviour.
- Due regard is paid to child protection and safeguarding.
- Students, staff and parents/carers are clear about their rights and responsibilities.
- All staff will be expected to support the Head Teacher and SLT in maintaining this policy.

- The Behaviour Management Policy will be applied fairly and consistently, with due regard to any extenuating circumstances.
- Positive behaviour strategies will be used.

Fairfield High School Core Values

- To inspire independent learners through excellent teaching.
- To provide a safe, happy and inclusive environment.
- To promote a sense of pride in the school enhancing and promoting its profile in both the immediate and wider communities.
- To offer a broad, balanced and personalised curriculum.

Roles and responsibilities (General)

The Governing Body

- Is responsible for agreeing the standards of appropriate behaviour and the policy to support this.

The Head Teacher

- Is responsible for implementing the policy and ensuring that these standards are maintained by students and supported by staff.

In the event of a serious incident:

- Will decide on whether any extenuating circumstances may apply.
- Will decide on whether exclusion is an appropriate measure (in consultation with staff if appropriate).
- May impose sanctions if poor behaviour out of school impacts on behaviour in school or puts staff or other students at risk in school.
- Is jointly responsible, with parents/carers, for students on their way to/from school and may therefore impose sanctions if behaviour falls short of the standards expected.

Teaching and support staff

- Will support the Head Teacher and SLT in ensuring that standards of behaviour are maintained, and are applied consistently.
- Will behave with courtesy and care towards students in order to model appropriate behaviour and to de-escalate problems.

- Will use the school's reward systems (including Commendations from the Head Teacher).
- Will offer other supportive intervention to encourage students to develop more positive models of behaviour, including early communication with parents.
- Will be supported through the school's referral process (see appendix 3)
- Will ensure that actions taken and any sanctions applied are recorded as appropriate (using the school's online referral system, letters or phone calls home, detentions, meetings with parents/carers etc).

Students

- Will be expected to behave in a way that supports the school's core values.
- Will be expected to work within the framework of the behaviour management structure, Code of Conduct and the school's expectations, including wearing correct uniform.
- Will be expected to follow sanctions (for example to attend detentions or isolation as appropriate).
- Must not bring into school alcohol, illegal drugs or materials, offensive weapons or anything likely to harm another member of the school community.

Parents/carers

- Are asked to work in partnership with the school to support an ethos of good behaviour.
- Are asked to ensure that their child/children support the school's core values.
- Are asked to ensure students abide by sanctions when set.
- Must in the event of a fixed term exclusion, supervise their child at home, ensuring he/she is doing school work and attend the re-admission meeting.
- Are asked to attend meetings when requested and keep the school informed of any external issues which may impact on behaviour.

Dependent upon circumstances the following support might be offered (see here appendix 2 Code of Conduct)

- A referral to the Inclusion Centre (to access the self help group, a counsellor etc)
- Peer mentoring
- Mentoring
- Changing class or tutor group either temporarily or permanently
- Being put on an IBP (Individual Behaviour Plan)
- Referral to external agencies
- Being put on a PSP (Pastoral Support Plan)

Dependent upon circumstances the following sanctions might be used (see here appendix 2 Code of Conduct)

- Discussion of behaviour with an appropriate member of staff.
- Communication with home (phone, letter, note in planner, meeting).
- Detention at morning break, lunchtime or after school.
- Being removed from a lesson and sent to the Head of Department.
- Being put on report.
- Confiscation of an item (see below).
- Isolation.
- Physical restraint (see below).
- Searches of student or his/her property (see below).
- Involvement of the Police.
- Fixed term exclusion.
- Permanent exclusion.

Rewards include

- Head's letter of commendation.
- Success postcards.
- Notes in planners.
- Rewards and congratulations in assemblies.
- Sims Merits (House points).

Further explanations of support:

Individual Behaviour Plans (IBP)

- Behaviour Plans can be set up when students fail to respond to other sanctions.
- A meeting will be held with parents/carers, the student and the school to agree targets.
- A review meeting will be held after an agreed period of time.
- Further action will depend on whether an improvement has taken place.

Pastoral Support Plan (PSP)

- If a student fails to respond sufficiently to the normal range of support and sanctions, a PSP will be set up to find ways to help the student to succeed and keep his/her place in school.

- A PSP is similar to an IBP but the review panel includes a Local Authority representative as well as other external agencies as appropriate.
- Parents/carers will be expected to sign and support agreed targets and to attend review meetings.
- If the student fails the plan at review, his or her place at the school may be at serious risk.

Further explanation of sanctions:

Confiscation

- If a student brings to school items that are not allowed, or repeatedly fails to put items away that are not allowed when requested to do so by a member of staff, we reserve the right to confiscate those items. The most common items include mobile phones (allowed in school, not allowed to be in use); lighters, spray deodorants and non school uniform items. When an item is confiscated, the item will be returned at the end of the day. If a student persists in producing an item that is not allowed in school, it may be confiscated until the end of the week and a letter will be sent home (this will not apply to a mobile phone). In this case, the confiscation will be carried out by a Head of Year and/or a member of the Senior Leadership Team. In exceptional cases, we may insist that an item is collected by parents/carers.

Detentions

- 24 hours notice of after school detentions will normally be given (usually by letter or email but sometimes via a phone call home).
- Detentions at morning break or lunchtime may be used by staff without prior warning; students will always have time for lunch and time for the toilet.
- Isolation is used for more serious unacceptable behaviour and is available as a sanction to the Senior Leadership Team. This will mean that a student will be out of normal lessons and be supervised by a senior member of staff and they will lose their break and lunchtimes.
- The Learning Managers/Senior Leadership Team will ensure that the sanction of isolation is recorded on Sims behaviour management facility and the parent/carer is informed.

Report

- A report will be used to focus students on particular behavioural targets (such as punctuality etc). Students must give the report to their teacher at the beginning of every lesson, and the teacher will complete it at the end of the lesson.
- Parents/carers are asked to support the process by checking and signing the report daily.
- According to circumstances students might be put on report to a member of SLT.

Exclusion

- Fixed term exclusions can only be given by the Head Teacher (or his/her Deputy in the absence of the Head Teacher) and will be issued as a result of a serious offence or repeated failure to comply with school expectations (see appendix 2 Code of Conduct).
- A thorough investigation will be undertaken before any exclusion, and any extenuating circumstances will be taken into account (with reference to other policies).
- Permanent exclusions are rare but are a sanction available to the Head Teacher should there be extreme circumstances or a student has persistently failed to respond to other sanctions or strategies intended to support him/her in modifying his/her behaviour.
- Teachers will set work for excluded students and mark it as appropriate.
- Parents/Carers are responsible for ensuring that their child remains at home during the day(s) of exclusion and that work is completed.
- Following a fixed term exclusion, a readmission meeting to set targets will be held between the Head Teacher or his/her representative, a parent/carer and the student.
- Other than in exceptional circumstances, a student will not be readmitted without a meeting with parents or carers.
- If an exclusion is for longer than 5 days, the school will make alternative provision and parents are responsible for transporting the student to this alternative provision.
- The Local Authority is always notified of a fixed term or permanent exclusion and they remain on a student's record.
- The total exclusions for any student can not exceed 45 days in any one academic year.

Managed moves

- Occasionally when fixed term exclusions have failed and a student is at serious risk of permanent exclusion a managed move may be considered.
- The student, parent/carers and the Local Authority must be included in this decision.

- The process lasts for 16 weeks and there is a review of progress at 8 weeks. The receiving school can decide to end the process at any time if they feel that a student has not met their expectations. If successful the student is taken on to the receiving school's roll at the end of the process and removed from the roll of the previous school.
- If the process is not successful, the student can be sent back to their original school at any time; if subsequently the student is permanently excluded, he/she can not be admitted to the managed move school.
- Transport to the receiving school is normally the responsibility of the parent/carer; this will form part of the discussion between the school, parent/carer and Local Authority.

Partnership places at a Pupil Referral Unit (PRU)

- Students may be offered the opportunity to complete some of their education with a Pupil Referral Unit.
- This may either be on a part or full time basis.
- These arrangements are made by the school in consultation with parents/carers and a PRU.
- Students will not lose their place at Fairfield High School whilst they are at a PRU; they are 'dual registered' (unless they have been permanently excluded).

Physical restraint

This must be used in proportion and only as a last resort. The Head Teacher (or those authorised by him/her) has the legal right to use physical restraint (the use of reasonable force) on the school site or on a school trip or visit in the following circumstances:

- To prevent a student from harming him or herself or others.
- To prevent a student from damaging property.
- To prevent a student from committing a crime.
- It is not acceptable for staff to touch students in any way other than in the extreme circumstances mentioned above.

If Physical restraint has been used:

- A record of the incident must be made (E.g. On an incident reporting form, in the accident book, on a student file etc).
- Support should be offered to the parties involved after physical restraint has been used.

Searches

The Head Teacher (or those authorised by him/her) has the legal right to conduct searches if there are reasonable grounds that a student might have illegal drugs, an offensive weapon or any item which might endanger any member of the school community.

- Any search of a student or his/her possessions must be carried out by a member of the Senior Leadership Team.
- Searches must be carried out in the presence of another member of staff.
- The member of staff conducting the search cannot ask the student to remove any clothing other than outer clothing, shoes and socks.
- If a student refuses to be searched or cannot be persuaded to hand over items, the police may be called.
- Any illegal drugs, material or offensive weapons discovered will be handed in to the police by the school.
- The Police will take appropriate action if they think an offence has been committed.
- The school will support the Police in their actions.

Monitoring and evaluation

The Learning Managers will monitor the number and type of incidents, also considering data such as absence and academic progress. If a student is not able to modify their behaviour following the use of support and/or sanctions the Learning Managers will refer to the Head Teacher or SLT.

For the purposes of this policy “staff” refers to any member of staff, whether permanent or part time, teaching or non teaching, visiting or invited into the school in any capacity where they will be in contact with students, unless a specific group is named.

This policy should be read in conjunction with all others.

Policy Author: Miss Alison Naylor

Review Frequency: Every 2 years

Next Review Date: January 2017

Ratified by the Governors on:

28th January 2015

Signed:(Chair of Governors)

Appendix 2

Code of Conduct

At Fairfield students will be expected to adhere to the following:

- Take pride in their work and wherever possible actively involve themselves in the school community in a positive manner.
- To work hard to maximise their full potential in all areas.
- Actively encourage and support other students and members of the school community by showing respect and courtesy and by learning from each other.
- To be considerate, respectful and punctual.
- To take pride in their appearance by conforming to the school uniform policy.
- To act as ambassadors for Fairfield High School when taking part in school visits or trips.
- To take care when moving between lessons and show consideration to others in order to avoid damage and injury.
- To show respect for their own and others property.
- To be environmentally aware and support the school Eco status by helping to maintain a clean and pleasant environment.

The following is not acceptable:

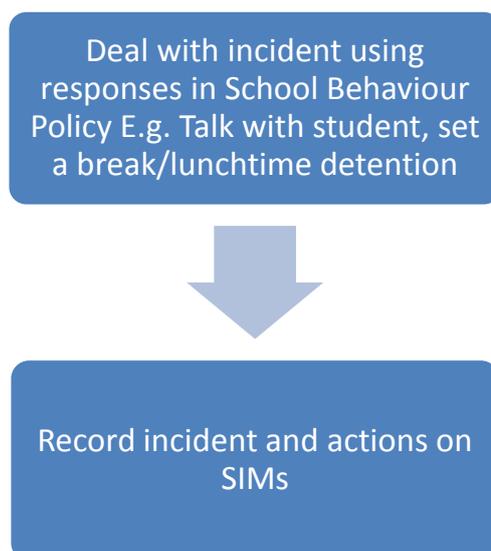
- Bullying of any kind.
- Actions which put any member of the school community at risk of harm.
- Inappropriate language and comments.
- Leaving the school site without permission.
- Cigarettes, alcohol or any illegal substances are not permitted.
- Weapons and any other items that may cause harm or endanger others are not allowed in school. This includes aerosol sprays of any kind.
- Mobile phones should not be used in school unless a student has been given express permission to do so by a member of staff.

Appendix 3 – Referral pathways.

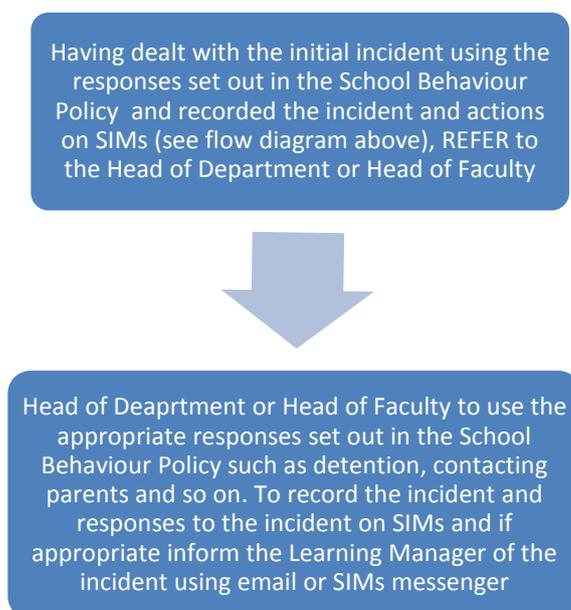
Whenever possible, students should remain in the classroom to ensure that their learning can continue. Students should never be left unsupervised.

Minor incident:

E.g. Low Level disruption in class:

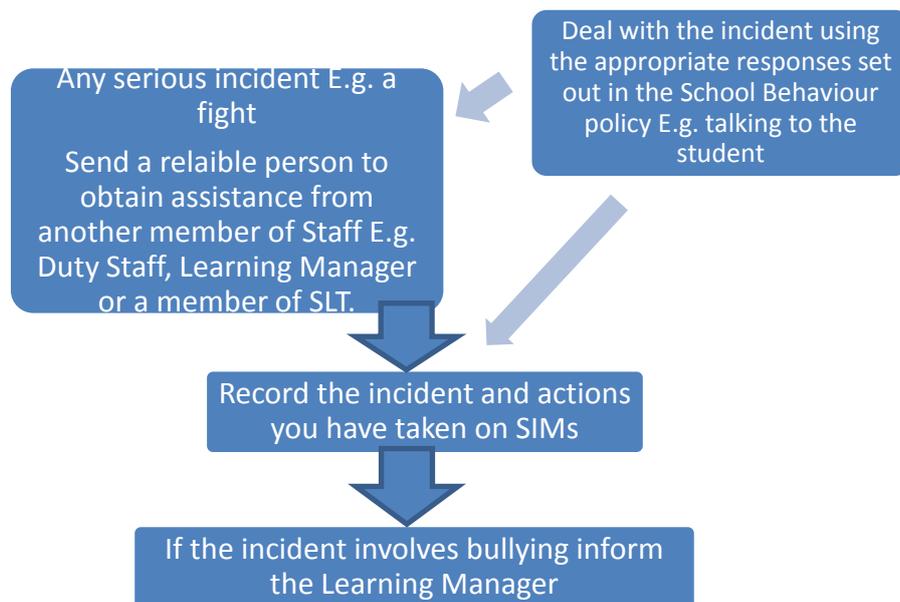


Persistent incidents of minor disruption in the classroom :



***Heads of Department who are the sole member of that Department should use the Head of Faculty**

Disruption outside of a lesson:



Major Disruption to a lesson

Send/telephone the office for a Senior member of staff to assist in the initial situation



Student is removed from the lesson for sanctions or intervention



Student is returned to the lesson when appropriate



BEHAVIOUR POLICY APPENDIX 4

DRUGS – POSSESSION, USE, SUPPLY

To be read in conjunction with the main Behaviour Management policy.

The school prospectus, information on the school website and student planner all clearly state that illegal substances, including drugs, alcohol and tobacco, must not be brought into school. Fairfield has a strict “zero tolerance” approach to the possession, use or supply of drugs in school and will impose a range of sanctions where students breach this rule.

All cases will be dealt with individually and appropriate sanctions will be determined by the Head Teacher following the Behaviour Policy agreed by the Governing Body. The Head teacher will take into account:

- the nature of the substance found and the quantity
- whether drugs had been used on school premises
- whether drugs had been sold or supplied, or whether there was intent to do so
- any actual or intended harm to any student
- any other appropriate and relevant circumstance.

Head Teachers are not required to have the standard of proof required in a court of law, but may act on the basis of likely probability. If a student is suspected to be in possession of drugs, they may be asked to empty their bags and pockets. The procedure for this is described in the Behaviour Policy. Students will normally be asked to give a verbal statement, usually followed by a written account. Further investigation may take place, using information given by students or from other sources.

The Head Teacher will normally inform the police; depending on the nature and severity of the incident and the age of the student, the police may choose to take further action. The school will provide the police with copies of statements and student contact details on request. Often this will mean an “off the record” chat from a police officer at the students’ home with parents in attendance.

The Head Teacher will determine appropriate sanctions and parents/carers will be informed. Students under the influence of drugs will need to be removed from the school premises immediately. Involvement with drugs almost always carries a formal fixed term exclusion from school, which is recorded on a child’s school record. Selling or supplying drugs will mean that a student cannot return to school and will either be permanently excluded or other arrangements will

be made. We will work with the local authority to ensure that appropriate alternative provision is put in place, which meets our statutory obligations.

Whenever possible students (and if necessary their families) will be offered access to support both in and out of school eg counselling, a referral to specialist help or medical advice. The school will seek to ensure that the student concerned understands the implications of the choices he or she has made, and the consequences of that choice, so that he or she can move forward positively and make better choices in future.

Appendix 5: SELECTION OF STUDENTS FOR SCHOOL VISITS

Rationale

Fairfield High School is committed to including all students fully in the life of the school and will make “reasonable adjustments” to organisation, curriculum, accommodation or teaching methods where necessary in accordance with The Special Educational Needs and Disability Act 2001 and The Special Educational Needs Disability Regulations 2014 to ensure that no student is disadvantaged.

This includes all aspects of school life, including extracurricular activities and school trips; no student will be prevented from participating in any school visit without careful consideration of individual circumstances, a risk assessment and discussion with all the appropriate parties involved to consider alternative solutions.

In addition, the Charging and Remissions policy (see separate document) will apply to ensure that no student is excluded from activities which take place as part of the curriculum during school time.

This policy is published for staff and parents/carers on the school website, in the prospectus and in the Staff Handbook.

Short Visits

These are arranged by members of staff for various activities, such as going to see an exhibition or play. Wherever possible, all students who wish to participate will be able to do so. However, where numbers are limited places will be allocated on a first come, first served basis. A reserve list will be kept, so that additional places may be offered, should they become available. If a visit is likely to be greatly oversubscribed, names may be drawn at random.

Overseas and Residential Visits

Places on residential and overseas visits will be allocated in a similar way to those for short visits. On overseas and residential visits it is particularly important to ensure that students are able to behave appropriately and follow instructions, so behaviour on previous school visits and within school will also be taken into account for all students wishing to participate.

All Visits

It is made clear to all students and their parents/carers when a trip letter goes out that poor behaviour and/or attendance prior to the visit may prevent a student from participating. If concern is expressed by staff about an individual, the following steps will apply:

- Discussion with the form teacher, Head of Key Stage and/or Learning Managers in the first instance about particular concerns.
- A risk assessment of the visit for the individual concerned, which must consider each of the activities to be undertaken and the likely response of the student.
- A “solutions-focussed” discussion with SLT, parents/carers and staff running the trip to see how any identified difficulties can be overcome.

All of the above steps must be recorded in writing (see discussion summary sheet).

In addition, the school may take account of:
the need to maintain academic and other standards
available funding and the practicalities of particular adjustments
health and safety issues
the interests of other students.

The final decision will lie with the Head Teacher, in consultation with the Governing Body and external advice as appropriate, who will consider all the above and communicate their decision in writing to the student, his/her parent or carer and any necessary external agencies.

NON-PARTICIPATION OF A STUDENT IN A SCHOOL VISIT
DISCUSSION SUMMARY SHEET

Name of Student:		Form:	
SEN or Additional Needs: Yes/No		Action /Action Plus / Statement/ Other	
Proposed visit/activity with dates:			
Teacher responsible for the visit:			
Summary of initial concerns:		Raised by (please initial):	
		Date:	
Discussion with Form Teacher/Head of Year :		Please initial:	
		Date of discussion:	
Summary of individual risk assessment (Completed risk assessment should be attached)		Completed by:	
		Date:	
Outcome of discussion between staff, SLT, parents/carers:		Please note who was involved:	
		Date of discussion:	
Final decision communicated to Governing Body, parent/carers, student, external agencies (if relevant). Paperwork should be attached.		Date:	

Appendix 1 – Fairfield High School Behaviour Management Structure

Responsibilities

Tutor	Teacher	Head of Department	Learning Manager	Senior Leadership Team
<ul style="list-style-type: none"> • Ensuring positive behaviour management techniques allowing students a fresh start • Following the behaviour management policy • Ensuring appropriate classroom discipline • Ensuring appropriate staff are informed • Recording of incidents (on SIMs) • Challenging inappropriate behaviour outside of the classroom and referral to appropriate member of staff • Using the school reward systems • Minor disruption • Unresponsive to instructions • Impolite • Lack of work/homework • Punctuality • Lack of equipment • Uniform • Emotional distress/upset 	<ul style="list-style-type: none"> • Ensuring positive behaviour management techniques allowing students a fresh start • Following the behaviour management policy • Ensuring appropriate classroom discipline • Ensuring appropriate staff are informed • Recording of incidents (on SIMs) • Challenging inappropriate behaviour outside of the classroom and referral to appropriate member of staff • Using the school reward systems • Minor disruption • Lack of work/homework • Punctuality • Lack of equipment • Uniform • Not following school’s code of conduct • Unresponsive to instructions • Impolite 	<ul style="list-style-type: none"> • Ensuring positive behaviour management techniques allowing students a fresh start • Following the behaviour management policy • Having overall responsibility for behaviour in lessons within the whole department • Supporting departmental staff with classroom discipline • Leading departmental behaviour management • Supervise after school departmental detentions • Collecting witness statements after an incident • Using the school reward systems • Persistent minor disruption within the department • Persistent unresponsiveness to instructions • Persistent lack of work/homework in the Department • Rude to staff 	<ul style="list-style-type: none"> • Ensuring positive behaviour management techniques allowing students a fresh start • Following the behaviour management policy • Dealing with discipline issues referred by Heads of Department and tutors, or which have taken place outside of lesson time • To contribute to a holistic approach to behaviour across the Key Stages • Assisting the Student Services co-ordinator in supervising after school detentions • Collecting witness statements after an incident • To review targets following a re- admission meeting • Using the school reward systems • Drawing up individual behaviour plans • Attending relevant internal and external meetings • Unresponsive to teacher and HOD interventions • Bullying • Minor vandalism • Fighting • Smoking • Swearing at staff • Emotional distress/upset 	<ul style="list-style-type: none"> • Ensuring positive behaviour management techniques allowing students a fresh start • Following the behaviour management policy • Support all staff with discipline issues • To contribute to a holistic approach to behaviour across the Key Stages • Using the school reward systems • Conduct re -admission meetings following an exclusion • Safeguarding • Possession/use/selling of drugs • Intimidating or threatening behaviour towards staff • Serious fighting • Possession/use of dangerous items • Major vandalism • Unresolved bullying • Persistent lack of work or homework across the curriculum (Heads of Key Stage)

Tutor	Teacher	Head of Department	Learning Manager	Senior Leadership Team
<ul style="list-style-type: none"> • discussion with student during tutor time • referral to a Learning Manager • daily monitoring of a student report • meet parent/carers at a parents surgery • telephone parent/carers 	<ul style="list-style-type: none"> • discussion with student during lesson/end of lesson • discussion or reflection time during break or lunchtime • break or lunchtime detention • note to parent/carers in planners • meet parent/carers at a parents surgery • telephone parent/carers (inform HOY/HOD) • referral to HOD 	<ul style="list-style-type: none"> • discussion/reflection time during break/lunchtime • break/lunchtime detention • after school detention • telephone parent/carers • Write to or meet parent/carers E.g. at a parents surgery • referral of an unresolved matter to a Learning Manager • temporary change of class within the department • inform Learning Manager 	<ul style="list-style-type: none"> • discussion/reflection time during break/lunchtime • break/lunchtime detention • after school detention • telephone parent/carers • letter to parent/carers • put a student on report in consultation with the Student Services Co-ordinator • meeting with parents • keep Student Services Co-ordinator in the loop • Write a IBP • Targeted small group work and individual interventions 	<ul style="list-style-type: none"> • Involvement of external agencies • Contact with parent/carers • SLT Report • Fixed term exclusion • Permanent exclusion • Managed move • PSP