Montgomery Academy (an FCAT Academy)

Behaviour for Learning Policy

Introduction

FCAT Academies have at their heart a firm commitment to putting the needs of children first. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs.

The Academy Council believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

Students learn best in an ordered environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. The self esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights, rules and responsibilities of all members of the academy community, the importance of clear and consistent classroom routines which are always adhered to and a culture of rewards for success.

Purpose

To create a positive, purposeful teaching and learning environment through:

- enabling all staff to feel confident in their responsibility for the effective management of student behaviour.
- encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect.
- the provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background.
- helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- a system of rewards and graduated sanctions for students related to both academic progress, success and behaviour

Expectations

All members of the Academy have the same rights, responsibilities and rules:

Rights

- To feel safe at school
- To learn to the best of their ability
- To be treated with respect

Responsibilities

- To ensure that you allow others to feel safe at school
- To ensure that you allow everyone to learn to the best of their ability
- To ensure that you treat everyone with respect
- To have excellent attendance and punctuality

Rules

- I will respect other people and their property
- I will do as I am asked by all members of staff

- I will be well-mannered and helpful at all times
- I will attend lessons in full uniform, on time and 'ready to learn'
- I will not refuse any reasonable request from a member of staff

SMART is how we expect Montgomery students to conduct themselves throughout the day.

Safe

Mature

Ambitious

Respectful

Thoughtful

SMART should be used by staff in conversations about behaviour between themselves and students. Students must be regularly reminded about SMART conduct.

As a consequence of these qualities our expectation for each student is that they

- grow as a person
- be a positive and active member of our school community
- be lifelong learner with a love of reading
- be able to work well independently and interdependently
- be employable
- be the best they can in whatever they choose to do

All these qualities will help them achieve excellence now and in their future lives. As a school community we *Inspire Excellence Together*

Behaviour Management system

These procedures support an ethos based on shared aims and mutual respect where boundaries are clearly defined and where the individuals feel valued. These procedures reflect the fact that there are aspects of behaviour, which can be taught, and that in general the use of praise and rewards and the opportunities in the curriculum have a great effect in motivating students.

A huge emphasis is placed at Montgomery Academy on encouraging positive behaviour. Everyone, staff and students, is aware of the necessity and benefits of working together to ensure a calm, ordered, secure and happy environment. We recognise that the vast majority of students contribute positively to an environment in which effective learning can take place. However, there are pupils who, despite help, support and encouragement, do not respect this ethos and seek to disrupt the learning of others. In such cases it becomes necessary to take decisive action, to involve parents and impose sanctions.

Positive Reinforcement Strategies

Another way of tackling poor behaviour is to use language in positive terms so that you are not focussing on one individual's behaviour when everyone else is behaving appropriately.

Class Teacher should:

- Praise and encourage
- Give Ambition Points
- Give postcards
- Positive phone calls home
- Positive marking
- Have displays

Subject Leader / Progress Manager and Pastoral Manager should:

- Praise in front of whole class
- Communicate with parents – letters / phone calls
- Assemblies
- Give verbal praise
- Give Ambition Points
- Use Montgomery Way corridor to celebrate achievement and effort
- Give curriculum area / year group rewards

Consequence System

'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Refusal to follow a reasonable request or school rules e.g. wearing the correct uniform or to follow a seating plan, will result in a consequence.

Please see the Additional Needs Section regarding the use of reasonable adjustments.

Consequence Protocols at Montgomery High School
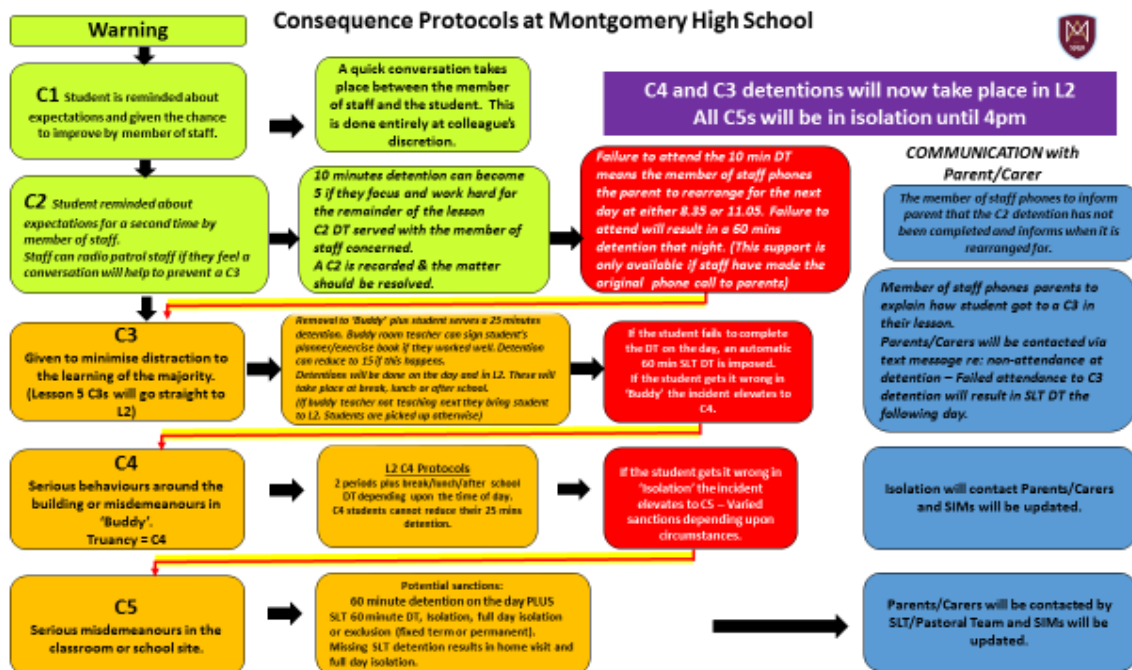
C3 and C4 detentions will take place in L2
Students receiving a C5 will be taken to the C5 room

Internal Isolation

Some students during their time at Montgomery Academy will be in need of additional support and intervention. The varying needs include the following;

- C5 room – Students receiving a C5 will be taken straight to the C5 room where they will stay until 4pm. Where necessary, additional consequences will be decided at the daily C5 meeting.

- Withdrawal from individual/few lessons for longer term, usually following short term, but where repair, rebuild and re-integration have failed. Total long term withdrawal may be a very occasional strategy.

- Isolation from other students within the Academy as part of a consequence for misbehaviour. This will also include withdrawal of normal break and lunchtime privileges. This will include students who have been given a fixed term exclusion from school, containment for full day as either a consequence for truanting or positive prevention of further truanting.

Withdrawal Room

The withdrawal room is a 6 week respite facility for students who are consistently disrupting the learning of others in a specific subject.

Whilst accessing the room students will continue with their learning with the support of the Withdrawal Room Manager who will also do work with the student to help them change their behaviour so that they can be successfully reintegrated back into their timetabled lessons. Referrals are made to the Progress Managers.

Staff will liaise with the Withdrawal Room Manager to facilitate a successful reintegration for the student.

The emphasis for all the above situations needs to be on 'refocus and redirection'. The aim will be to create a busy purposeful unit where real learning and the acquiring of good working habits is taking place.

Other possible support needs may include the following:

- Withdrawal from lessons for the day in the C5 room
- integration into school from other schools (managed moves)
- positive placements to support learning or coursework
- to support other academies' behaviour management systems

Fixed Term Exclusion

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012) All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent. Daily meetings take place with the Deputy Headteacher and the behaviour team where exclusions decisions are made however the Deputy Headteacher liaises with the SEND team regarding students on the SEND register. This is also the case with the safeguarding team regarding our most vulnerable students. The following are examples of reasons for exclusion;

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System'
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the Academy
- Persistent defiance or disruption.
- Fighting
- Other serious breaches of Academy rules

Permanent exclusion

'A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy;
  - and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.
- (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon;
- making a malicious serious false allegation against a member of staff;
- potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

In cases where a Principal has permanently excluded a student for:-

- one of the above offences;
  or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

The Academy Council's Guidance on Offensive Weapons - the Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include:

lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Local Academy Council to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Academy Council also considers the following to be serious incidents may result in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff. Persistent disruption and defiance that may or may not be directly linked to the Consequences system.

Students with Additional Needs

The Behaviour, Pastoral and SEND team work together to support students with any additional need. Weekly Meetings of Concern take place where members of each team are represented to review and plan strategies for our students who need extra support and intervention. The meetings enable the teams to work together so that all possible difficulties are explored.

When applying the behaviour policy reasonable adjustments are applied to support students with SEN, Children in Care, vulnerable students with complex needs associated with trauma, managing relationships and attachment and those accessing the Engage Programme.

Students with additional needs including behaviour needs are assigned a key worker who works closely with them and their families.

Student Support Centre

Rationale
Montgomery's Student Support Centre Team work with Montgomery students with education learning needs, sensory difficulties and social, emotional and mental health issues. Students with special educational needs all have learning difficulties or disabilities, which may produce barriers to learning. These students may require support that is additional to, or different from other students of the same age.

Students with special educational needs may need extra help because of a range of needs such as thinking, understanding, physical or sensory difficulties, or how they relate to and behave with other people.

All students make progress at different rates and have varying ways in which they learn more effectively. Teachers consider this at Montgomery by taking careful consideration over how they structure and organise their lessons, the classroom environment and layout, the exercise books and the planning and differentiation of resource material given to students. Advice and strategies for teachers are produced and outlined on student passports, which are updated twice a year. Teaching staff use this information to consider appropriate options in order to enable effective differentiation according to the individual student needs.

The Role of the Student Support Centre and interventions provided
- In class support for SEND, SEMH and Nurture Unit students
- SEND, EAL, Behaviour and Irlen Passports
- Accelerated Reading programme / buddy reading in registration for identified students
- Regular reading and spelling testing
- Exam concessions and access arrangements
- Screening for Speech and Language difficulties and dyslexia and dyscalculia traits
- Support in internal and external examinations
- Numeracy and Literacy intervention including Lexonik
- Care plans for disabled students
- Strategies for dealing with anxiety, developing resilience and social skills
- Referrals to the Educational Psychologists
- Referrals to outside agencies
- Support on school trips with SEND, SEMH and Nurture Unit students
- Loaning laptops for students with temporary physical difficulties
- Requesting/loaning of specialist equipment
- Identifying / key working and conducting planning meetings for vulnerable students
- Providing CPD for all teachers of Most Able, SEND, SEMH, EAL and Nurture Unit students
- Supporting the development of differentiation by subject teachers
- Regular tracking of progress of SEND, SEMH and Nurture Unit students
- Regular reviews / updating of student passports
- Support with handwriting
- Homework support & reading club / homework club / STEM Club / Lego and Robotics Club

- Quality assuring the teaching of SEND students through conducting learning walks
- Transition support with feeder primary schools and post 16 educational establishments
- Support outside the classroom for identified students as required
- Mediation support with SEND, SEMH and Nurture Unit students
- SSC is used as an alternative to the isolation area
- SSC is used as safe place for timeout from lessons and social time
- DSL and SENCo have produced a list of students for who restraint should not be used.

Engage Programme

Engage provides a bespoke alternative learning provision for students who are unable to manage in mainstream education and are at risk of permanent exclusion. We assess students' individual needs and work to foster good relationships, promote positive behaviour and encourage emotionally resilient learners in order to maximise their employability and life chances by:
- Developing a bespoke curriculum and alternative learning experiences for challenging students
- Providing a sense of belonging
- Engaging with parents and students in a positive way
- Fostering positive feelings/relationships about school
- Breaking down barriers to learning
- Supporting with reintegration into mainstream classes where possible
- Supporting teaching staff in their work with challenging students
- Providing cultural and life experiences beyond the classroom in the form of visits and volunteer work
- Offering extended work experience opportunities and relevant bridging programmes to support transition into post 16 education
- Improving behaviour through coaching and teaching of behaviour management strategies
- Reducing number of exclusions
- Improving attendance

Rationale
Montgomery's alternative provision Engage works with students who present with challenging behaviour within the mainstream school setting. The learning programme operates between the normal school hours in an area with restricted access devoted to their needs. Appropriately identified students attend Engage on an individual bespoke timetable appropriate to their need. For KS3 students this is for a minimum of 1 lesson a day and morning registration in tandem with their individual regular timetables. Classes will be decided based on where the greatest concerns or learning requirements have been identified. For KS4 students the programme incorporates the offer of an extended work placement for a maximum of 2 days and a balance of option subjects taught within normal lessons and Engage. All students currently study BTec Home Cooking level 1 & 2 & GCSE History and attend their English, Maths & Science lessons. The programme remains flexible and for all students there may be occasions where it is necessary to adjust timetables on specific days to allow for additional time in engage to access emotional support.

Close links with the SEND team allows for referrals to be made where necessary to support any additional educational needs and outside agency intervention to help with barriers to learning and social, emotional support as required. Students will have an individualised behaviour passport and SEND passport if appropriate to help inform teaching staff of their individual needs, strengths and difficulties with the aim to help inform their planning and effective differentiation of lessons.

All students make progress at different rates and have different ways in which they learn more effectively. Staff in Engage consider this by taking careful consideration over how they structure and organise their lessons, the classroom environment and layout and the planning and differentiation of resource material given to students.

There are opportunities available for students to work in the garden area where students take responsibility for the planting and harvesting of produce to use in their cooking lessons. Volunteer work at a local farm is available for those interested in animal care. We also have a trained therapy dog and have engaged in art therapy sessions to aid with the plethora of social and emotional needs of the students on our programme.

Parents are fully consulted and it is mutually agreed between school and parents of the provision that the Engage programme will provide each child. Parents are contacted weekly and invited into school or visited at home regularly to promote the most supportive working relationships between all stakeholders. The overriding priority is to keep Engage students within the context of Montgomery given their vulnerabilities and provide a sense of belonging. A familiar face each morning giving opportunities for responsibility and encouraging the development of strong relationships across school with staff and ultimately driving the students desire to succeed and improve their behaviour and attendance.

<u>The Role of Engage</u>
- To support students in self-regulation and model positive behaviours
- Support with the accelerated reading programme
- Promote strategies for dealing with anxiety, developing resilience and social skills
- Referrals to outside agencies
- Identifying / key working and conducting planning meetings for students
- Providing CPD for all staff involved in the program
- Reporting the progress to parents and liaising with subject teachers on a regular basis
- Regular reviews / updating of student passports
- Supporting students back into their regular lessons where possible
- Creating new opportunities for learning to engage hard to reach students
- To reduce numbers of behaviour incidents, exclusions and increase attendance with identified cohorts
- To support teaching and support staff in behaviour management and strategies for dealing with challenging behaviour

Whole School Support

The support available for students at Montgomery extends to every student. Any of our students may require additional help at any point of their school career. We have a wide range of support available within school and we also work closely with external agencies who are providing help to our students and their families.

School Support and Therapeutic Intervention

- Pastoral Team
- Safeguarding Team
- Student Support Centre
- Engage Programme
- Lifecoach
- Student Support Centre
- Walk and Talk
- One to one pastoral
- Safeguarding office
- Mental Health and Well Being Market Place
- Mental Health Lead
- Mental Health Policy
- Mental Health First Aid trained staff
- NLP trained staff
- Lego therapy
- Mindfulness and Well Being Apps
- School nurse
- Peer Mentors
- Stonewall Group
- PWO
- PCSO
- Anti Bullying Ambassadors
- Peer Mentors
- Student Council

External Agencies

- School Home Support Workers
- Young carers
- Social Care
- Virtual School
- CAMHS
- Blackpool Carers
- Blackpool SEND Team
- Blackpool Educational Psychology Team
- Shine Therapy
- Blackpool Young People's Service – LGBT, HUB, Sexual Health and Well Being, CASHER,
- Headstart Resilience Coaches
- Youth Mediation Family Worker
- Awaken
- Kooth Assembly – Online Support
- Theatre Groups
- Community Safety Co-ordinator (Police)

Punctuality

<u>To school</u>

We are committed to ensuring that students set excellent standards of punctuality and attendance and therefore students that are late will complete a detention on the day of lateness. This is worked on a graduated system, students arriving from 8.45am-9.00am will receive a 30-minute detention. Arrivals between 9.00am-9.20am students will receive a 45-minute detention and those who arrive after 9.20am will incur a 1-hour detention. Students who fail to attend detention or are persistent in their lateness will complete a senior detention and may lead to placements within Isolation.

<u>To Lessons</u>

There is 5 minutes movement between lessons however all students are expected to be in lesson 3 by 11.30am and either 1pm or 2pm depending on the year group they are in and which lunch they are on.

YR7, 9 and 11 (first lunch) - should all be in lesson 4 by 1pm

YR8 and 10 (second lunch) – should all be in lesson by 2pm

All student arriving late to lesson must be marked with an L on the register as well as the number of minutes late.

Progress Managers will run weekly detentions for those students who accumulate minutes late to lesson.

Toilet Policy

At Montgomery family we want to be caring and supportive, but we also want to be expectant. The idea is that students should be in lessons learning.

Students will not be allowed out of lessons to go to the toilet, except of course if they have a medical condition that means they have a long term pass, or there is a genuine medical reason.

If students need to go to the toilet between lessons and in social time there are plenty of opportunities. If they really need to go in lessons, **which should not be necessary**, they make up the time at the end of the lesson and they can go to get a key from Student Services.

<u>Toilet Times</u>

1 All toilets open until 8.40. Locked at 8.45.

Students 'go 'at home, or before 8.45.

<u>No student should 'go' unless they have a personalised pass during P1</u>

2. Main block reception, E block toilets and M block toilets open from 10.03 to 10.08. This allows students to use the facilities at changeover.

3. All toilets open at 11.05 and locked at 11.25.

<u>No student should 'go' unless they have a personalised pass during P3</u>

4. Main block reception, and Main block Humanities corridor open over both lunches.

In period 4 Year 9 and 11 can go to the toilet, but make up the time at the end of the lesson. It is their choice.

5. All toilets opened for changeover   between P4 and P5 . Toilets locked again at 2.05. This allows students to use the facilities at changeover

This system does not apply to Year 7 students who are new to school and staff should show discretion to girls.

Internet safety

Whenever a student infringes the e-Safety Policy such as cyberbullying, the final decision on the level of sanction will be at the discretion of the school management. This includes e-safety incidents which may take place outside of the academy, but is linked to membership of the

Academy. All breaches of the e-Safety Policy will be recorded and referred to the Designated Safeguarding Lead or Person.

Examples of sanctions are:

- referred to Principal
- contact with parents
- possible exclusion
- refer to PCSO
- e-safety officer
- Refer to the Police

Screening, searching and confiscation

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils.

• If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

• If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

• This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching

Academy staff can search pupils with their consent for any item. Principals and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item".

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- 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 property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen. School staff can view CCTV footage in order to decide as to whether to conduct a search for an item.

The power to seize and confiscate items

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Also note:

• The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

• Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal academy complaints procedure

Use of reasonable force

All academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Principal and staff authorised by the Principal can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the academy rules.

Members of staff can use such force as is reasonable given the circumstances when conducting a search 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. Such force cannot be used to search for items banned under the academy rules.

Malicious allegations against students or staff

The Academy views these extremely seriously and will always be investigated by the Principal or his representative.

For further information:

http://www.legislation.gov.uk/ukpga/2011/21/contents

http://www.legislation.gov.uk/ukpga/2011/21/contents

http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/index.htm

www.education.gov.uk

www.bbc.co.uk/schools/parents

www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-

A_guide_for_headteachers_and_school_staff_080115.pdf