

Fairfield High School Behaviour Policy

Principles

Our mission at Fairfield High School is to provide high quality educational opportunities in a challenging and stimulating atmosphere, enabling individual development for all within a culturally rich and caring academy. In order to achieve this we expect the members of our school community to work together to create an atmosphere of mutual respect, courtesy, security and concern for the welfare of all.

Our core values form the principles that underpin our behaviour and rewards policy. As members of the Fairfield Learning Community we are-

- **Inclusive:** we value and respect everyone's unique characteristics, identity and contribution to Fairfield
- **Individual:** we recognise everyone's needs and talents and allow everyone to flourish
- **Creative:** we think in original ways to achieve new and valuable results
- **Ethical:** We ensure our actions are informed by what is right, just and fair.
- **Aspirational :** We foster ambition and perseverance so that all achieve at the highest possible level
- **Global Citizens:** working for a just, sustainable future in local, national and international communities

This policy aims to:

- ✓ Set out clear boundaries for acceptable behaviour in order to promote clear values and a clear moral code at Fairfield High School;
- ✓ Ensure that students, parents/carers and staff are familiar with the school's reward and attitude for learning frameworks for managing student behaviour;
- ✓ Ensure that students, parent/carers and staff are aware of the powers available to them to sanction poor behaviour;
- ✓ Prevent all forms of bullying;

1. Code of Conduct

The academy recognises that every student and member of staff is responsible for promoting good behaviour. We recognise that poor behaviour is a barrier to achievement and to this end it will not be tolerated.

The **Home/Academy agreement (Appendix 1)** appears in the student planner and parent handbook and gives specific advice about learning, preparing to learn and expectations about behaviour. The Home/Academy agreement is reviewed each year and signed by the Academy, the parent/carer and the student.

The academy's working document on school discipline is "**FHS Code of Conduct**"(see **Appendix 2**). This gives students specific advice about learning and preparing for learning within a framework of orderly, well-mannered behaviour. This promoted in academy environment and is available on the website.

All students receive a copy of the student planner. The parent handbook and other relevant policies are available on the academy website. Parents may request a hard copy of the handbook or any other policy via the Academy's reception.

2. Promoting Good Behaviour – The Positive Attitude to Learning Framework

Praising students helps raise self-esteem enabling them to appreciate their strengths, and recognise the success of others.

Staff are expected to reward students who model the good behaviour and achievement expected of them at Fairfield High School. In order to achieve this aim we have a set of common expectations and responses through the Positive Attitude to Learning Framework. This outlines the types of reward available at Fairfield High School and a tariff for their use. This list is not exhaustive (**Appendix 3 - Teachers' Detailed: Positive Attitude to Learning Framework**).

3. **Dealing with Poor Behaviour** – The Negative Attitude to Learning Framework

We recognised that academies are complex places and so we at Fairfield High School will endeavour to ensure that the use of sanctions has regard to the individual situation and the individual student and that school staff will use their discretion in their use.

Staff are expected to apply sanctions fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students, and offering support as necessary.

Staff are expected to display and adhere to a set of common expectations and responses (where appropriate) through the Negative Attitude to Learning Framework in order to achieve this aim. (**see Appendix 4 - Teachers' Detailed: Negative Attitude to Learning Framework**)

When reporting issues of a serious nature, an Incident Report Form must be completed. This must be completed by the relevant member of staff or student involved, as well as any witnesses. The consequence of the incident will be decided by the designated SLT Day Manager, using the Negative Attitude to Learning Framework and the appropriate action will be taken and recorded on SIMS.

4. **Detentions**

Detentions are used as a sanction in response to punctuality, poor quality classwork, lack of/poor quality homework and to address behaviour concerns. This is clear set out in our Attitude to Learning Framework.

Staff may issue “no notice” detentions but endeavour to give parents/carers a minimum of 24 hours' notice, if a student is to be detained for a period of time longer than 15 minutes after the academy day.

5. **Exclusions**

Internal Exclusions

The academy operates a system of internal exclusion and students are placed in Room 4N14 when their behaviour falls below the parameters of being considered acceptable. The internal room is operations daily and at alternative hours to the normal academy day.

External Exclusion (FTE)

The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State. This was most recently been updated in 2012.

The Senior leader at the end of each day is legally responsible, following investigation and guidance from the Principal/Vice Principal, for the exclusion of particular students and for gathering and preparing all exclusion documentation.

Following exclusion a meeting between the academy, the student and the parent is arranged in which a return from exclusion agreement is signed. Students are not permitted to rejoin normal classes until this meeting has taken place.

Permanent Exclusions (PEX)

The Governors' PEX Panel is involved in all permanent exclusions as set by the law on Exclusion.

6. Duties

All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership Team provide further support by patrolling key areas of the academy during every break and lunchtime. The Duty rota is published in the staff handbook and a copy can be found in the atrium.

7. MBWA (On duty)

All students are expected to behave in accordance with the "**FHS Code of Conduct**". Where students fail to comply either in or out of the classroom, it is important that such behaviour is challenged accordingly by use of the **Negative Attitude to Learning Framework** and behaviour points are allocated as appropriate.

Should a situation arise in a classroom where a student's behaviour escalates it will be necessary for the teacher to call for MBWA support through the email system to Reception who will then contact the member of staff on duty.

The aim of MBWA is to resolve situations in the classroom and allow the student to continue with their learning in the lesson. Where the member of senior staff considers there to be a risk that poor behaviour may continue, they may choose to move the student to an alternative learning environment.

Where a student has caused a significant breach of health and safety they will be automatically removed from the class and the matter will be investigated by a member of the Pastoral Support Team and dealt with by a member of the Senior Leadership Team. This may result in internal or fixed term exclusion.

Where staff are finding recurring issues with certain students or classes we advise that they seek support from other appropriate staff members e.g. Tutor, Achievement Coordinator, and Pastoral Support etc. It is recognised that we all face difficulties with students from time to time and staff should feel confident to ask for help.

The MWBA procedures set out the expectations for MWBA. Staff appearing on the MWBA rota should sign in at reception, collect a walkie talkie and be available for the whole lesson of their duty. It is essential that all incidents of MBWA Call Outs are recorded by the Senior Teacher on duty. A central MBWA Call Out record is kept in at reception and overseen by the Assistant Principal in charge of Outstanding Behaviour, Safety and Attendance.

The MBWA Call Out records held by the Assistant Principal in charge of Outstanding Behaviour, Safety and Attendance, are used to identify patterns of poor behaviour and to put in place intervention strategies in support of teachers and students.

8. Student Conduct Out of School

Staff have the power to discipline students, to a reasonable extent, for misbehaving outside of the academy gates. Examples of situations that this may occur are when

- taking part in any academy -organised or academy -related activity or
- travelling to or from Fairfield High school or

- wearing Fairfield High school uniform or
- in some other way identifiable as a pupil at the academy.

However staff may also use the Negative Attitude to Learning Framework to discipline a student if their behaviour could have repercussions for the orderly running of the academy; or poses a threat to another pupil or member of the public; or could adversely affect the reputation of the academy.

Incidents that occur off Fairfield High school premises which are witnessed by a member of staff or reported to the academy will be investigated in line with the procedures outlined in Section 3: Dealing with poor Behaviour. The decision to implement a sanction will be made by a member of the Senior Leadership team on the academy premises, except in cases where the pupil is under the lawful control of the staff member (e.g. school trip).

9. Confiscation of inappropriate items

Staff are permitted to confiscate, retain or dispose of a pupil's property as a punishment or if it is barrier to learning. Staff may confiscate any item from students if possession is against academy rules or the items cause, or are likely to cause, a contravention of the academy rules in any way. Items include but are not limited to hoodies, caps, outdoor coats, lighters, laser pens, electronic cigarettes, items on the prohibited items list, non-uniform footwear/jewellery. As mentioned previously this list is not exhaustive and the academy maintains the right to confiscate any item considered dangerous, offensive, and inappropriate or may compromise safety.

The law protects staff from liability for damage or loss of, any confiscated items.

Prohibited items

The list of prohibited items includes but is not exclusive to, weapons (guns, plastic weapons, replicas etc.), knives (blades, pointed items), illegal drugs, stolen items, solvents, fireworks, alcohol, cigarette papers and tobacco, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Students found in possession of prohibited items will have them confiscated and may be excluded from the academy and it is likely that the school will involve the police. Any incidents involving weapons, knives and extreme/child pornography must always be handed to the police.

10. Safe Handling – The power to use reasonable force

It is acknowledged that in exceptional circumstances any member of staff may have to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.

The Principal and Vice Principal may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Associated DFE Documentation

Behaviour and discipline in schools (January 2016)

Exclusion from maintained schools, Academies and pupil referral units in England (2012)

Reviewed: 24/05/2018

Reviewed by: VSP

Appendix 1:

Excalibur Academies Trust

Home – Academy Agreement

Within the strong family ethos, moral code and Christian values embedded in our academies, young people are taught to appreciate the world in which we live and to respect others (including those of different faiths), as well as themselves. Providing education of the highest quality, so that pupils grow into responsible, enthusiastic learners is a joint enterprise that involves the academy, parents, carers and pupils, working together in mutual support. We hope that all parties involved are able to see our Home-Academy Agreement as an expression of our partnership and the importance we put on this relationship.

As an academy, we will aim to:

- Be welcoming;
- Offer a friendly, secure and supportive learning environment, where pupils are inspired by learning;
- Offer varied opportunities for families to become involved in the daily life of our school;
- Provide pupils within and across Excalibur Academy Trust with a coherent, all-through, approach to teaching and learning (from age four to nineteen);
- Provide an integrated, creative curriculum;
- Provide high levels of challenge that meet the needs, and raise the expectations, of all pupils;
- Be forward thinking, educating pupils so they are well prepared for life within a global community;
- Recognise effort and achievement;
- Teach pupils to become resilient, responsible, confident learners who believe they can make a difference;
- Teach pupils to have a robust moral code, so that they have respect for others (including those of different faiths and beliefs), and the world around them;
- Treat seriously any concerns raised by pupils or parents; let parents/carers know of problems that affect their child's work or behaviour;
- Employ staff who are consistently exceptional in their work;
- Provide strong leadership throughout the Excalibur Academies Trust, so that the teaching is outstanding.

Signed:



(Principal)

The parents/carers

I/We will aim to:

- Ensure my child attends daily and arrives on time, equipped and in correct uniform for school;
- Support the academy's vision, aims and values;
- Support the academy's policies and guidelines;
- Support my child in homework and other opportunities for home learning (including reading, for younger children);
- Take a lively interest in the academy and work with the academy to support the education of my child;
- Let the academy know as soon as possible about any concerns or problems that might affect my child's work, behaviour or attendance;
- Read letters and newsletters, returning any permission slips and consent forms promptly;
- Attend parents' evenings and discussions about my child's attainment and progress;
- Treat staff and pupils with courtesy and respect;
- Act safely and considerately when delivering or collecting my child.

The pupil

I will aim to:

- Bring the equipment I need and wear the correct uniform;
- Be prepared for school, with a positive attitude so we can all learn well together
- Listen carefully;
- Take responsibility for working hard and being an active, responsible learner;
- Act on marking and feedback from my teachers, showing personal determination and a sense of pride in my achievements;
- Show resilience, and work as independently as possible;
- Ask for help when I need it;
- Complete homework on time and to the best of my ability;
- Actively support the values and the ethos of the academy;
- Tell someone that I trust if something is making me unhappy and I need help ;
- Act as a responsible messenger between home and the academy;
- Treat others, and the world around me, with respect and courtesy;
- Take responsibility for my actions and act with integrity ;
- Always try my best.

Appendix 2

Fairfield High School Code of Conduct For Students

As a part of the Fairfield Community adhere to the following core values:

- We are **Ethical**;
- We are **Inclusive**;
- We are **Creative**;
- We are **Aspirational**;
- We are **Individual**;
- We are **Global citizens**.

Our code of conduct reflects these values. We expect our students to:

1. Complete all work and homework to the best of their ability, remembering that we learn from our mistakes and perseverance is the key to success (**Aspirational; Creative; Inclusive**).
2. Take every opportunity to learn and never disrupt the learning of others (**Aspirational; Creative; Inclusive**).
3. Behave and speak with respect to others, using appropriate language (**Inclusive; Ethical; Individual**).
4. Take care of one another, speaking up when people are being unkind and reporting any unkind or bullying behaviour to an adult (**Inclusive; Ethical; Individual**).
5. Arrive at school and lessons on time with the correct equipment which will help in their learning (**Aspirational**).
6. Wear correct uniform, (refer to policy) at all times and behave in a way which brings honour to the school (**Individual; Global Citizens**).
7. Have respect for their own and others' possessions. Keep our school building clean and tidy, reporting any accidents, damage or breakages immediately to an adult (**Individual; Global Citizens**).
8. Walk quietly around the building, keeping to the right in corridors (**Individual; Global Citizens**).
9. Use the internet and communication technology safely and appropriately (**Individual; Ethical**).
10. Have an interest in, and care for, our local, national and international communities (**Global; Citizens; Aspirational**).

Appendix 3 – Teachers' Detailed Guide: Positive Attitude to Learning Framework 2015-16

Stage	Reward	Examples of student actions	Teacher actions	Suggested Teacher language
1	Verbal praise/tick on board	<ul style="list-style-type: none"> • Good work in lesson • Assisting another student • Demonstrating good manners • Handing out/collecting resources in class • Positive contribution to learning/lesson 	<ul style="list-style-type: none"> • Positively reinforce good behaviour • Praise in front of others • Be specific about praise 	Thank you for handing out the books, you have helped everyone else get started quickly
2	House Point* <i>*Note – teachers should aim to give 5 house points per lesson – fairly. There are occasions when more (or fewer) students will merit them but aiming for 5 per lesson encourages consistency and fairness.</i>	<ul style="list-style-type: none"> • Three or more ticks in a lesson • Completion of extension task • Working consistently at target level in a lesson • Significant improvement in work • Supporting tutor/AC/HoH with task • Act of courtesy on corridor/in communal space • Helping to tidy atrium/picking up litter • Random act of kindness • Participation in extra-curricular activity/team 	<p>As above, plus:</p> <ul style="list-style-type: none"> • Sign in planner/give merit slip (tutors to log onto SIMS weekly) OR • Log on SIMS OR • Email tutor to ask to be added 	Well done, that was extremely helpful. Thank you – I am awarding you a house point.
3	Postcard/text/email/phonecall home (3 house points)	<ul style="list-style-type: none"> • Excellence in a lesson/sequence of lessons • Work above target level (aspirational) in a lesson • Unexpected/unprompted kind act which had clear impact • Significant contribution to extra-curricular event/activity/team • Consistently exceeding expectations (see above) • Taking on responsibility for activity/successful outcome • Action demonstrating aspect(s) of school values 	<ul style="list-style-type: none"> • Departmental postcard written and handed to student to pass to tutor • Text/email prepared and sent (cc tutor) • Phonecall made – email tutor to confirm and record 	Your work this week has been exceptional, particularly x. I am awarding you a praise postcard/will be calling home about this. Well done.
4	Nomination for house star award (10 house points + celebration in assembly)	<ul style="list-style-type: none"> • Make a positive contribution to the image of the school in the community • Significant contribution to student wellbeing • Significant contribution to school community • Exceptional work/effort/achievement in subject(s) • Exceptional improvement in behaviour/effort/standards • Behaviour embodying aspect(s) of school values • Notable success in extra-curricular event/activity/team 	<ul style="list-style-type: none"> • Email to HoH giving reason(s) for nomination – read out in assembly and rewarded 	Doing x has made a real difference to x. Thank you. I am nominating you for a House Star award.
5	Celebratory tea/cakes	<ul style="list-style-type: none"> • Rating of 5 for all areas of Attitude to Learning on report • 100% attendance and no lates in a term 	<ul style="list-style-type: none"> • List collated by data team • AC invites to event 	
6	Nomination for Principal's award (termly)	<ul style="list-style-type: none"> • Forwarded by HoH from nominations given for House Star awards – academic or community focus 	<ul style="list-style-type: none"> • Add comments to justify the nomination/detail as required 	<i>HOH passes on recommendations to CCA termly via email</i>

Appendix 4 - Teachers' Detailed Guide: Negative Attitude to Learning Framework

Stage	Consequence	Examples of student behaviour	Teacher actions	Suggested Teacher language
1	Warning	<ul style="list-style-type: none"> Talking out of turn Preventing others working Refusal to follow an instruction Poor work rate Unkind behaviour Inappropriate use of IT (phones out in lessons to be taken) 	<ul style="list-style-type: none"> Positively reinforce good behaviour Use the language of choice Clarify expectations Change seating plan Identify underlying causes of behaviour 	This is a stage one warning. You need to stop (be clear what needs to stop) Make a better choice.
2	Personal catch up session or late detention the end of lesson 6 (15 mins)	<ul style="list-style-type: none"> Late to registration, Accelerate or lesson no planner or equipment Incorrect uniform Continuing with stage 1 behaviour after warning. Inappropriate language (e.g. swearing) Homework not completed/inadequate 	<ul style="list-style-type: none"> As above, plus: Log personal catch up session using SIMS. Issue catch up session sticker in planner. 	This is a stage 2. You have chosen to disrupt others' learning. The consequence is a personal catch up detention of 15 minutes.
3	Faculty/Achievement Coordinator's detention (45 mins)	<ul style="list-style-type: none"> Choosing to miss, or not complete a personal catch up session or late detention. Being sent to a Partner Class Refusing to engage in learning Persistent lateness to lessons or registration Out of lesson without permission/truancy Failure to complete home learning Inappropriate language used to offend (not as listed below) Refusal to follow an instruction where the authority of a member of staff is undermined or not following may result in risk Repeated stage 1 or stage 2 behaviour 	<ul style="list-style-type: none"> Log partner class and faculty/ AC detention using SIMS. Issue catch up session sticker in planner or issue pink slip Class teacher to contact home (Tutor if issue in Accelerate session) Email tutor to inform of sanction 	You are still choosing to disrupt learning. Go to <i>Mr Smith's</i> room as a partner class (sanction written in diary).
		<p>Ownership and Reconciliation</p> <ul style="list-style-type: none"> Where appropriate, staff may give students the opportunity to have their detention removed or de-escalated to a Personal 	<ul style="list-style-type: none"> Student-led 	

		catch up(15 mins) if they commit to a Restorative conversation with the member of staff issuing the detention.	The student must approach the member of staff and arrange a time to discuss the issue further	
4	SLT Detention (60 mins)	<ul style="list-style-type: none"> Choosing to miss a Faculty catch up session. Continued failure to complete home learning Disrupting or failing to go to Partner Class Swearing/homophobic/racist/sexist language used to offend Play fighting/ dangerous behaviour in the building Uncooperative or rude to staff Inappropriate use of online/social media Failure to attend AC detention 	<ul style="list-style-type: none"> Restorative approach. possibly involving Pastoral Support team Log behaviour on SIMS Contact home Email tutor to inform of sanction 	You have reached stage four. I am calling duty. Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day
4	Community Service (supplementing other sanctions where appropriate)	<p>In particular for:</p> <ul style="list-style-type: none"> Vandalism Bringing the school into disrepute Witnessing an event and not reporting, eg allowing a bullying incident Collusion in an incident e.g organising a fight or encouraging any such incident 	<ul style="list-style-type: none"> SLT decide on appropriate activity at EOD Could include e.g researching and delivering assembly or supporting the site team's work AM on EOD calls home to notify parents of decided action 	Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day
5	Internal Exclusion (half or whole day)	<ul style="list-style-type: none"> Severe dangerous behaviour Persistent level 4 behaviour Bullying, verbal, racist or homophobic abuse (including through social media) Fighting Smoking (including e-cigarettes/"vaping") Missing an SLT detention (half day) Witnessing an event and not reporting e.g allowing a bullying incident Collusion in an incident e.g organising a fight or encouraging any such incident 	<p>As above, plus:</p> <ul style="list-style-type: none"> Student and staff complete incident form. Pastoral support team collect witness statements if needed. Pastoral support log on SIMS 	Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day
	Saturday detention	<ul style="list-style-type: none"> Truancy (out of school) 	Staff /others report seeing students out of school to Achievement Co-	

		<ul style="list-style-type: none"> Persistent internal truancy/repeated failure to attend detentions issued for truancy 	ordinator/Manager, who arranges Saturday detention with SLT	
6	External, fixed term exclusion	<ul style="list-style-type: none"> Unprovoked physical assault of a student Swearing at, verbal abuse of or physical assault of an adult Bringing alcohol, drugs or dangerous items into school Theft or Vandalism Inappropriate sexual behaviour Failure to behave appropriately in Internal Exclusion Persistent level 5 behaviour Bringing the school into disrepute (including through social media) 	<ul style="list-style-type: none"> As above, plus: Student can wait in IE pending SLT decision and contact home. SLT contact home via phone and email/KKS Return from exclusion plus signed agreement from school, student and parent on preventing further incidents. 	Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day
7	Permanent Exclusion (Decided by Principal)	<p>Permanent exclusion is the last resort where:</p> <ul style="list-style-type: none"> A serious breach, or persistent breaches of the school's behaviour policy have taken place (see above) Allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school 	<ul style="list-style-type: none"> Referred to SLT as part of end of day Decision made by Principal 	