



John Ferneley College Behaviour Policy

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This policy applies to:

John Ferneley College

Where this policy states 'Headteacher' this also includes 'Head of School'.

Ethos and Values

Our Why

- Every child is uniquely important and of equal worth
- Every child has the right to a world class education, irrespective of their starting point
- Through education, every child should be able to achieve their potential and ultimately improve their lives and the lives of those around them

Our How

- By carefully selecting the best skills and knowledge and using it to shape our curriculum; and by developing our students' long-term memory of this curriculum; we can improve our young people's lives and the lives of those around them
- Select the knowledge and skills
- Improve the memory

Our What

- We create and deliver an inspirational, knowledge rich curriculum; full of the best knowledge and skills
- We focus on strategies to develop long term memory
- We have the highest expectations for the culture of our settings and the behaviour of our young people
- We create and deliver an enrichment programme that enables young people to be better humans

We believe that by focusing on the following 5 priorities, we will be able to ensure that we deliver our ethos and values successfully to all of our community, especially the most vulnerable:

- Great attendance
- Great belonging
- Great routines
- Great teaching and learning
- Great community support

We believe that by establishing a series of great routines for learning, this will encourage a strong sense of belonging for all of our young people. If they feel that they belong, this will ensure that teaching and learning will be more effective, ultimately creating a more fertile environment for the curriculum to be better learned and remembered.

We believe it is our moral duty to prepare our young people to be successful as adults, by teaching them the behaviours, habits and routines of the most successful. These include a focus on respect, kindness, self-regulation and pride.

We believe that by teaching behaviour as a discreet curriculum area, we will be able to play a part in tackling social injustice.

Freedom to think creatively: We do not want our young people to have to make decisions every day, over things they do every day. We will teach them the routines, behaviours of the most successful: training them to be successful in adult life; reducing stress; reducing conflict; creating more thinking time for creativity and imagination.

Encouraging self-regulation: Cognitive Science tells us that our young people will have more successful lives if they are taught how to self-regulate. We know that deferred gratification increases with maturity – enabling us to make decisions that will help us in the future. We also know that if left alone, children make decisions focused on immediate gratification – sometimes this means that they make choices that may not be good for them. We believe it is our responsibility to protect young people from this by enabling them to make good decisions and by teaching them to make these decisions for themselves in the future.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools
- Searching, screening and confiscation at school

- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Missing equipment
- Lateness in the mornings or to lessons
- Dis-respectful behaviour towards staff or peers
- Truancy
- Defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent truancy
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Verbal abuse or threatening behaviour towards staff
- Malicious allegations against staff
- Bring the school into disrepute
- Smoking/vaping
- Discriminatory behaviour towards a person or group of people because of a protected characteristic (age, disability, gender re-assignment, marriage/civil partnership, maternity, race, religion, sex, sexual orientation)
- Videoing incidents involving other pupils and sharing on social media
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, Vapes and E Cigarettes

- o Fireworks
- o Pornographic images
- o Any article a staff member 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)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over some time
- Difficult to defend against

Bullying can include:

Type of bullying	Example
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racist, homophobic, misogynistic, disability	Taunts, graffiti, gestures
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Pupils and parents should report any incidents of bullying to their Head of Year.

We will investigate any reports of bullying and take statements from all pupils including any witnesses (staff or pupils) to the incident being reported. We will follow our behaviour policy with regard to any sanctions that are put in place.

Rewards

Students will be rewarded for good work, attitude and behaviour.

We use R1s, R2s and R3s on the Classcharts system.

R1 – given by a tutor or teacher for students who meet our basic expectations.

R2 – given by Heads of Year or Heads of Department for consistently meeting our expectations.

R3 – given by the Senior Leadership team for those who show exceptional behaviour and attitude.

Other rewards could include:

- Praise
- Reward points
- Letters or phone calls home to parents
- Special responsibilities/privileges

Detentions

If students at school have not completed work or have failed to meet our expectations after warnings have been given, these detentions are run in departments.

If a student is removed from a lesson, via on-call, then a 1 hour after school detention is owed.

Failure to attend a detention will result in the sanction being escalated.

Detentions are compulsory – the Department for Education is very clear that schools do not need to seek permission from parent/carers and 24-hour notice is not required for a short detention. We will always communicate with home when there is an after-school detention. It is the responsibility of the parent/carer to ensure the child can get home safely.

Mobile phones, earphones and other related paraphernalia

We know mobile phones, headphones, ear buds, smart watches and any other kind of Bluetooth device are a significant distraction for children, they are the enemy of concentrating on their studies, and so we encourage parents/carers to keep their child's phone at home during the school day. If parents/carers feel their child needs a phone during the day please know that mobile phones or any other kind of device should be switched off and should be stored out of sight. If a pupil's mobile phone/device is visible/heard, it will be confiscated immediately. Parents and guardians are asked to come into school to collect the phone/device

Off-site behaviour

Pupils are expected to follow our school rules when they are travelling to and from school and at any time when they are wearing our uniform. Pupils out in public represent John Ferneley and should consider how their actions reflect on them, their parents and their school. Staff have the power to issue Behaviour Points and detentions for any behaviour outside of school that may affect their education or bring the school into disrepute

Corridor Behaviour

Students should not run and should walk sensibly without forming large groups.
Students should be courteous to one another and to staff members and visitors.

Where necessary CCTV will be forensically analysed to ensure students are held to account for their actions and detentions will be used as appropriate with incidents recorded on Classcharts.

Toilets

Students should go to the toilet during break/lunch to ensure there is no disruption to their learning. If a water bottle needed refilling, then this would be the perfect time for this too. Being in the wrong place at the wrong time could result in a detention and the information will be logged on Classcharts.

Smoking

Smoking is NOT allowed anywhere on site or to and from college whilst wearing our uniform and therefore representing us.

E cigs and vapes are deemed to be the same as cigarettes and rolling tobacco.

All smoking paraphernalia will be confiscated and disposed of.

Smoking on site will lead to automatic exemption from any reward event or college trip.
The Leadership Team, at the instruction of the Headteacher, will make the final decision.

Removal Room / Behaviour Support Centre (BSC)

The BSC will be used as a place of reflection and calming during the day when students are removed from lessons. While there they will need to meet our behaviour expectations in order to return to lessons. BSC will be used as appropriate for internal suspension of students who fail to complete detentions to our expectation, truant from college and/or for any other breach of the college behaviour policy. Students are not allowed out of this provision but will be permitted to have toilet breaks as appropriate.

Extended Internal Support

In some circumstances it may be necessary for a pastoral support plan to be put in place. If this is required then a parental meeting will be held and agreement will be sort as to the support that will be given and in which form. It is at this point that a reduced timetable might be considered. Time out of lessons could be arranged and in some more extreme cases this could lead to 5 consecutive days in BSC working 1-1 with staff or indeed an internal referral to our alternative provision team for further support.

Wider Support

At JFC we work with Melton and South Charnwood Inclusion Partnership to support our students. We also work closely with the Melton Hub and will refer students as appropriate for

the required support to maximise their chances of success in both education and life. Managed Moves are used as appropriate and where success is considered likely.

A student can be transferred to another school as part of a “managed move” where they will be a guest student and still on roll at JFC. This is to allow the student a fresh start in a new school and is an alternative to exclusion. Managed moves are voluntary and are only to be arranged with the consent of all parties involved including the parents. Managed moves are usually subject to a trial period of 6 weeks in the new school with 3 targets to be met which relate to attendance, punctuality and behaviour. A successful managed move will end in the student being transferred on to the new school roll. If the managed move fails, then the student will return to JFC.

Suspensions

Suspension will be used where necessary and where other sanctions have been unsuccessful or when an incident occurs whereby no other sanction is appropriate. The Headteacher will make the final decision. Suspension of a student from the college is the most serious form of sanction available to us. The college has a duty to ensure reasonable adjustments are made to the behaviour policy for vulnerable/SEND students according to need wherever possible. A reintegration meeting must take place before a student returns to college.

Permanent Exclusion

A Permanent exclusion involves the student being removed from the college roll. The college will only permanently exclude a student as a last resort, after trying to improve the student’s behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a student for a “one-off” offence e.g. assault on a member of staff/bullying of a member of staff/bringing a weapon into college and other incidents of equivalent severity.

Return to College / Reintegration Meetings

Following any period of suspension or following an incident of inappropriate behaviour by a student, parent/carers are expected to attend a reintegration meeting or behaviour planning meeting. This meeting will be attended by the head of year, the student’s parents, the student themselves and may be joined by other professionals as appropriate. Meetings will be held within the hours of 8am and 4pm.

Screen and Search

In line with national guidelines, the Headteacher and other authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Staff will follow guidance when conducting a search or screen and staff will ask to search the student. If a student refuses then they will be dealt with as if they had got the item suspected. The Leadership Team, at the instruction of the Headteacher, will make the final decision.

Banned items	Procedure after confiscation
Cigarettes; e-cigarettes; vapes; tobacco; filters; filter papers; lighters etc	Disposed of and parent informed by standard text via pastoral office. A parent meeting may be required. If student is found to be using any of these items on site then a day in BSC plus D60 will be issued. (Extended school)
Fire crackers or fireworks	Disposed of by the college
Alcohol	Disposed of by college, parents informed, social care referral and monitoring.
Illegal drugs or substances that are suspicious	Police and social care referral. FTE / PE as appropriate
Stolen items	Police and social care referral. FTE / PE as appropriate
Knives and other weapons or any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause injury or damage to property.	Police and social care referral. FTE / PE as appropriate
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 student).	Possible police and social care referral. Parent meeting.
Any other item that staff see as unsuitable for college. This includes Aerosols, energy drinks, chewing gum, correcting fluid (Tippex). The Leadership team decision is final.	Disposed of by the college, parent informed. Detention issued using classcharts.

Classroom management

The Senior Leadership Team, Middle leaders, Teachers and Support staff share responsibility for

setting the tone and context for positive behaviour within the classroom.

- The Senior Leadership Team and Middle Leadership Team will relentlessly communicate detailed expectations for behaviour and culture in the classroom for all stakeholders.

Expectations will be communicated through assemblies, morning routines, staff briefings and training, open evenings and if need be, in individual conversations with pupils, staff and parents

- Teachers are responsible for maintaining the expectations set out by the school in their classrooms and when on duty
- Teachers will use the rewards and sanctions system to support their classroom culture
- Teachers will develop a positive routines with pupils, which may include:
 - Being at their door to meet and greet pupils in the morning/at the start of lessons
 - Teaching, practising and embedding clear routines
 - Using a clear seating plan
 - Giving praise and/or achievement points for good work and positive behaviour
 - Giving sanctions for poor work and misbehaviour
 - Ending and sending pupils at the end of lessons
 - Starting the next day afresh

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Not be used as a form of punishment
- Be recorded and reported to parents/carers

Following an incident, when restraint has been required because of a dynamic risk assessment, a formal risk assessment will be written to outline the steps to be taken to de-escalate crisis behaviours and reduce the need for restraint in the future.

Following an incident when has been required the school will keep a record of the incident on

their safeguarding software and parents/carers will be informed.

Training

All staff within the school are provided with training on managing behaviour as part of their induction process. In addition, use of restraint training is also provided where appropriate. Behaviour management will also form part of continuing professional development

Documents and Policies associated with this policy:

- Anti-Bullying Policy
- Staff Code of Conduct Policy
- Exclusions Policy
- Child Protection Policy
- Student Rule Booklet

Monitoring Arrangements

This policy will be reviewed every year by the Behaviour Lead & Assistant Headteacher – JFC or where statutory changes are made. At every review, the policy will be shared with the Quality Education Committee for approval.

Log of Changes to Policy				
Version	Page	Change	Approver	Date
1.1	Whole document	Date and personnel changes noted	LO	Sept 24
		Rewards and Sanctions - updated practice noted		
		Detention section updated Change of terminology from fixed term exclusions to suspensions		