BEHAVIOUR POLICY

Reviewed September 2021
Director: Adrian McGregor

1. Statement of intent

FUEL believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

We aim to support all our students to ensure that every child succeeds. Where it becomes clear that a student is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

Some examples are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Individual Support Plans and Pastoral Support Plans
- Referral to the School Counsellor and/or Behaviour Manager
- Small group work or 1:1 support
- Referral to outside agencies

Statement of principles

- Staff and pupils should show respect for one another
- Good behaviour should be rewarded, and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence. (See Anti- Bullying Policy)
- Pupils whose attendance may deteriorate through events such as bereavement, abuse or through a divorce or separation of parents should be identified and supported.
- All members of the school community should be listened to and responded to.
- All members of the school community are entitled to learn in a safe and secure environment.
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.
- All members of the school community should understand and accept the principles on which the behaviour policy is grounded. (See Flow Charts)
- Mentoring, that vulnerable pupil's such as those with special educational needs, physical or mental health needs, immigrant and refugee pupil's and looked after children receive behavioural support according to their need. Pupils in these groups can experience particular difficulties with behaviour, for example related to medical conditions, lack of understanding or trauma. Including mentoring and one-one.
- All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Individual Handling Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-Bullying Policy: Pupils

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Possession of mobile phones during the school day without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Roles and responsibilities

The Board of Directors has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender

identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the Board of Directors on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the Board of Directors, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.

- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

  - Supporting their child in adhering to the school rules.
  - Informing the school of any changes in circumstances which may affect their child's behaviour.

In managing pupil behaviour, the school needs the support of parents and carers. Where parents and carers do not co-operate with the school, the improvement is minimal.

The school will:

- Ensure that staff are well trained, so that they are welcoming and have the skills to deal with difficult parental conversations.

- Have clear and well understood procedures in place for dealing with distressed and angry parents.

- Ensure that parents hear from school when their children are doing well so that first contact is positive. There is a greater willingness to work with the school when the parent carer believes the school has the pupil's best interest at heart.

- Allow sufficient resources to allow the school to communicate effectively with parents

- Take advantage of technology such as emails & mobiles to improve communications with parents. This should not replace personal contact.

Parents need to be aware, dealing with the school that it is helpful if they, like the staff, try to model appropriate behaviour for their children to see. Some parents may need specific support to do this. Abusive and intimidating behaviour can come about through frustration but should not be tolerated. The school will involve the police as necessary to deal with this.

NB: The school notes that this contact may be made via another agency dependent on the service level agreements.

5. FUEL aims & beliefs

We believe that:

Pupils and all school staff have a responsibility to act with respect for others and their environment Teachers/Youth Support Workers and Volunteers have a right to teach and carry out their duties without threat, fear or disruption.

Good pupil behaviour and discipline underpins raising standards of achievement and increasing social inclusion

For Pupils

- A safe, caring, supportive, orderly and stimulating learning environment
- Fairness & equality
- Sensitivity to individuals needs
- Opportunities to have their needs identified and met appropriately
- Positive role models in staff, parents, peers and the wider community

For Staff

- A work environment that is safe, secure and values good order
- Appropriate guidance and support from and effective consultation with partner agencies
- Appropriate guidance and support from Directors

- Access to appropriate training
- Co-operation and support from parents and the community

For Parents and Carers

- Respect and support
- The opportunity for involvement in the social and educational development of their child(ren)
- Supportive contact with staff

For Directors

- Relevant information about their duties relating to behavioural issues
- Consultation with partners in the development of school and practice
- Access to appropriate resources to support the school in the effective management of pupil behaviour

6. Behaviour expectations

It is paramount that pupils know what is expected from them and these expectations are thoroughly explained to pupils on induction and are also displayed around the school.

Pupils are expected to:-

- Arrive on time ready to learn
- Hand in mobile phones and electronic devices
- Dress appropriately for school
  - No short skirts
  - Shorts must be knee length
  - No belly tops
  - Ripped jeans must not be ripped too high or be too revealing
  - No see-through tops
  - No flip flops or sliders
- Walk around the school in a calm, quiet and orderly manner
- Show respect for teachers, peers and visitors to the school
- Take pride in yourself and your work
- Talk only at appropriate times
- Work to the best of your ability
- Use the internet appropriately

Pupils must NOT:-

- Use bad language or swear
- Smoke in or outside the front of the school
- Vape in or outside the front of the school
- Write on desks, walls or anywhere other around the school

- Leave the classroom without an appropriate pass or permission from your teacher
- Leave the school site without permission
- Eat during lessons
- Drink anything other than water during lessons
    - Energy drinks are strictly forbidden from the school premises
- Be disruptive or prevent other pupils from learning
- Prevent any teacher from teaching
- Use intimidating behaviour, physical or verbal
- Make racist, sexist, homophobic or inappropriate religious comments

7. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The Behaviour Manager will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

After an initial incident of negative behaviour, the following sanctions are implemented:

Warnings

- Warning can be issued by any member of staff in or outside of the classroom.

Negative behaviour points

- Pupils will be monitored via handover daily in regards behaviour and engagement, pupils flagged as poor repeatedly will be subject to parent/school meeting.
- Behaviour around the school will be monitored via the BMT Low/Medium incidents recorded on CPOMS

Isolation in the school or offsite

- Individual pupils, whose behaviour or work rate is causing concern, may be isolated from their peers either onsite or offsite for a specific period of time. A key member of staff will be with the student at all times. It is the responsibility of the teacher to provide sufficient self-contained work for the pupil during this time.

Report Card

- Pupils will be placed on report to further monitor poor behaviour in class or around school, report cards will then be reviewed on a weekly basis.

Break Time, Lunch Time and After School Detentions

- Detentions in relation to poor behaviour can be issued by any member of staff but must be authorised by either the Head Teacher, Behaviour Manager or

School Business Manager. (Detentions are also used for lateness, please see below)

Behaviour Contracts

- Behaviour contracts will be put in place for pupils whose behaviour is persistently poor. The contract will state what the pupil needs to improve and set out clear goals, failure to comply with the behaviour contract will lead to a fixed term or permanent exclusion.

When a pupil is placed on a behaviour contract, it will run for a 6-week initial period, if the pupil has made significant improvements in behaviour, the pupil will be removed from the contract, if slight improvements have been made then the contract will be extended and reviewed every two weeks for a further 6-week period. If after a further 6 weeks has passed a decision will be made as to whether the school is suitable for the pupil.

Fixed Term Exclusion

- If a pupil fails to respond and continues to disrupt the smooth running of the school and the education of other pupils, or is involved in a serious incident, they may be issued a fixed term exclusion from the school for a fixed period. Parents will be required to attend a re-integration meeting when the pupil returns to school in order to discuss the exclusion and be clear on future expectations.

  Also see Fixed Term Exclusion Policy

Permanent Exclusion

- FUEL will try to avoid permanent exclusion wherever possible, however, if a pupil continues to fail to respond to interventions, strategies and sanctions or is involved in a serious incident, permanent exclusion from school may be deemed necessary where all other available options have been exhausted.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be permanently excluded in line with the school's Exclusion Policy.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

8. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

A consistent approach to the behaviour management, teaching and learning is required.

The school will:-

- Assess staff's needs and build into the in-service training programmes specific opportunities to discuss and learn about behaviour.
- Identify those pupils who have learning and behavioural difficulties or come from communities or homes that are in crisis and agree with staff common ways of managing and meeting their particular needs.
- Ensure that senior members of staff are highly visible at particular times of the day to support staff and maintain a sense of calm and order. Critical times in the day are the beginning, break and lunch time.
- Senior staff's regular presence around the school helps them to observe how the behaviour policy is being implemented. Along with more formal evaluation mechanisms, this enables senior staff to assess the effectiveness of the policy

and to ensure the policy is being consistently applied. The schools behaviour policy needs to be understood and applied consistently by all staff.
- Promote positive behaviour

Staff Development and support

All staff in school will be provided with the skills to understand and manage pupil behaviour effectively.

The school will:

- Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour.
- Ensure funds are allocated within training budgets to enable all staff (including support staff and volunteers) to access training using a variety of expertise's.
- Ensure all staff joining the school receives induction training.
- Develop the specialist skills of identified key members of the team.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Individual Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether

physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Individual Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Examples of where reasonable force maybe necessary:

- To remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or school trip or visit.
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- To restrain a pupil at risk of harming themselves through physical outbursts.

Examples of where reasonable force would be inappropriate:

- To use force as a punishment.

Examples of reasonable force:

- Physically interposing between pupils
- Blocking a pupil's path
- Escorting a pupil by the hand or arm
- Physical restraint to prevent violence or injury

Examples of unreasonable force:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Tripping a pupil
- Holding a pupil by the hair or ear
- Holding a pupil face down on the ground

Isolation rooms

The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.

The school will only move pupils to isolation rooms where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours.

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be issued outside of school hours:

- Any school day where the pupil is not authorised to be absent
- During weekends, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil.

Pupils will be issued with detentions for lateness to school. A pupil can be kept for up to 1 Hour at the end of the day without communication with parents/carers, however, if a pupil is going to be kept for more than 20 minutes, parents will be informed where possible.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, FUEL will ensure there is sufficient time for the pupil to eat lunch and use the toilet.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.
- Whether the parents ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for short period after school and the pupil is able to return home safely.
- Whether suitable transport arrangements are in place between the parents and the pupil. It does not matter whether these transport arrangements are inconvenient to the parents.

During detention a pupil may be set extra work or asked to repeat unsatisfactory work until it meets the required standard.

Persistent failure to attend detentions will result in more serious sanctions, for example Isolation and/ or fixed term exclusions.

Paying for damage

If Pupils deliberately damage any part of the school or property that is not theirs, they will be expected to pay the full cost of replacement or repair. Parents/Carers will be invoiced for the damage their child has caused. Please note the Police may be involved and criminal damage charges may be pursued.

Stealing

If pupils steal property i.e. takes something that does not belong to them, and does not return it immediately, an investigation will take place and the police may be informed.

9. Incident reporting

Reporting and Tracking of Incident Reports

Procedure

Please Note: All incidents (Small/Big) need to be reported to Management on the same day. An incident report must be emailed to incidents@fueleducation.org.uk before the end of the day.
(Failure to comply may result in disciplinary action.)

(Small Incident=refusal to work)/ (Big Incident=under the influence of drugs/alcohol).

- Staff member to report incident to a member of SLT verbally ASAP.
- Incident form to be typed by the member of staff who witnessed the incident.

- If the staff member is requesting an investigation, the staff member must report this verbally to management. However, the incident report must be sent before the end of the day to incidents@fueleducation.org.uk
- Any other staff member who witnessed the incident is required to type their version of events.
- All information collated must be typed up on the incident form found on the server, and any written witness statements must be signed by the witness and dated.
- All incident reports and witness statements are to be emailed to incidents@fueleducation.org.uk
- Management will give feedback to staff with the decision after a full investigation has taken place.

Incident Reports and Witness Statements Require the Following:

- Date/Time/Area and the pupils full name
- What led to the incident happening? Are there any previous incidents related?
- A comprehensive step by step account of the incident. Include exact words used by pupil /staff.
- Email to incidents@fueleducation.org.uk before you leave the provision **THAT SAME DAY.**

If any of the above is breached, then disciplinary action may be taken.

The Behaviour Manager will:-

- record incident on CPOMS
- investigates the incident and decides whether it constitutes unacceptable behaviour.
- where deemed necessary, the pupil will be moved to isolation – the Behaviour Manager will determine the length of the period the pupil will spend in isolation, as well as any detention time.
- will inform the pupil's parents and invite them to discuss the incident where necessary.
- meet with the headteacher if it is felt an exclusion in necessary
- record all actions on CPOMS
- inform referring schools of any exclusions and send relevant incident reports
- conduct re-integration meetings for any pupils after exclusions
- issue and monitor behaviour contracts where appropriate

10. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for

handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment 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 sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

11. Smoking and controlled substances

The school will follow the procedures outlined in its Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

12. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them 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. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Grinders
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Mobile phones
- Baseball bats, hammers, knuckle dusters (this list is not exhaustive)
- Stolen property
- 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 any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

13. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the following, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act

respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

he headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e-vouchers, postcards home.

Rewards Procedure

Examples of rewards at FUEL include:

- Weekly Attendance and Timekeeping Rewards
- Termly Behaviour and Engagement Rewards based on daily positive behaviour points awarded.
- Various raffles for good attendance, timekeeping, behaviour and engagement.
- Various trips throughout the year for good behaviour and work completed.

- £25 Voucher for each vocational qualification gained at certificate level or above. (Given after results day)

- £25 Voucher for each functional skills qualification gained. (Given after results day)

Awards given at our annual awards ceremony include the following: -

Tutors Choice (x1 per area)
Respect and Good Manners
Supporting Others
Most Improved
Outstanding Achievement
Pupil of The Year

There will also be random rewards for those young people who have made significant improvements in the above criteria.

14. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance applies both inside school and out in the wider community.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

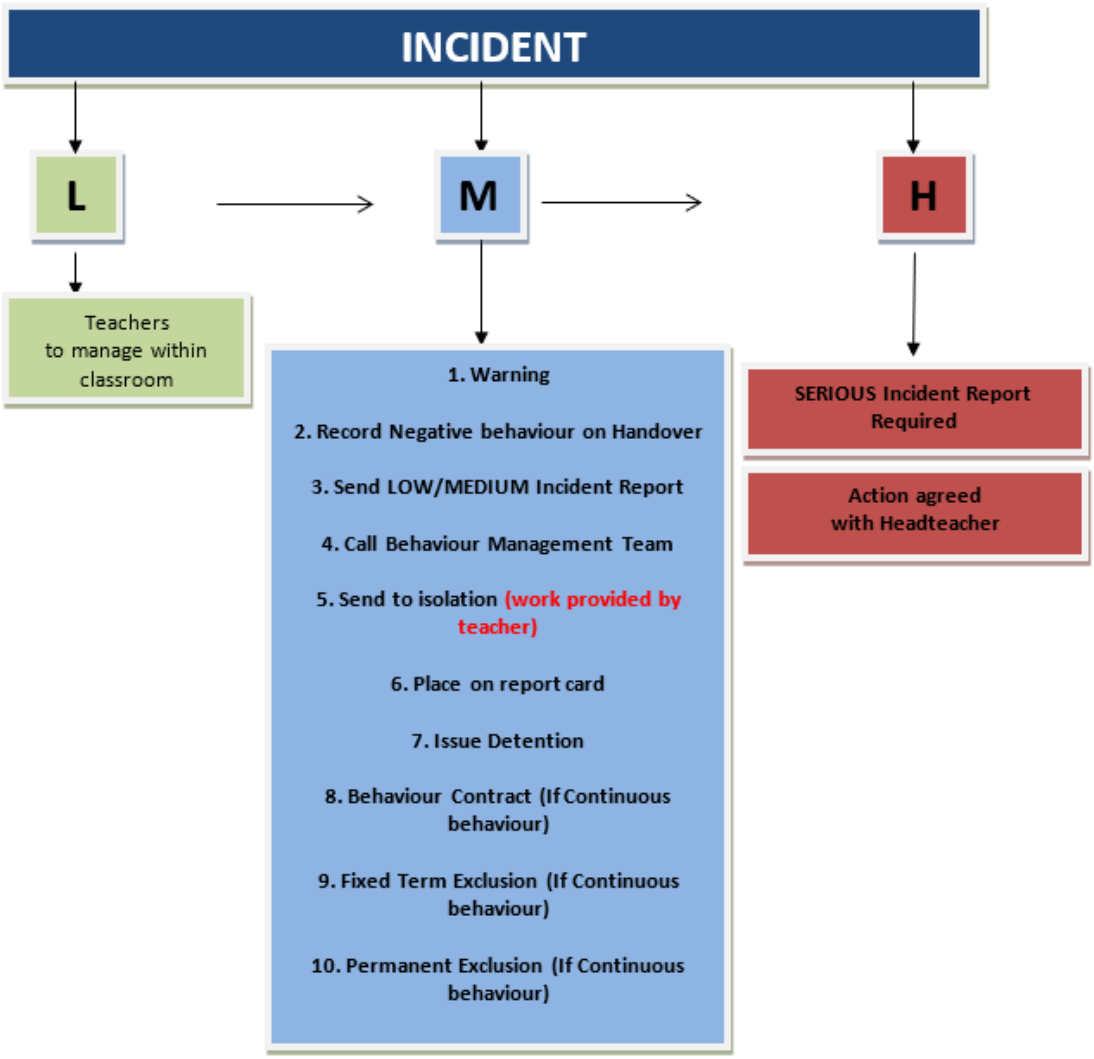
- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

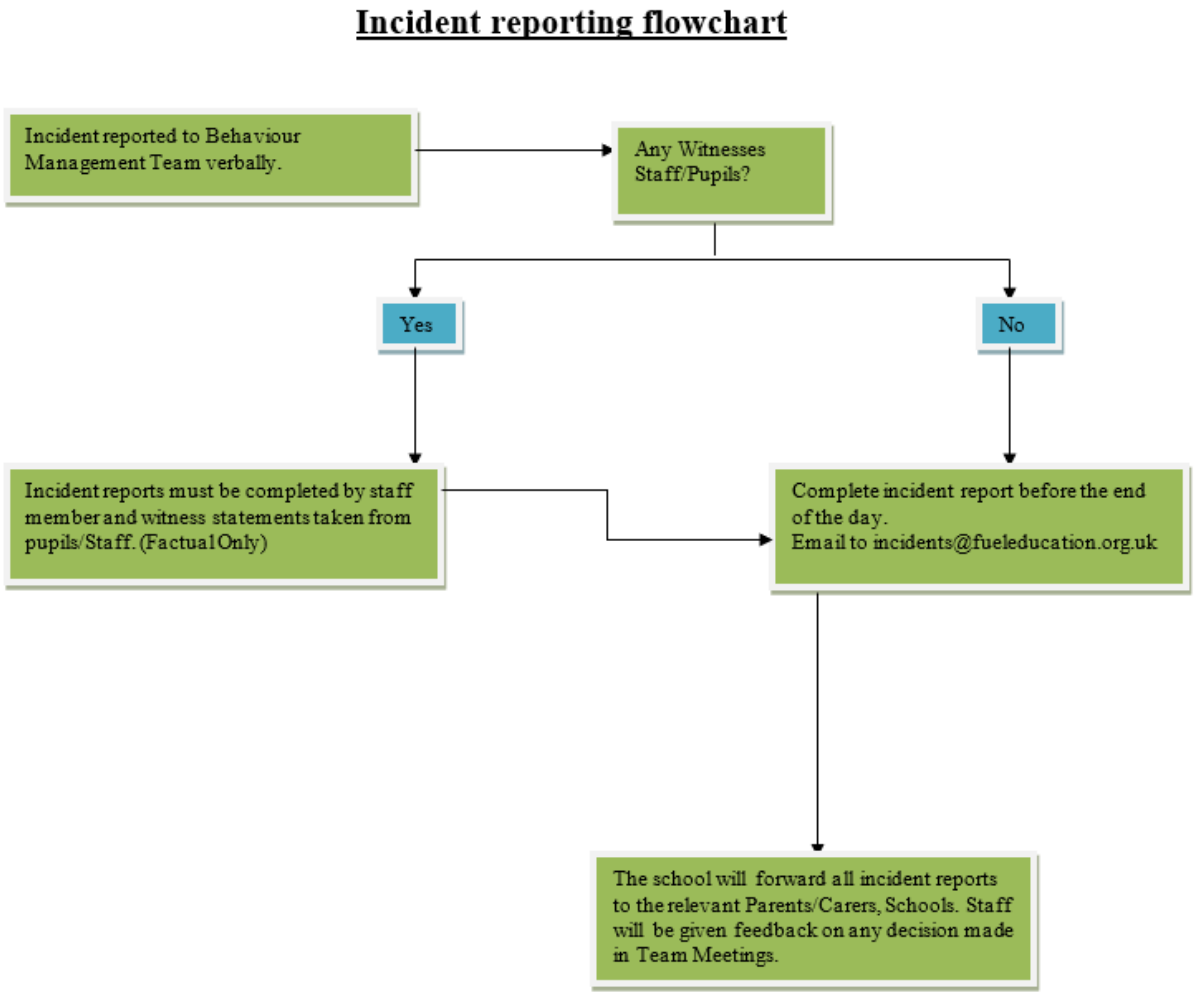
Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy:

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

15. Behaviour Procedure





16. Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

17. Appendices

1.1 Incident Report

Pupil name. (Main)	Date.	Time.	Year Group.	Nature of incident (highlight)
				SERIOUS **LOW** **Highlight below topics in colour that is appropriate.** Breach of Behaviour Contract Breach of COVID/Distancing Bullying Deliberate Damage Drugs and Alcohol Health and Safety Breach Homophobic Abuse Non-Co-Operation Offensive Weapon Disruptive Behaviour Physical Assault Pupil Physical Assault Staff Racial Abuse Sexual Misconduct Theft
Staff Reporting Incident	Staff/Pupils Present. (Initials only for pupils)		Location.	
Antecedent (Events leading up to incident and strategies used)				
Incident.				

	Threatening Behaviour Verbal Abuse Pupil Verbal Abuse Staff Incitement Other – (only if doesn't fit other categories)
Medical information (include details of injuries to staff/pupil)	Action and interventions
	Was RPI used **YES/NO** Has the Pupil/s been isolated **YES/NO** Has the Pupil/s been given a detention **YES/NO** Duration Has the Pupil/s been excluded **YES/NO – FIXED/PERMANENT** Has Pupil/s parents/guardians been notified **YES/NO** **Further comments or actions listed below.**

1.2 Pupil behaviour contract

NAME OF PUPIL: <FirstName> <Surname>

Behaviour Contract

Date:

Section 1 – agreement

This contract is a written agreement between you and FUEL. The aim is to identify clear goals for you and support you in the classroom and at school to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals

_____

_____

_____

To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____

When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____

These are the consequences if I don't meet my goals:

_____

These are the rewards if I meet my goals:

_____

_____

_____

This contract will run for six weeks initially, during these six weeks you will take part in 1 x one to one sessions a week to discuss your behaviour and look at strategies for you to be able to address your behaviour. If your poor behaviour continues after the initial six-week period, the behaviour contract can be extended and reviewed every two weeks for a maximum of a further six weeks.

Failure to comply with the contract at any point will result in you either being excluded for a fixed period or permanently excluded and lose your place at FUEL.

Agreement set out between staff members at FUEL and **<FirstName>**

Expectations: -

<Action Details>

<Action Details>

<Action Details>

I understand that I must follow **ALL** the expectations set within this contract in order to keep my place secure at FUEL. If any of the expectations set are broken, I will be removed from FUEL.

I agree to the above expectations that have been set by FUEL. I understand that if I break any of the above expectations, my place at FUEL will be withdrawn with **immediate effect**.

Name: **<FirstName> <Surname>**

Signed by Young Person_____

(Your parents/carer will be informed a behaviour contract is now in place)

Signed by Staff Member at FUEL_____