

# Fulford School

## Behaviour Policy - Managing Pupils Positively



<b>Last reviewed on:</b>	September 2023
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<b>Next review due by:</b>	September 2024
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<b>Responsible:</b>	Associate Head Teacher, Pastoral
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## 1. Introduction

Fulford School seeks to promote high standards of behaviour and safety and of educational achievement among all of its pupils. Fulford School has clear values in ensuring all its pupils have the best possible education through the positive ethos created. The Behaviour Policy promotes these values and promotes an environment that is conducive of learning and where all pupils can realise their potential and create the future.

Fulford School has structures in place for rewarding and sanctioning pupils. All of the processes revolve around the idea of Managing Pupils Positively.

The policy is based on following DfE documents:

- Exclusions for maintained schools, Academies and pupil referral units in England 2017;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Equality Act (2010)
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force in Schools;
- Behaviour and Discipline in Schools;
- Screening Searching and Confiscating;
- Ensuring Good Behaviour in Schools.

All of the above documents should be read in conjunction with this policy, as well as with other Fulford School policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEN Policy
- Inclusion Policy
- Drugs and Smoking Policy
- Exclusion Policy

## 2. Aims

The aim of this policy is to ensure pupils have the opportunity to learn and develop into young people ready for life in modern Britain. We are committed to providing the best possible education for the pupils of Fulford and ensuring they have the opportunities needed for them to grow into impressive young adults.

Our core purpose is **'REALISING POTENTIAL – CREATING THE FUTURE'**.

This is underpinned by our **'HEART CORE VALUES'** of:

**HONESTY, EMPATHY, AMBITION, RESPECT and TOLERANCE**

## 3. Expectations

We view the setting of clear expectations and acceptable boundaries as crucial to the safety of pupils and staff, and personal and social development of pupils in our care and in the promotion of their welfare. These expectations will apply in addition to the normal school rules and expectations. In light of this, we expect:

- All members of our community to show respect and courtesy towards each other
- Parents to encourage their child to show respect and to support the school's positive learning ethos
- Staff to consistently use the Managing Pupils Positively Policy and the appropriate behaviour strategies outlined in this to support pupil learning
- Pupils to follow the instructions of members of staff first time, and without question
- All pupils and staff to act in accordance with the agreed Code of Conduct and school rules

**The above expectations enable us:**

- To celebrate the skills, talents, and contributions of our pupils to the life of the school and wider community
- To create a positive learning environment, and allow effective learning for all
- To create an ethos of success and happiness
- To ensure a consistency of approach from all staff
- To ensure the safety of pupils and staff

As staff, we are all accountable for the implementation and success of our agreed Behaviour Policy. Our actions affect each other. We all have the responsibility of maintaining good order in our school community. We implement this policy with due regard to individual pupil needs. This means no one should be treated unfairly because of

- appearance
- gender
- ability
- race
- beliefs
- accent
- or for any other reason

Fulford School aims to promote positive behaviours through use of careful monitoring, early intervention and the creative use of strategies to help pupils manage their own behaviour effectively.

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the Head Teacher should retain a wide measure of discretion when dealing with incidents. The Head Teacher will take due regard of both the law and educational guidelines when reaching his decisions and will ensure these are reasonable and proportionate.

The Managing Pupils Positively Policy is implemented daily by all staff. The policy celebrates the skills, talents, and contributions of our pupils to the life of the school through the system of positive comments and consistently applied sanctions. The document can be accessed by pupils, parents, teachers, support staff and governors. It is monitored throughout the year and reviewed monthly.

## **4. Learning Environment**

Pupils come to school to be able to be successful and learn effectively in their lessons. Pupils have the right to be taught in a well-ordered, healthy and clean environment. Positive behaviour is expected to enable effective teaching and learning to take place. Pupils should arrive to lesson ready to learn, with the proper equipment and with any homework completed.

## **5. ClassCharts – Rewards and Sanctions**

Fulford School prides itself on celebrating effort and achievement and recognising good behaviour. Outstanding progress which has been achieved through effort, hard work and resilience is rewarded regularly through our behaviour information software programme, ClassCharts. All pupils, parents and staff can access live information throughout the day. It is incredibly powerful, and ensures joint accountability and most importantly, that rewards can be recognised in an open and transparent way, allowing all to congratulate pupils for their hard work and efforts through awarding positives.

The flip side of the positive reinforcement is when pupils do not make the right choices and a negative may be recorded. We are very clear with staff that positives are much more powerful than negatives and seek

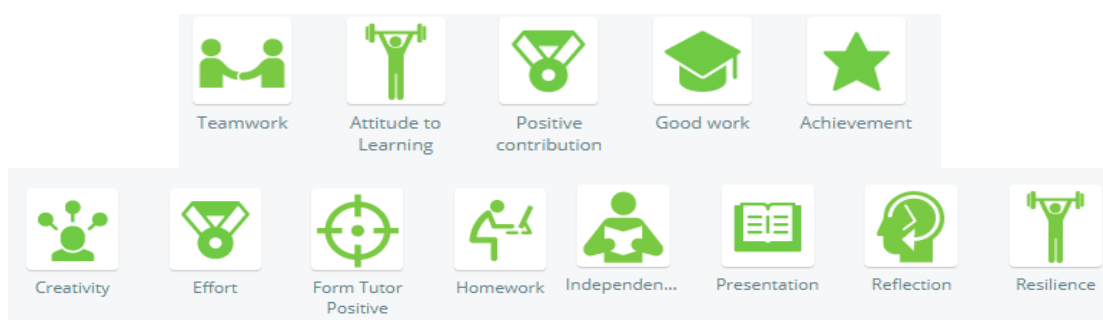
to ensure that the balance of these remains over ten times more positives than negatives where at all possible. There are variations in this balance from pupil to pupil and there are many who only receive positives and never a negative, but as a school we strive to recognise where excellent effort or achievement have been shown.

## 6. Rewards

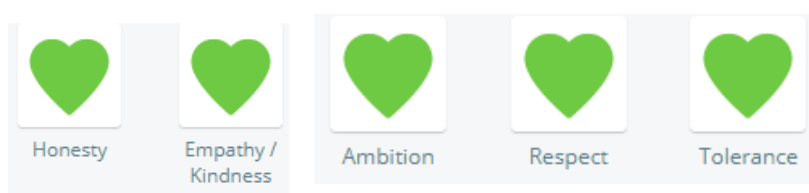
We recognise that pupils benefit from a reward system that reinforces their positive behaviour. We seek to enhance motivation and the commitment to learning. This means that rewards matter. Verbal praise and encouragement is at the heart of the rewards system. The use of positive language is encouraged in everything we do, pupils deserve to be congratulated and spoken to in an encouraging way.

Positive comments are an important means of rewarding achievement, effort, participation and sustained improvement on an ongoing basis outside the formal end of year awards system. It is essential that the use of positives are a feature of every lesson and that they are used equitably across different Year Groups, ability sets, genders and that they are awarded evenly over the course of the academic year. Positives should be awarded regularly enough to encourage achievement, progress and participation yet sparingly enough to preserve their status and respect.

The positive comments available on Class Charts are:



Pupils can also receive a positive comment for following the HEART core values.



A monthly pupil of the month competition is run with all year groups, and a positive can be added to Class charts to be included.

The use of positive comments should be based on the following guidelines:

- Award for particular effort/achievement in tests/work in class/homework.
- Award for excellent participation or contribution in the class, form group or in wider school activities.



- Award for sustained improvement over a period of time in a particular area.
- Only in very marked circumstances should positives be given to large groups or the entire class or should one pupil be able to gain several positives in a single lesson.
- Positives should **not** normally be given for behaviour which merely reflects the school and classroom code of conduct e.g. not shouting out or bringing the right equipment or ingredients. Pupils experiencing these difficulties will be supported through our pastoral structure.

Positive comments are followed up with certificates of recognition at key milestones. (100Bronze Award, 200 Silver Award, 300 Gold Award, 400 Platinum Award, 500 Diamond Award)

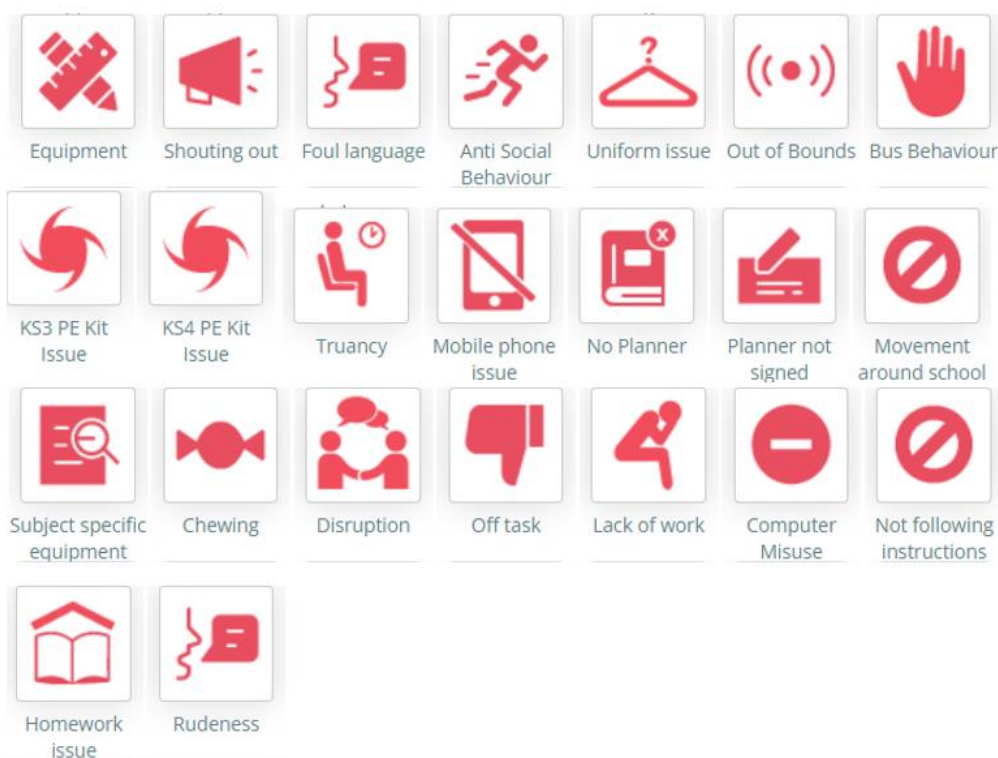
At Fulford School we recognise and celebrate pupils' successes through a weekly assemblies run by the Head of Year and Senior Leadership Team, and a rewards assembly for each year group on a half termly basis. The assemblies celebrate pupil's achievements in various categories including: sporting achievements, extracurricular involvement, high attendance record, achieving a high number of positives, as well as teacher nominated awards.

## 7. Sanctions

The school responds constructively to all negative behaviour. A number of systems are imposed as a means of ensuring the highest standards of behaviour are maintained at all times.

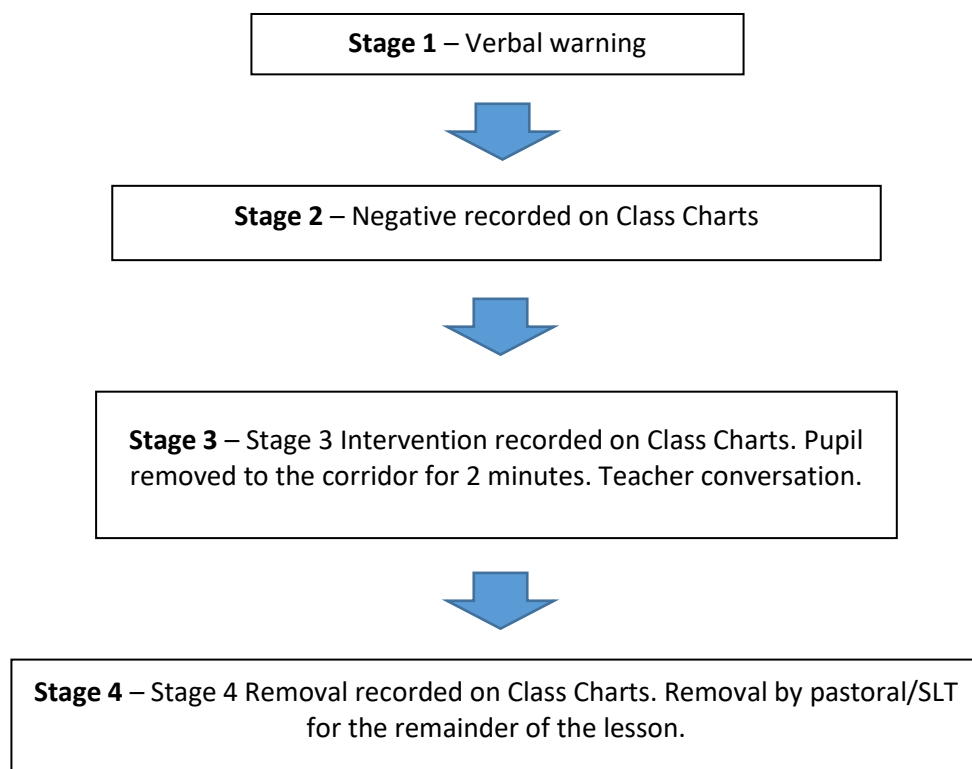
The school's behaviour systems are:

The Class Charts system allows staff to issue negative comments when behaviour is not in line with the core values of the school. It allows pupils, parents and other staff to see the full picture for each pupil, allowing sanctions and intervention to be provided effectively and efficiently. Negative comments can be given for:



The in-class sanction ladder. Most minor disruptions will cease due to teacher's skills. However, there will be occasions when a more formal response to disruptive behaviour is required and the sanction ladder will be used.

*At each stage please the pupil will be made aware they have moved to that level, and the misbehaviour they have shown.*



\*For stage 3 pupils and staff relate behaviour to the HEART Core Values and the Fulford Way. Pupils need to answer the questions to guide their behaviour to improve.

\* Following a stage 4 removal pastoral intervention takes place prior to returning to lessons.

\* If a pupil is removed due to Stage 4 on more than one occasion in a day further sanctions will be given.

\* For serious incidents Stage 4 can be used by staff without the need for any other stages.

An increasing number of negatives will result in sanctions being applied. These sanctions will be lunchtime detentions, after-school detentions and sessions in the reflection room.

The use of detentions operate as a sanction for misbehaviour. Parental consent is not required for detentions but in most cases, a courtesy of twenty-four-hour notice applies for after school detentions.

Lunchtime detentions will run for 20 minutes, allowing a further 25 minutes to eat, drink and use the toilet. Failure/refusal to attend a lunchtime detention will result in a 40 minute after-school detention from 3:20pm to 4:00pm. Failure/refusal to attend an after-school detention will result in the pupil spending the next available day in the reflection unit until 4:00pm.

When issuing detentions outside of school hours, the school will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil is a young carer with identified responsibilities which would make detentions unreasonable.
- Whether suitable transport arrangements are in place between the parents/carers and the pupil. Reasonable adjustments with regard to the night the detention is served can be made with parents / carers where applicable.

Should the systems have no effect, and for serious incidents, the following stages will be used:

1. Serious incident form completed and referred to the Head of Year for intervention.
2. Intervention by the pastoral team or use of the reflection room.
3. First suspension – readmission meeting with the Head of Year that focuses on specific intervention to support reintegration.
4. Second suspension – readmission meeting with the Head of Year and the Assistant Head Teacher that focuses on specific intervention to support reintegration.
5. Third suspension – readmission meeting with the Head Teacher and the Assistant Headteacher that focuses on specific intervention to support reintegration.
6. Forth suspension – readmission meeting with Head Teacher, Assistant Teacher and Governor that focuses on specific targets to support reintegration.

At any stage in the process of managing behaviour of students who have been suspended or are at risk of further suspension Senior Leaders may initiate alternative strategies to try and prevent further negative behaviour impacting on the pupil, staff and all members of our school community, such strategies may be:

7. The Senior Leadership Team explores alternative provision with parental involvement.
8. Off-site direction – when a governing board of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour. All Fulford off-site directions are arranged with the City of York Council fair access protocols.
9. Managed move – when a student is transferred to another school on a permanent basis. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs. All Fulford School managed moves are arranged in accordance with City of York council fair access protocols.
10. Permanent exclusion.

For one-off serious incidents, suspensions and representatives at readmission meetings may differ from the above stages in accordance with the seriousness of the incident.

Serious Incidents include, but not limited to:

- Escalating non-cooperation, including refusal to follow instructions.
- Persistent disruptive behaviour.
- Assault on another pupil.
- Assault on an adult.
- Damage – property or the school premise.
- Fighting or instigating a fight.
- Theft.
- Verbal abuse towards another pupil.
- Verbal abuse – adult.
- Threatening behaviour.
- Truancy.
- Racist incident/comments.
- Prejudice incident/comments.



## 8. Suspension and Permanent Exclusion

Regrettably, the power to suspend pupils is essential in certain circumstances. Full details of suspension procedures are contained within the Exclusion Policy. Use of suspensions and exclusions will be subject to:

- Clear indications in any code of conduct laid down by the Head as to the class of offences suspension will normally be used for
- That the use of suspensions and exclusion will be reasonable and proportionate
- That the Head will devise strategies to minimise the use of suspension and exclusion (including, where appropriate, the use of alternate provision)
- That the support of the LA and the Behaviour and Attendance Partnership will be sought for pupils who are not making progress with their behaviour and whose school place is in jeopardy
- That the Head will proceed in accordance with the principles of natural justice in exercising the power to suspend or exclude

Suspension and exclusion will be used as a last resort at Fulford School. The school will endeavor to use a range of alternative behaviour strategies to manage a pupil's behaviour prior to a suspension or Permanent exclusion.

## 9. Alternative Provision and Direction Off-Site

Alternative Provision will be used to help students improve their motivation, self-confidence, attendance and engagement with education through the use of placements that meet their specific personal, social and academic needs. Any Alternative Provision that is used will:

- be included in the City of York Council's Alternative Provision Directory
- be suited to the student's capabilities and interests
- support good academic attainment, either through direct teaching or by developing skills that students need to overcome barriers to education that they are experiencing
- have clearly defined objectives
- be used over a defined period of time with regular review periods
- facilitate timely re-integration into full time mainstream education

Parents/ carers will be fully involved in decisions about their child accessing Alternative Provision and the review of this provision, however final decisions on what Alternative Provision students will access will rest with the school. Where a student has an EHCP the local authority will be informed of the decision to use Alternative Provision.

Whilst the school will always try to work in partnership with parents/ carers there may be times when parents/ carers do not agree that their child should access an Alternative Provision. On these occasions the Governing Body may use its power to direct students off site for their education (page 20 of Suspension guidance) [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including student movement - 2022](#). Where this is the case the school will ensure that all of the

points detailed above are still met. Objectives and timeframes with appropriate monitoring will be set out at the time a direction is made.

Parents and Carers will be made aware of their right to request in writing that the Governing Body review the placement that their child has been directed to. When this happens the governing body will comply with this request as soon as is reasonably practicable, unless there has already been a review in the previous 10 weeks.

## 9. Special Educational Needs and Behavioural Problems

In managing behaviour difficulties of individual students the School should have regard to the Code of Practice for Children with SEN and will strive to ensure that failure to identify and meet the special learning needs of some students is not the cause of bad behaviour. Students identified as having special educational needs with regard to behaviour should be given support, and, where appropriate, provided with opportunities to improve through support from external agencies.

## 10. Pupil Conduct outside school

The Head Teacher has a statutory power to discipline pupils for misbehaving outside of school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." Fulford School's Behaviour Policy applies when the pupil is:

- Taking part in any school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way is identifiable as a pupil of Fulford School

Or any misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

## 11. Harmful Sexual Behaviour

The school prohibits all forms of sexual discrimination including harmful sexual behaviour, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Online sexual harassment. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos; sharing of explicit content; up skirting (which is a criminal offence); sexualised online bullying; unwanted sexual comments and message including, on social media; sexual exploitation; coercion and threats.

The school will respond robustly, promptly and appropriately to any harmful sexual behaviour complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of harmful sexual behaviour will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **12. Positive Handling- The Use of Reasonable Force**

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Fulford School has identified staff who have received training in Team Teach methods that encourage de-escalation of challenging behaviours. Members of the Senior Leadership team can be called on, where possible, to provide positive handling for any pupil or to advise on alternative next steps.

## **13. Searching and Confiscation Protocols**

Fulford School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of pupil. These protocols have been written using advice taken from Education and Inspections Act 2006, and Searching, Screening and Confiscation: Advice for Head Teachers, school staff and governing bodies DfE 2018. Please see Appendix 1 for the full protocols for search and confiscation.

## **14. Monitoring and reviewing**

The policy will be under constant monitoring with an evaluation of its effectiveness undertaken by the Senior Leadership team of the school.

## **15. Conclusion: remember what we are trying to achieve**

If these practices are employed consistently across the school then everyone should truly be able to fully enjoy the learning experiences available at Fulford School and have the chance to 'realise their potential and create the future'.

## **16. Appendices**

1. Searching and Confiscation Protocols
2. Stage 3 Intervention Sheet

## APPENDIX 1 - Searching and Confiscation Protocols

### Search with Consent

- Identified School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
- It is enough for the identified staff to ask the pupil to turn out his or her pockets or ask, if the identified member of staff can look in the pupil's bag or locker and for the pupil to agree.
- The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they should refer this to SLT who will instruct identified staff. Identified staff can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the identified member of staff will refer this to SLT.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

### Search Without Consent

Staff authorised by the Head or Deputy Head teachers have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives/blades or weapons
- alcohol
- illegal drugs and 'legal highs'
- stolen items
- tobacco, smoking paraphernalia and E cigarettes
- fireworks
- pornographic images
- extremist material
- any article that the member of staff 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 pupil)

The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule in emergency circumstances. Staff can carry

out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. Where this occurs the Head Teacher or Deputy Head Teacher must be informed of this immediately.

### **Establishing grounds for a search**

- Staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The identified member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. The Head Teacher or Deputy Head Teacher must be consulted before any search performed without consent.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search, to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Authorised school staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings.

### **Confiscation**

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Head Teachers, school staff and governing bodies DfE 2018

### **Dealing with Electronic Devices**

- Where an identified member of staff conducting the search find an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. Any deletion is completed by the Head Teacher or Deputy Head Teacher

- The Head Teacher or Deputy Head Teacher must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device.
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school’s Behaviour Policy.
- If inappropriate material is found on the device it is up to the Head Teacher or Deputy Head Teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

## APPENDIX 2 – Stage 3 Intervention Sheet

To support the teacher conversation for stage 3 intervention it will be guided by the HEART core values.

# Following the Fulford Way



You need to be in lessons **learning** and **achieving**. If you are not:

1. **What** happened?
2. **Why** did it happen?
3. How has this affected **you**?
4. How has this affected **others**?
5. How can **we** put it right?
6. Does it follow the **HEART** core values

Honesty Empathy Ambition Respect Tolerance