

 <p>The Farnborough Academy</p>	Managing Pupils Positively Policy		
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As a Trent Academies Group Academy it is accepted that “Everyone will be given the chance to shine brightly.”

For this to happen, everyone at the Academy accepts that:

1. We are proud to be part of the Academy.
2. We support each other.
3. We listen to others.
4. We keep each other informed.
5. We try our best.

Pupils are expected to follow the 8 Academy lesson expectations which enable a great lesson to take place:

1. I will follow the seating plan.
2. I will not leave the lesson without permission.
3. I will not talk when a teacher is talking.
4. I will present my work carefully.
5. I will not upset other pupils.
6. I will follow the teacher’s instructions.
7. I will bring a bag, a pen, pencil and ruler every day.
8. I will wear my uniform properly: tie done up, short tucked in.

The Farnborough Academy wants all students and staff to have a positive experience and to develop and retain fond memories of their experiences with us. Teachers are expected to take every opportunity to praise a pupil about their good behaviour, effort and progress. Praise and reward will dominate every lesson. Members of staff are expected to be positive role models by wearing appropriate clothing, only using phones in the staffroom or in an office space and arriving to lessons on time.

We should all aim to ensure that at least 7 positive teacher reactions take place for every negative one.

To create the right atmosphere all teachers should make use of a combination of the examples given below:-

- Be at the door of the classroom to greet the pupils as they arrive for the lesson and at be at the door to dismiss at the end of the lesson.
- Focus on the Praise – start every day as a new day or with the positive – praising the good behaviours and achievements rather than focusing on the negative. All staff should welcome pupils into their lesson with a positive greeting, and in assemblies and the front of school too.
- Teach purposeful lessons which keep pupils interested and engaged.

- Mark work constructively and frequently.
- Use positive, encouraging language- and don't shout.
- Share information about successes with tutors.
- Make a positive telephone call home to a pupil's parents.
- Give pupils positive points.
- Send home positive letters or post cards.
- Place articles about pupils' achievements in the weekly bulletin, newsletter or on the website or plasma screens
- Termly progress reports provide an opportunity for year teams to praise those who are working hard.
- Headteacher Awards for activity which has improved the reputation of the Academy- nominations by tutors lead to a private meeting with the Headteacher and receipt of an Academy pen with letter home
- Daily tannoy message updates the whole Academy of rewards and achievements.
- Annual achievement evenings- prize awarded for each subject. Arts performers add colour to the evening.
- Clifton Awards – to celebrate the successes in our community and across feeder primaries
- Weekly attendance Awards- the prize draw raises the profile of the importance of 100% attendance.
- Every week tutor groups will focus upon positive points collected by each pupil and group as a whole.
- Doing the right thing award – faculty winners announced in assembly and on screens around the academy. Winners will also receive a text message home each week.
- Every half term there will be a Year assembly which focuses upon successes including the numbers of positive points collected.
- Every half term there will be a whole Academy assembly which focuses upon the successes of groups across the Academy. This will include the top 100 pupils in the academy and awards will be given.

Rewards

The academy expects staff to focus on the positive to promote a positive ethos and culture. Rewards are an integral part of our ethos and they should be highly promoted across the academy. Rewards will include:

- SUBJECT REWARDS – Postcards sent home, Positive stickers and stamps, achievement points given
- TUTOR AWARDS – Doing the right thing award weekly, certificates, prize draw for cinema tickets or other activity
- HEAD OF YEAR AWARDS – end of every term assembly vouchers and certificates, bronze, silver gold achievement point certificates sent home
- HEADTEACHER AWARDS – for going the extra mile
- ATTENDANCE AWARDS – Queue busters, vouchers, credit on lunch account, certificates, postcards sent home, trips and visits
- END OF HALF TERM ASSEMBLY – top 100 pupils
- CLIFTON AWARDS
- ACHIEVEMENT EVENINGS

In addition to the above awards Achievement points should be given frequently and pupils achieve the following for NET points:

- 100 = bronze certificate in assembly
- 200 = silver certificate in assembly
- 300 = Gold Certificate in assembly
- 400 = Platinum Certificate in assembly
- 500 = Head teacher's award – Pen
- 600 = Head teacher's award – breakfast with the head teacher
- 700 = Additional school trip
- 800 = £10 voucher
- 900 = £20 voucher

Applying consequences

There is a ladder of consequences which are consistently applied. These consequences are central to the discipline programme because everyone is clear about what behaviour is unacceptable and what is the consequence of choosing that type of behaviour.

If a pupil does not respond to the behaviour management strategies that the teacher puts in place, then the pupil will continue to receive consequences until they reach a C4 and are removed from the lesson.

When applying consequences teachers do not argue with the pupil; if they answer back, or refuse to do as they are asked, the teacher repeats the rule clearly and briefly and expects compliance. Teachers never cancel consequences as a result of improved behaviour; however teachers use a wide range of behaviour management strategies to prevent escalation through the ladder of consequences.

The following sequence is followed:-

If a pupil does anything to prevent a great lesson taking place they will be given a **verbal warning**. This does not need to be in front of the class. It can be a quiet word, but it will result in the child's name being placed on the board. If a pupil does not respond to the Teacher's instructions, they will then start to record the negative behaviours.

1st negative behaviour; at this point a tick will be placed by the pupil's name which is written on the board. This is a formal warning. **One** point is given at this stage and the pupil is aware that they will be given extra negative points if there is further disturbance.

2nd negative behaviour; at this point a second tick is put alongside the pupil's name and **two** negative points are given.

At this point, some form of teacher intervention will be put in place. This could be one of the following:

- A quiet word in the classroom
- A quiet word outside the classroom
- A request for support from either other faculty staff or SLT to speak with the pupil
- Other appropriate positive behaviour management intervention

3rd negative behaviour; at this point another tick is put alongside the pupil's name, **three** points are recorded and a 30 minute detention is given to be completed **the following day.**

4th negative behaviour (or staff can issue an immediate C4 due to health and safety); at this point the pupil must leave the room and await contact with the senior leader on call to be taken to isolation. **Four** negative points will be recorded.

A C4 results in the pupil being given a 60 minute detention to be completed the next day and spending time in isolation. This will be recorded on SIMS. At the end of every lesson, the teacher removes the names off the board before the next class arrives.

Each C4 is analysed at the end of the day and contact with home will take place as required according to the judgement of the Pastoral team. If a child receives a C4, the subject teacher will call home to inform the parent. If any pupil in Year 7 or 8 receives 2 C4s in one day, they will be removed for the rest of the day to work in isolation with either middle or senior leaders. This will be monitored by staff in the isolation/C4 room.

A whole school detention will be held after school from 3.00 to 4.00. Any detention can involve the completion of an appropriate task –or just sitting quietly. All teaching staff are involved in staffing detentions. Any pupil missing a 30 minute after school detention will complete the detention the next day and this will be increased to a 60 minute detention. Failure to attend the one hour detention will lead to Head teacher's detention on Friday evening for 120 minutes and possibly further sanctions (Isolation or a Fixed Term Exclusion).

Any member of staff who has issued a C4 is expected to meet with the pupil in detention to discuss the issue and resolve any conflict before the next lesson. Faculty Leaders are expected to support this. This will be monitored by SLT. All staff have been trained in restorative Justice approaches to support this intervention.

Pastoral staff monitor the negative points issued and the following sanctions are to be applied based upon accumulation of points.

Points	Timescale	Probable Sanction
25	Half Term	Isolation
50	Half Term	Isolation
75	Half Term	Isolation
100	Half Term	Fixed Term Exclusion
125	Half Term	Fixed Term Exclusion
150	Half Term	Fixed Term Exclusion
175	Half Term	Fixed Term Exclusion
200	Half Term	Fixed Term Exclusion

For some pupils a fixed term exclusion may be issued rather than time in isolation. This is likely to be the case for a pupil that has spent time in isolation but is not adjusting their behaviour sufficiently.

Appropriate behaviour management interventions will be put in at each stage to support the child based on The Farnborough Academy behaviour intervention tiers.

The Local Governing Body is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

For this reason, the Local Governing Body has elected to use a maximum fixed term exclusion period under the consequences system of 5 days for any single incident in the process, recognising that support and intervention run alongside these.

When a pupil receives a fixed term exclusion they are added to the 'support and intervention' database. The pupil is then monitored closely by pastoral staff and any support and intervention monitored for impact and adjustments as needed. Any resulting impact is also added to the database. The use of reintegration meetings with parents and pupils is seen as a vital home-academy link in communicating the support and interventions in place and further actions needed. No pupil will be admitted back into lesson without a reintegration meeting.

Any fixed term exclusion issued in conjunction with the consequence system will be issued on an escalating scale up to a maximum of 15 days in a term or 45 days in a year.

For persistent breaches of the consequence system the Head Teacher or Deputy Head Teacher is likely to be directly involved with any readmission or review meetings. At their discretion a governor may be involved. At this stage the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these pupils. In addition, the Local Governing Body recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point a permanent exclusion will be considered.

The Headteacher reserves the right, at any time, to permanently exclude a pupil who is persistently causing disruption to the learning of others.

Serious incidents may lead to an immediate fixed term exclusion separate to the consequence system.

A permanent exclusion would be considered for a one off (or repeated) serious offence(s). Such offences may include, but are not limited to:

- Carrying/possessing, using a Weapon, which may/may not be used in an offence or threatening behaviour.
- Carrying/possessing, using and/or supplying of a Controlled Drug without authority (i.e. medical reason).
- Carrying/possessing, using and/or supplying of Alcohol.
- Any form of Sexual misconduct.
- Actual Bodily Harm, including a "threat of violence" OR "the fear of threat of violence", towards another pupil, member of staff/adult. (These may also be racial and religious attacks).
- Malicious and/or false allegation against anyone that adversely affects the claimant's reputation.

Late to lessons

Any pupil arriving late to lessons will receive a late mark by the class teacher. Late marks are monitored by Pastoral Staff and contact home is made when appropriate. A C3 late can also be given for any pupils on corridors after the lesson has begun. This will result in a 30 minute detention the following evening.

If a pupil misbehaves out of lessons the member of staff involved should record a C3 on SIMS. This incident will be dealt with by mentor/ year team/ senior staff as required. However, It is anticipated that high profile duty staff will reduce the chances of misbehaviour outside lessons. This means duty staff should move around, talk to pupils and intervene if misbehaviour seems to be emerging.

Pupils can be given a C4-other for various reasons. A C4 will lead to a detention/ isolation or exclusion depending upon the overview available to senior staff. Some of the most common reasons are given below:-

- Damage to the academy environment
- Out of bounds
- Use of a phone on the academy site between 8.30am and 3.15pm.
- Refusal to hand over a phone or other electronic device
- Smoking - or being with someone who is smoking.
- Behaving inappropriately when moving around the site- physical or verbal abuse of others.
- Using IT inappropriately (e.g. playing on games in a lesson).
- Refusing a reasonable request from a member of staff.
- Inappropriate or unkind behaviour leading to a concern over bullying
- Swearing at staff
- Not attending or misbehaving in a detention

Return to the academy after exclusion

If a pupil needs to be excluded they will be subjected to a rigorous re-admission meeting which will involve further support, target setting, a review meeting to be held when appropriate after the re-admission and may require a brief period of time in isolation to ensure they are in the right frame of mind to have a successful return to academy life. It may be that the re-admission meeting suggests that a return to the Academy is not considered possible and that a move to another school/academy on a permanent or temporary basis is required.

If a parent will not attend the re-admission their daughter or son will return to the Academy but may not return to lessons. They may remain in isolation until the meeting has taken place because parent/ carer, the Academy and the pupil need to have agreed a return plan which will increase the chances of success. If the parent/carers will not attend then the meeting will take place with the pupil to facilitate their return to lessons.

The member of staff leading the re-admission meeting will refer to previous incidents and support already provided. A record of the meeting will be kept.

Use of positive and negative points

All pupils can expect to be given positive points for contributions to academy life. We aim to ensure that a member of staff gives at least 7 positive points for every negative point.

Summary

The Academy is determined to ensure that all pupils appreciate the need to behave properly. This will help them and their fellow pupils to achieve more. It will also help them to establish the types of behaviour which employers are looking for. Good behaviour also means that other pupils are able to enjoy their Academy experience.

Pupils have responsibility - but so do we as staff. This responsibility includes preparing interesting, lively lessons which give everyone the chance to move forward. It also involves consistently applying the rewards and sanctions system. Everyone needs to follow the policy so that pupils know where they stand.