

 The Farnborough Academy	<b>Managing Pupils Positively Policy</b>	
	Status: Approved	
	Version No:	Date adopted by full Governors: Feb 2018
	Named staff Document Manager:	R. White
	Review period: yearly	Next review due by: February 2019
	Publish on:	Staff Area
Public facing Webpage		
Issue at Induction		
<i>NB Uncontrolled when printed</i>		

**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.

To ensure excellent behaviour around the Academy, pupils are expected to follow the Farnborough Way, which states:

1. I will attend every day unless genuinely ill and arrive on time at the start of the day and to every lesson.
2. I will wear my uniform properly and bring all my equipment including a bag, pen, pencil, ruler and PE kit.
3. I will respect all staff and pupils in the academy. I will not upset other pupils. I will not swear.
4. I will work hard in all my lessons. I will present my work neatly.
5. I will not talk when the teacher is talking. I will follow all teacher instructions without question.
6. I will follow the seating plan and not leave the lesson without permission.
7. I will walk around the academy calmly and sensibly on the left hand side of corridors and stairways.
8. I will eat and drink in the right place at the right time. I will put all litter in bins.

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. 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 C3 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:-

1 <sup>st</sup> Negative behaviour	Verbal warning – Name recorded on board. No behaviour points recorded.	Additionally, teachers will use a range of strategies to manage pupils positively and avoid escalation.  These may be used at any stage by the teacher, faculty colleague or on-call staff on-call staff to prevent pupils escalating through the consequence system.
2 <sup>nd</sup> Negative behaviour	C1 recorded on board. 1 behaviour point recorded.	
3 <sup>rd</sup> Negative behaviour	C2 recorded on board. 2 behaviour points recorded. Pupil sits 30 minute detention.	
4 <sup>th</sup> Negative behaviour	C3 recorded on board. 3 behaviour points recorded. Pupil is removed from lessons. Pupil sits 60 minute detention.	

A C3 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 C3 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 C3, the subject teacher will call home to inform the parent. If any pupil in Year 7 or 8 receives 2 C3s 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/C3 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 (including internal exclusion or a Fixed Term Exclusion).

Any member of staff who has issued a C3 within lesson 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 and this is monitored by SLT. All staff have been trained in restorative justice approaches to support this intervention.

If a pupil misbehaves out of lessons the member of staff involved should record a C2 on SIMS. To ensure that pupils behave well at breaks and lunch times, it is expected that staff should move around, talk to pupils and intervene if misbehaviour seems to be emerging.

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

<b>Points</b>	<b>Timescale</b>	<b>Sanction</b>
<b>20</b>	Half Term	Internal exclusion
<b>40</b>	Half Term	Internal exclusion
<b>60</b>	Half Term	Internal exclusion
<b>80</b>	Half Term	Internal exclusion
<b>100</b>	Half Term	Fixed Term Exclusion
<b>120</b>	Half Term	Fixed Term Exclusion
<b>140</b>	Half Term	Fixed Term Exclusion
<b>160</b>	Half Term	Fixed Term Exclusion

Appropriate behaviour management interventions will be put in at each stage to support the child based on The Farnborough Academy behaviour intervention tiers. This may include spending a period of time working in The Farnborough Academy Behaviour Unit.

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.

For persistent breaches of the consequence system the head teacher is likely to be directly involved with any readmission or review meetings. At the head teacher's 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 the head teacher would be likely to look at a permanent exclusion.

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 more than 5 minutes after the bell will be given an automatic late mark by the class teacher. Late marks are monitored by Pastoral Staff and contact home is made when appropriate. A C2 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.

### **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 internal exclusion 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 internal exclusion 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/carer 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.

### **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.